



ILLINOIS EDUCATION AND CAREER  
**SUCCESS NETWORK**

# Success Network Policy Committee

*Full Committee Meeting*

December 11, 2024

# Welcome & Introductions

Please share your name and organization in the chat, and answer: *What is your favorite winter activity?*

# Today's Topics

- Welcome & Introductions
- Tips for Engaging with Labor Market Information
- Report Card Highlights
- Career Exploration Discussion
- Looking ahead to 2025
- Wrap Up & Announcements

# Labor Market Data: Identifying High Priority Occupations

### Selected Occupations, Wages, and Job Growth

Program	Typical Job(s)	Living Wage Potential*	Median Hourly Wage**	IL Growth: Change over 10 years ***	IL Annual Job Openings***	Typical Educational Requirements
Guided Transfer	Computer and Information Systems Managers	High	\$78.01	8.0%	1,828	Bachelor's Degree
	Software Developers or Software Quality Assurance Analysts and Testers	High	\$52.44	18.0%	6,256	
Computer Information Systems & Programming	Database Architects	High	\$66.32	5.6%	526	Some College
	Computer User Support Specialists	Medium	\$27.93	4.1%	1,539	
	Database Administrators	High	\$49.18	5.6%	526	
Web Development	Computer Systems Analysts	High	\$49.45	4.2%	2,306	Bachelor's Degree
	Web and Digital Interface Designers	Medium	\$35.94	7.3%	548	Bachelor's Degree
Networking, Cloud Computing, & Cybersecurity	Computer Network Support Specialists	Medium	\$33.95	3.4%	999	Associate Degree
	Network and Computer Systems Administrators	High	\$42.72	3.1%	804	Bachelor's Degree
	Information Security Analysts	High	\$54.18	25.3%	428	

\* Living wage potential is based on MIT's Living Calculator ([living.wage.mit.edu](https://living.wage.mit.edu)) for Illinois in 2024. Occupations with median salaries higher than the living wage for 1 adult + 1 child (\$29.63/hour) are considered as having a "high" living wage potential. Occupations with median salaries only higher than the living wage of 1 adult (no children) (\$22.86/hour) are considered as having a "medium" living wage potential, and occupations with median salaries below the living wage of 1 adult (no children) (less than \$22.86/hour) are considered as having a "low" living wage potential.

\*\* Illinois Department of Employment Security (IDES). Wage Information: Occupational Employment and Wage Statistics (Statewide). Retrieved April 2, 2024. From [ides.illinois.gov/resources/labor-market-information/oes.html](https://ides.illinois.gov/resources/labor-market-information/oes.html)

\*\*\* Illinois Department of Employment Security. Employment Projections (Long-Term Occupational Projections 2020-2030). Retrieved April 2, 2024. From [ides.illinois.gov/resources/labor-market-information/employment-projections.html](https://ides.illinois.gov/resources/labor-market-information/employment-projections.html)

### STATE OF ILLINOIS

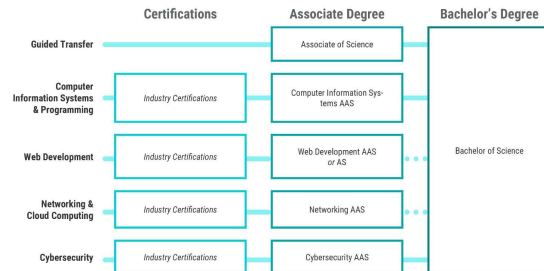
## Model Programs of Study in Information Technology

### Recommended Courses

	GRADES 9–10 Orientation	GRADES 10–12 Skill Development	GRADE 12 Capstone	1ST YEAR* Postsecondary
<b>Computer Information Systems, Programming, &amp; Web Development</b>	Computer Applications for Business	Mobile applications or web development courses Choose 1: • Introduction to Computer Information Systems • Computer Science Principles	Choose 1: • Computer Science I • Computer Science A	Computer Science I Computer Science II Intro to Web Development
<b>Networking</b>	Computer Applications for Business	Hardware or operating system courses Choose 1: • Introduction to Computer Information Systems • Computer Science Principles	Intro to Networking	Continue Course Sequence
<b>Work-Based Learning</b>	Career Exploration (2) Choose 1: Career Development Experience or Youth Apprenticeship Team-Based Challenge (2); may be offered through Career and Technical Student Organizations			
<b>Math</b>	Math sequence: highest-level course possible	Math sequence: highest-level course possible	Choose 1: • College Algebra • Pre-Calculus • Transitional Math: STEM • Calculus	Choose 1: • Calculus* • Statistics*
<b>English</b>	English sequence	English sequence	Choose 1: • Transitional English • English Composition	Choose 1: • English Composition* • Oral Communication • Business Communications
<b>Science</b>	Science sequence	Science sequence	Science sequence	Science sequence
<b>Social Science</b>	Social science sequence	Social science sequence	Social science sequence	Social science sequence

KEY: AP or dual credit course Dual credit course with IAI Dual credit course with IAI Postsecondary course with IAI College & Career Pathway Endorsement Course prepares for industry credential  
\* If credit was already earned through an early college course, take the next requirement in the sequence or, if none, additional AAS or major courses

### Postsecondary Opportunities



• • • Bachelor's degree is not required for employability

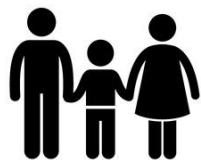
# Selected Occupations, Wages, and Job Growth for IT

