Success Network
Policy Committee

Launch Meeting
December 14, 2022
Today’s Topics

- Welcome
- Introductions & Getting Reacquainted
- Overview of the Success Network
- Report Card Data
- Key Policy Changes in 2022
- Discussion
  - Policy Priorities
  - Promising Local Practices
Welcome & Introductions

Please share your name, organization, & one thing you look forward to in 2023 in the chat
Who We Are

Emily Rusca
Director of State Policy & Strategy

Edith Njuguna
Director of the Illinois Education & Career Success Network

Laura Monteagudo
Policy & Program Manager
## The Success Network Policy Committee

<table>
<thead>
<tr>
<th>Why?</th>
<th>What</th>