Program	Typical Job(s)	Living Wage Potential*	Median Hourly Wage**	IL Growth: Change over 10 years ***	IL Annual Job Openings***	Typical Educational Requirements
<b>Guided Transfer</b>	<a href="#">Computer and Information Systems Managers</a>	High	\$78.01	8.0%	1,828	Bachelor's Degree
	<a href="#">Software Developers or Software Quality Assurance Analysts and Testers</a>	High	\$52.44	18.0%	6,256	
	<a href="#">Database Architects</a>	High	\$66.32	5.6%	526	
<b>Computer Information Systems &amp; Programming</b>	<a href="#">Computer User Support Specialists</a>	Medium	\$27.93	4.1%	1,539	Some College
	<a href="#">Database Administrators</a>	High	\$49.18	5.6%	526	Bachelor's Degree
	<a href="#">Computer Systems Analysts</a>	High	\$49.45	4.2%	2,306	
<b>Web Development</b>	<a href="#">Web and Digital Interface Designers</a>	Medium	\$35.94	7.3%	548	Bachelor's Degree
<b>Networking, Cloud Computing, &amp; Cybersecurity</b>	<a href="#">Computer Network Support Specialists</a>	Medium	\$33.95	3.4%	999	Associate Degree
	<a href="#">Network and Computer Systems Administrators</a>	High	\$42.72	3.1%	804	Bachelor's Degree
	<a href="#">Information Security Analysts</a>	High	\$54.18	25.3%	428	

\* Living wage potential is based on MIT's Living Calculator ([livingwage.mit.edu](https://livingwage.mit.edu)) for Illinois in 2024. Occupations with median salaries higher than the living wage for 1 adult + 1 child (\$39.63/hour) are considered as having a "high" living wage potential. Occupations with median salaries only higher than the living wage of 1 adult, no children (\$22.86/hour) are considered as having a "medium" living wage potential, and occupations with median salaries below the living wage of 1 adult, no children (less than \$22.86/hour) are considered as having a "low" living wage potential.

\*\* Illinois Department of Employment Security (2022). Wage Information: Occupational Employment and Wage Statistics (Statewide). Retrieved April 2, 2024, from [ides.illinois.gov/resources/labor-market-information/owes.html](https://ides.illinois.gov/resources/labor-market-information/owes.html)

\*\*\* Illinois Department of Employment Security. Employment Projections (Long-Term Occupational Projections 2020-2030). Retrieved April 2, 2024, from [ides.illinois.gov/resources/labor-market-information/employment-projections.html](https://ides.illinois.gov/resources/labor-market-information/employment-projections.html)



*Single Child*



*Family with 2 Children*



*Big Family*

## Living Wage

**The minimum salary needed for living expenses (i.e., pay all bills) based on typical expenses for that community.**

Variables:

1. How many adults and children are in your family
2. How many adults are working
3. Where you live

Tool: [MIT's Living Wage Calculator](#) breaks down the living wage by family size and region. (Updated annually.)

**Let's  
Explore  
Together**

Go to:

[livingwage.mit.edu](https://livingwage.mit.edu)

Find the living wage for your county and compare for various family sizes.

---



# What info do we have for various jobs?

Department of Labor:

- a. Surveys workplaces and collects information about number people employed, education required, skills needed, typical roles, and salaries.
- b. Surveys individual employees and job experts, getting a sense of educational attainment, salaries, day to day work experience, etc.
- c. Data is available at a federal and state level, and sometimes local level

**Let's  
Explore  
Together**

**Career OneStop**

[Explore Careers](#)

**Illinois Department of  
Employment Security**

[Employment Projections](#)

[Local Wage Information](#)

---

# Practices to Consider

- Meet with various local industry members to understand local need
- Use your local living wage to help determine high priority occupations
- Consider occupations that are in demand, have high growth potential and workforce shortages
- Ensure training and/or educational programs are aligned and available to support selected occupation

# Illinois School Report Card Highlights

# IRC Highlights

Please drop thoughts in the chat. We'll periodically pause for comment as well.

## **Purpose of today's review**

- Review some key college and career readiness and transitions data points from the 2024 Illinois School Report Card
- Reflect on what these data might signal
- Identify areas for further exploration in January's data deep dive

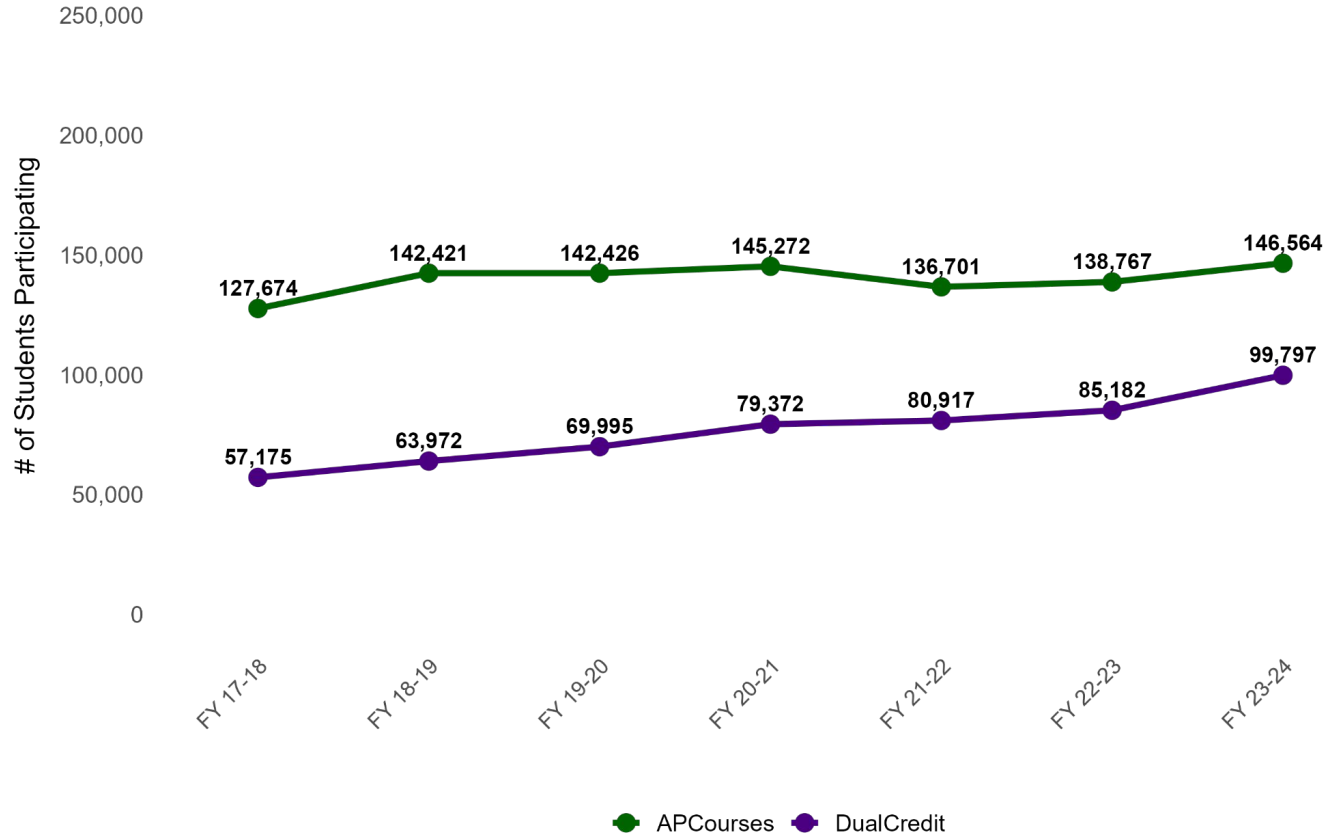
## **Data Deep Dive**

Thursday, January 23, 1–2:30 p.m.

[Register here](#)

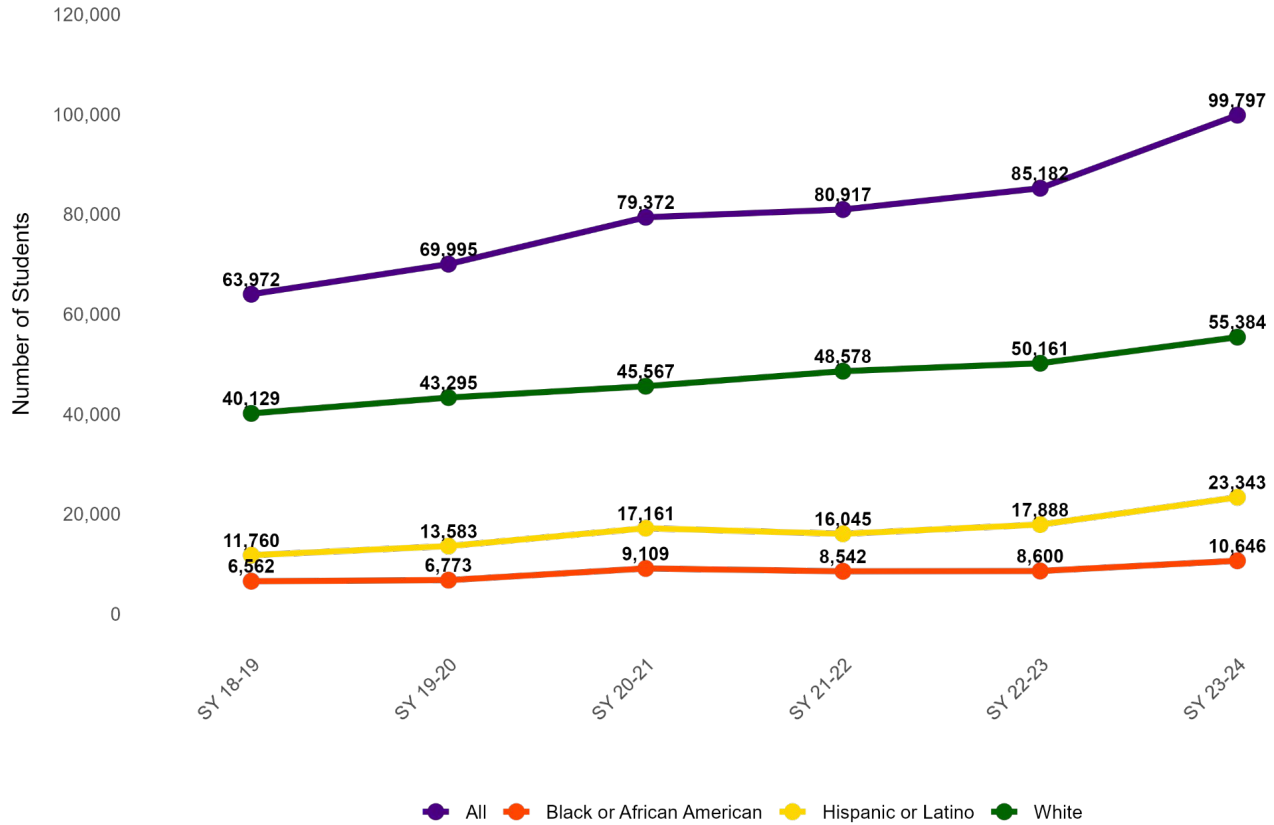
# Early College Coursework Participation Trends

Dual Credit and AP Course Participation



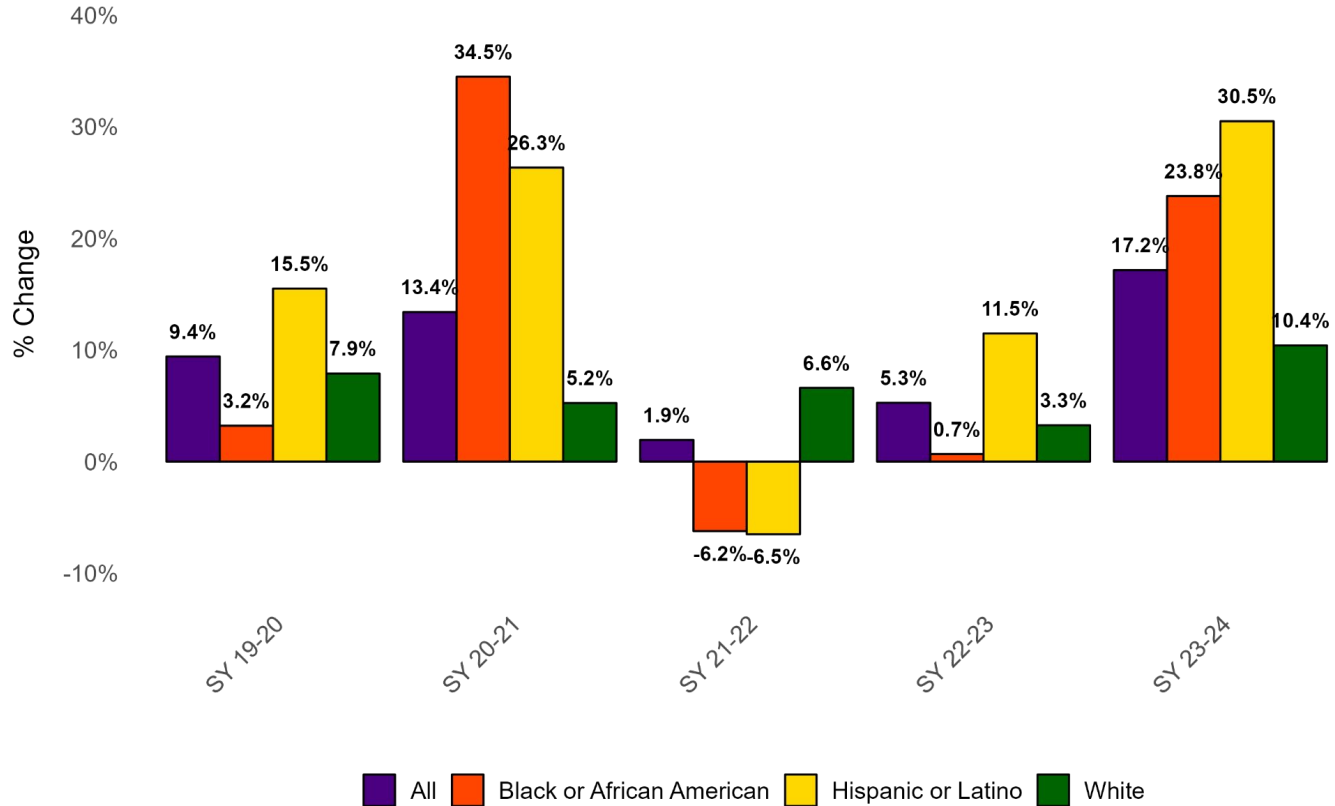
# Dual Credit Enrollment Trends

Comparison by Race/Ethnicity



# % Change in Dual Credit Enrollment

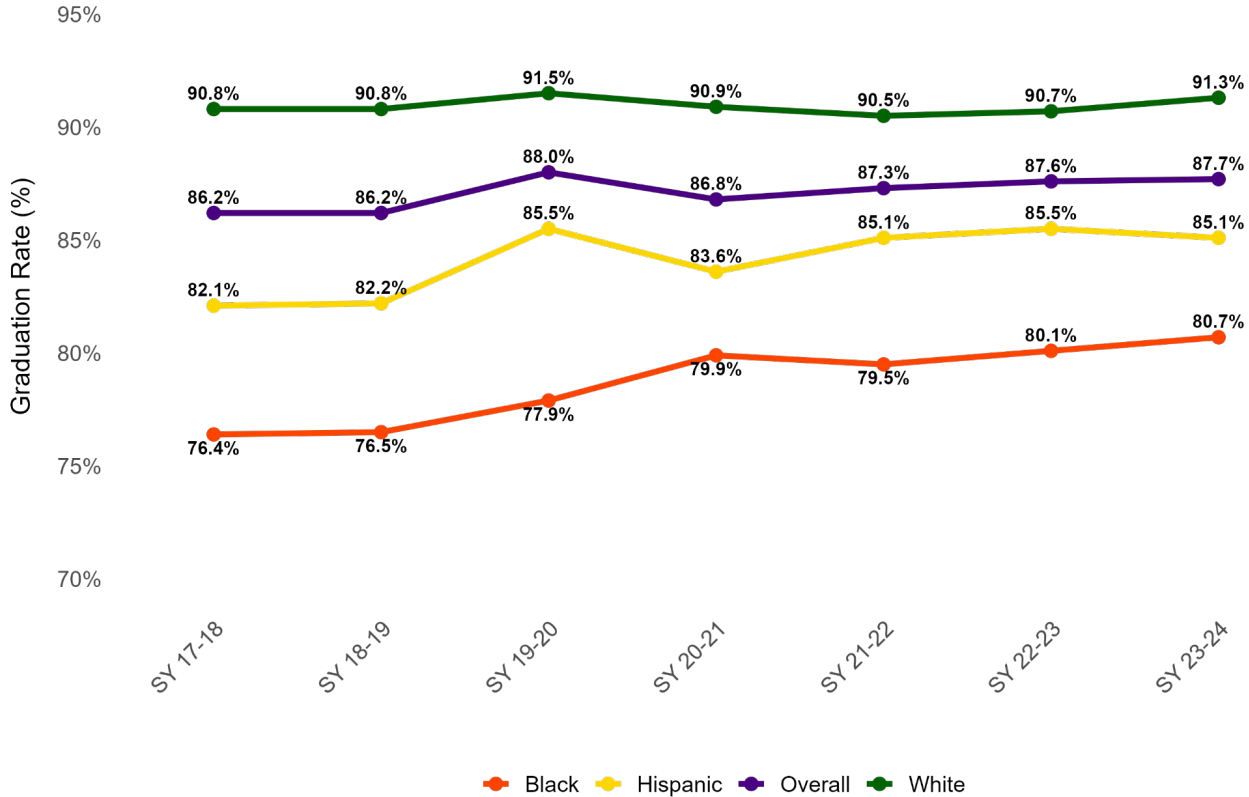
## Comparison by Race/Ethnicity



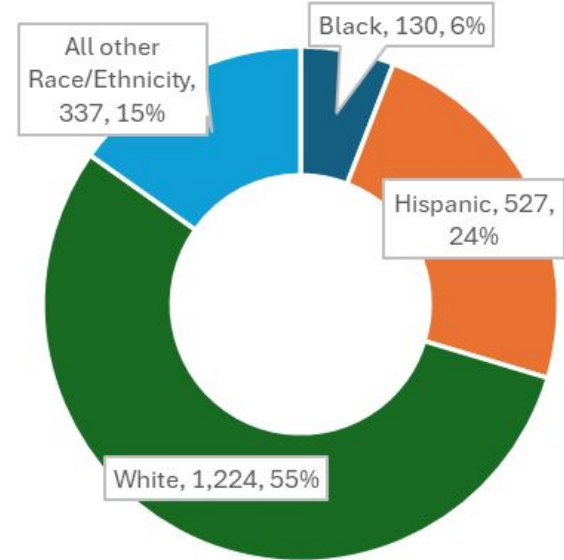
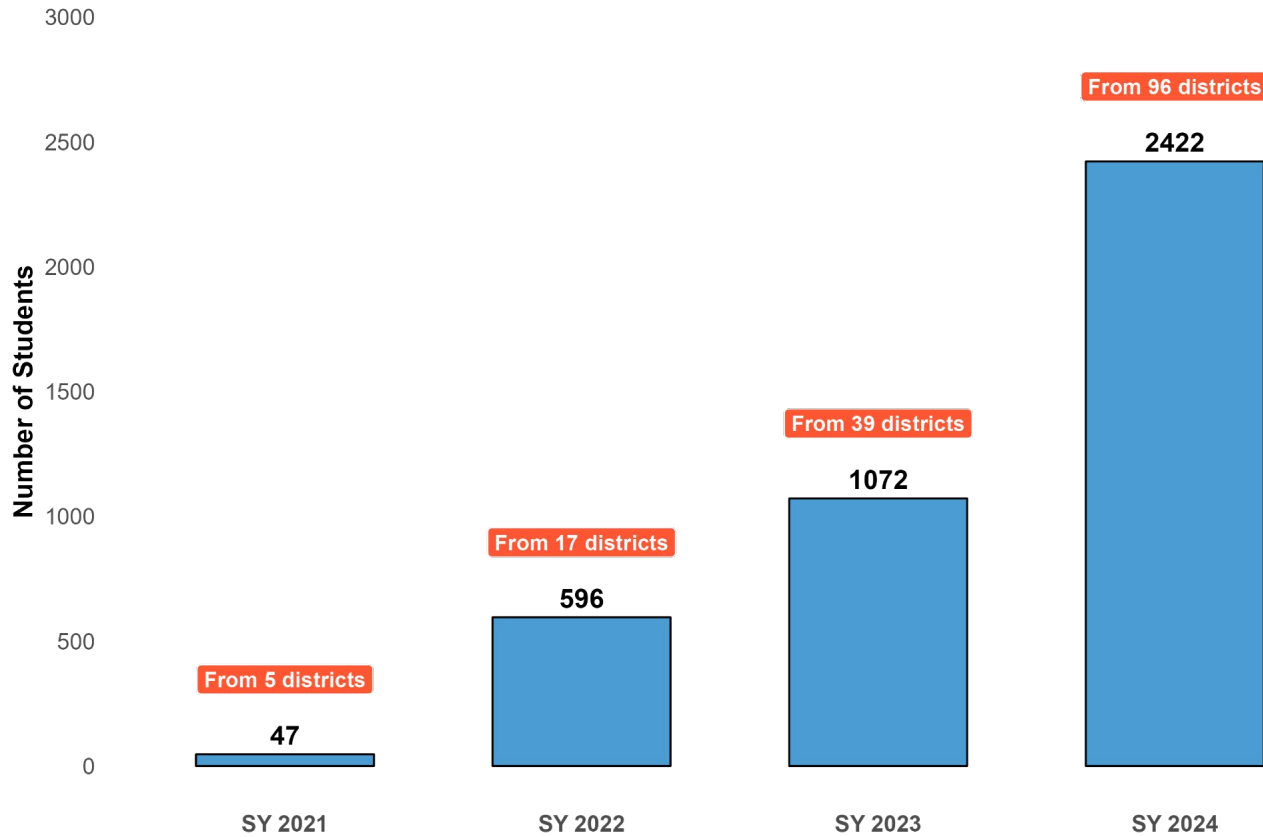


# 4-Year High School Graduation Rate

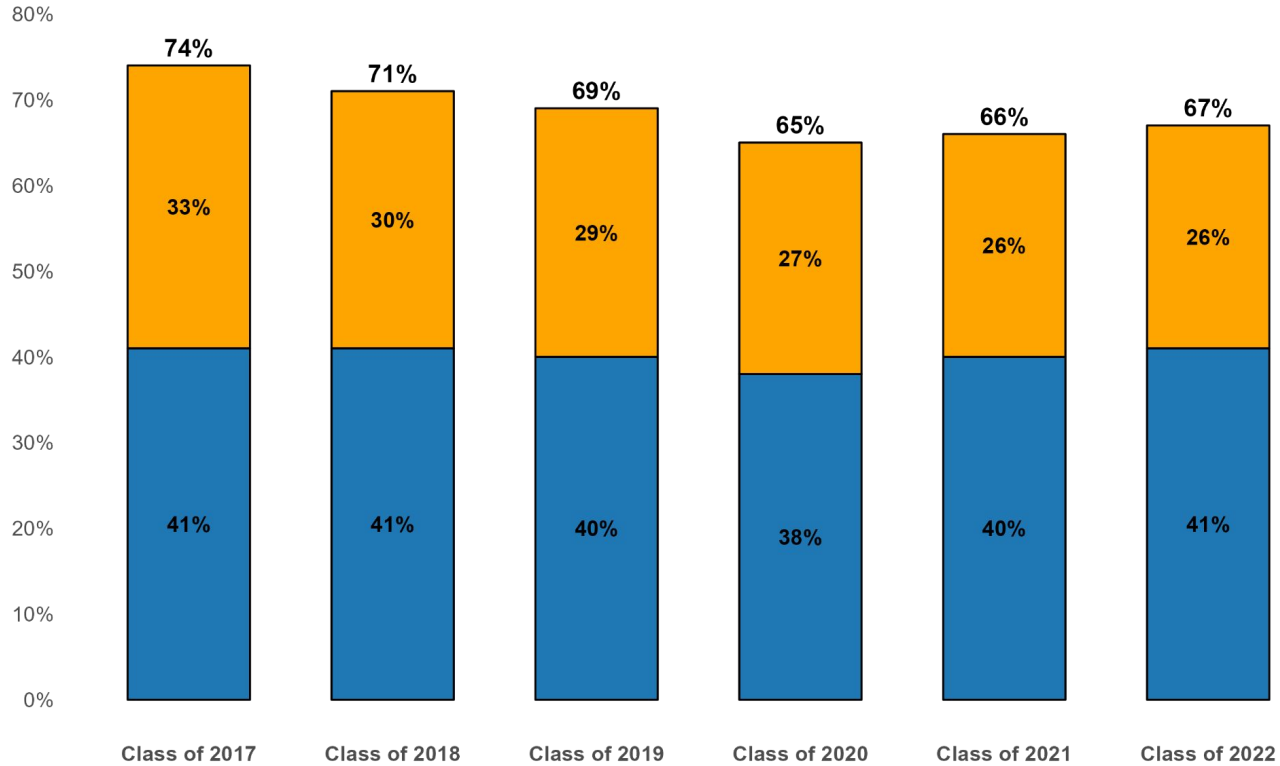
Comparison by Race



# Total Number of College and Career Pathway Endorsements\*



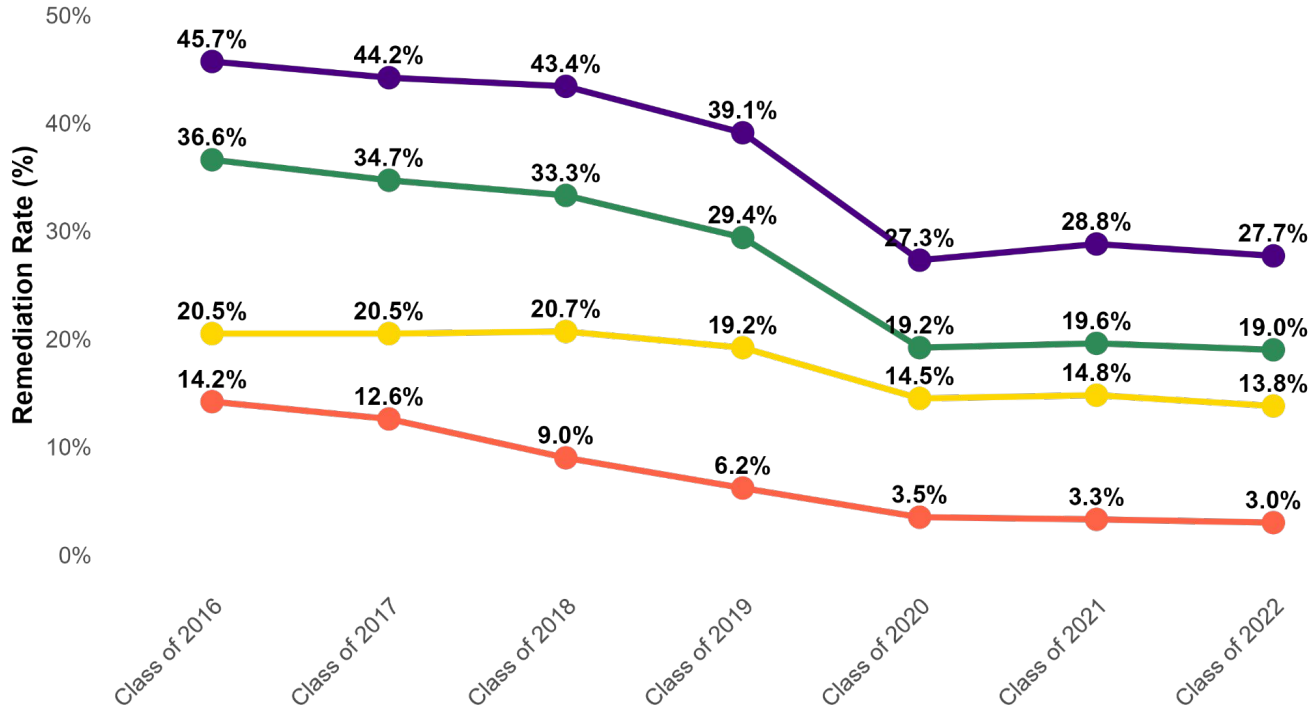
## Postsecondary Enrollment within 16 Months



Two-Year Four-Year

# Community College Remediation Rates

Trends by Subject



● Communications ● Math ● Overall ● Reading

# Recent Reports

What else are you reading? Add in the chat!

**Illinois Workforce & Education Research Collaborative (IWERC):** Viewpoints of Illinois high school seniors who do not attend college ([report](#))

**Community College Research Center (CCRC):** The Postsecondary Outcomes of High School Dual Enrollment Students: A National and State-by-State Analysis ([report](#); [dashboard](#))

**Georgetown Center for Education & Workforce (CEW):** The Future of Good Jobs: Projections through 2031 ([report](#))

# Career Exploration Discussion

*Work-Based Learning & Host Engagement Continuums*





**Career awareness**, the first stage of the [work-based learning](#) continuum, is the process by which students explore possible career clusters and specific jobs that are available and gain a deeper understanding of the different paths they can take toward a fulfilling future. Career awareness is a valuable opportunity to connect an individual's own abilities and interests to related college and career opportunities.

**Career exploration** is an activity such as a job shadow, attendance at a career exposition, or employer site visit that provides an individual with the ability to engage directly with employers for the purpose of gaining knowledge of one or more industry sectors or occupations.



	Career Awareness	Career Exploration
<b>Student engagement:</b>	<ul style="list-style-type: none"> <li>• Gain general knowledge about industry sectors and their occupations</li> <li>• Explore personal abilities and interests</li> </ul>	<ul style="list-style-type: none"> <li>• Direct contact with employers or other partners</li> <li>• Deepening knowledge of one or more industry sectors in an area of interest and their occupations</li> </ul>
<b>Examples include:</b>	<ul style="list-style-type: none"> <li>• Career interest surveys</li> <li>• Interactive or video presentation tools</li> <li>• Self-reflection activities and projects</li> </ul>	<ul style="list-style-type: none"> <li>• Worksite tours</li> <li>• Job shadows</li> <li>• Mentoring</li> <li>• Guest speakers</li> <li>• Career days or fairs</li> </ul>

# Middle School Career Exploration

ISBE: Rules Currently in Effect

Subchapter g: Special Courses of Study, Part Number 258

*g) To earn a College and Career Pathway Endorsement, a student shall complete a **minimum of 2 Career Exploration Activities or one Intensive Career Exploration Experience**, a minimum of 2 Team-based Challenges, and at least 60 cumulative hours of participation in one or more Supervised Career Development Experiences (Section 80(d)(3) of the Act).*

- 1. The plan must demonstrate that students will complete a continuum of work-based learning that includes career awareness, **career exploration**, team-based challenges, and career development experiences.*
- 2. Activities taking place in grades 6 through 12 may be included as a career exploration activity, with at least one activity taking place within grades 9 through 12.*

# Middle School Career Exploration

Is:

- Exploring the connection between identity and career
  - Learning how to reflect, identifying strengths and likes, building self-awareness
- Learning about durable soft skills, i.e., essential employability skills,
- Becoming aware of the diverse career opportunities available
- Preparing for the navigation into high school

Is **not**:

- Determining a career path
- Limiting future options

Read [Planting Seeds for Success: Middle School Career Exploration](#)

# Illinois PaCE Framework

The Illinois Postsecondary and Career Expectations (PaCE) framework is a guide for students, families, and educators, outlining the **essential experiences and information needed to make informed decisions about college and career planning** from 8th grade through high school.

The middle school framework focuses on three core areas: **aspiration, self-advocacy, and planning**. These essential milestones are meant to equip students to successfully transition into and navigate high school.

[Illinois PaCE](#)

[PaCE Resources](#)



## Illinois PaCE Postsecondary and Career Expectations

At the middle school and early high school level, the Illinois Postsecondary and Career Expectations (PaCE) Framework is designed to provide students with guided exploration of postsecondary planning and options in a manner that is consistent with adolescent development. Meaningful participation in post-secondary preparation programs requires that students perceive college and/or career as possible and probable. Too often, programs are designed to serve only students who already have a college-going or career-oriented identity. The developmental work in the middle school framework is intended to prepare students to more fully engage with the PaCE Framework throughout the critical high school years.



By the end of 6th grade	By the end of 7th grade	By the end of 8th grade
<p><b>A student should be exposed to:</b></p> <ul style="list-style-type: none"> <li>information about and examples of a wide range of careers</li> <li>language that emphasizes individual skills, strengths, and assets</li> <li>practices that develop a growth mindset</li> </ul> <p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>explore their interests</li> <li>practice their strengths</li> <li>develop their confidence in their abilities</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>engage in guided self-reflection</li> <li>articulate aspirations</li> <li>envision a positive future</li> <li>explore their habits</li> <li>create or change a habit</li> <li>record their progress</li> <li>explore career interests</li> <li>explore their strengths</li> <li>effectively ask for help</li> <li>understand a growth mind set</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>explore barriers to aspirations</li> <li>articulate personal strengths</li> <li>identify sources of motivation</li> <li>explore career interests</li> <li>develop an educational plan for at least one career interest</li> <li>compare possible financial futures</li> <li>complete a career cluster survey</li> <li>attend a career exploration day</li> <li>demonstrate a growth mind set</li> <li>explore learning styles</li> <li>map a support network</li> <li>complete a unit on education planning</li> </ul> <p><b>A student should be exposed to:</b></p> <ul style="list-style-type: none"> <li>the concept of career clusters of interest</li> <li>relationship between community service/extracurricular activities and postsecondary (PS)/career goals</li> <li>be exposed to a financial literacy unit in a course or workshop</li> </ul>



# High-Quality Criteria

Access the resource:

[Scaling Work-Based Learning: Quality Criteria for Continuous Improvement and Equity](#)

## Career Exploration Criteria

	High-Quality Criteria	Student "I Can" Statements
<b>Student Preparation</b>	<ul style="list-style-type: none"><li>○ Students are provided an overview and context about what they will be observing and learning.</li><li>○ Students are introduced to general expectations of behavior and essential employability competencies when communicating with industry partners, including how to stay engaged and ask meaningful questions.</li><li>○ A classroom lesson or activity is provided beforehand on the related industry or sector.</li></ul>	<ul style="list-style-type: none"><li>○ I can communicate with employers and fellow employees respectfully and understand general expectations of behavior and etiquette, including how to stay engaged and ask meaningful questions, how to dress, etc.</li></ul>
<b>Community Partner Prep</b>	<ul style="list-style-type: none"><li>○ The work-based learning coordinator helps the work-based learning partner understand the most effective ways to communicate with learners, anticipate the types of questions learners are likely to ask, and learn about the developmental aspects of working with youth.</li><li>○ Logistics of the experience and mentor expectations are made clear to the community partner.</li></ul>	
<b>During the Experience</b>	<ul style="list-style-type: none"><li>○ Through hands-on interaction, students gain insights into adults' career choices and are given the opportunity to have real-world experiences.</li><li>○ Students develop awareness of how core academic skills, such as math and communications, are used in the workplace and connect academic coursework to industry needs.</li></ul>	<ul style="list-style-type: none"><li>○ I can gain insights into adults' career choices, real-world experiences, and gain hands-on experience with certain jobs and fields.</li><li>○ I can understand the many careers and postsecondary choices available to me.</li><li>○ I can understand how my core academic skills, such as math and reading, are used in the workplace and connect my education to jobs.</li></ul>
<b>After the Experience</b>	<ul style="list-style-type: none"><li>○ Students are provided time to reflect on their experience and how it connects to their thinking about next steps and interests.</li><li>○ The work-based learning coordinator uses a process for following up with students that confirms interests as a result of this experience, in order to connect students with future opportunities.</li></ul>	<ul style="list-style-type: none"><li>○ I can reflect on my experience and think about next steps and interests. I can choose to experience more exploration of careers, network with other students and professionals, or engage in activities with my peers in a chosen field.</li></ul>

# Community Example: Elm Middle School

[Elm Middle School](#) offers career studies (CSI) courses as part of their College & Career Pathways Program.

Contains student and teacher perspectives, course description, and course selection form.



## Career Exploration: Career Study Course

OVERVIEW	
<b>Title of Event</b>	Elm Middle School - College and Career Pathway Initiative
<b>Type of Activity</b> <i>(job shadow, guest speaker, career fair, site visit, etc.)</i>	1-credit Career Elective Course
<b>Model for Delivery</b> <i>(virtual, hybrid, in-person)</i>	Hybrid with in-person classes
<b>Industry Partner(s)</b>	Examples include: Sports Psychologist, Published Author, Vet Therapist, Sociologist
<b>Endorsement Area(s)</b>	Applicable across all Endorsement Areas
<b>Occupations Represented</b>	Career Study course offerings include: Psychology, Entrepreneurship, Game Design, Hospitality & Tourism, Sociology, Creative Writing, Business, Health Science, and Architecture.
<b>Brief Event Description</b> <i>(include any links to resources and materials as you are able)</i>	Elm Middle school teachers developed and improved curriculum for a series of nine trimester courses on careers that include employer engagement on student projects, three of which to run each year in grades 6, 7, and 8. Students will take one career course during each trimester that are pass/fail and receive 1-credit. Each course has a team of three teachers, of which two will focus on curriculum development and one will focus on employer participation. Teacher lessons will include information on the related career clusters and a structured schedule of business-partner speakers coming to the classrooms to engage in project activity mentoring with students.

# Community Example: Skokie Elementary

## [Skokie Elementary District #69](#)

highlights career pathways aligned to high school programs and Oakton Community College through hands-on activities.



## Career Exploration: Community Career Nights

OVERVIEW	
<b>Title of Event</b>	Skokie Elementary District #69 – Community Career Nights
<b>Type of Activity</b> <i>(job shadow, guest speaker, career fair, site visit, etc.)</i>	Community Career Night
<b>Model for Delivery</b> <i>(virtual, hybrid, in-person)</i>	In-person
<b>Industry Partner(s)</b>	Oakton Community College, High school partners - CTE staff, CTE students, and CTSO participants
<b>Endorsement Area(s)</b>	Agriculture, Health Sciences, Human and Public Services, Information Technology, Manufacturing/Engineering, Arts & Communication, and Finance & Business
<b>Occupations Represented</b>	Various based on pathways represented
<b>Brief Event Description</b> <i>(include any links to resources and materials as you are able)</i>	Highlight career pathways aligned to high school programs and Oakton Community College through hands-on activities highlight the necessary technical skills required in that profession. Elementary students and their families will receive Career Pathways Guide sheets to outline the courses a student should take in high school and community college. High school CTE students and CTSO members will assist the high school CTE teachers running the hands-on activities with elementary students and families.



# Discussion

## Padlet

# Looking Ahead to 2025

## General Approach

- Data deep dive  
(January 23)
- Quarterly Meetings:  
March 4, June,  
September, December
- Workgroup(s) –  
time-bound, discrete  
focus

*Any other ways you'd like to  
be engaged?*



# Potential Workgroups

What do we want to dive more deeply into?

Ideas based on your previous input

*Example:*  
Transportation-Related Barriers to WBL

- **College and Career Pathway Endorsement Currency:** What are the ways students can continue to benefit from their CCPE as they progress into postsecondary education and/or employment? Are there opportunities to develop statewide currency?
- **Graduation Requirements:** How are communities grappling with the full range of graduation requirements and scheduling implications? Are there opportunities for better alignment or clarification?
- **Dual Credit Teacher Credentialing:** What are the ways the state might want to consider scaling up the dual credit-qualified teacher workforce? What models are communities using that might be scalable?

*Are there other topics of interest?*

# Wrap Up & Announcements



**Did we miss  
anything?**



**What do you  
want to know  
more about?**



**What  
should we  
explore?**



# 12th Annual Success Network Conference

*Building the Future We Want: Increasing Equitable Postsecondary Attainment*



Feb. 25, 2025 | Champaign, IL | [ILSuccessNetwork.org](https://ILSuccessNetwork.org)

# Coming Up from the Success Network

*Share additional events in the chat!*

## Data Deep Dive

- Thursday, January 23, 2025
- 1–2:30 p.m.
- [Registration](#)

## Q1 Policy Meeting

- Monday, March 3, 2025
- 9:30–11 a.m.
- [Registration](#)





ILLINOIS EDUCATION AND CAREER  
**SUCCESS NETWORK**

Visit the [policy committee website](#) to:

- Register for future meetings
- View recordings of past meetings
- Opt-in to emails



ILLINOIS EDUCATION AND CAREER  
**SUCCESS NETWORK**

**Thank You!**

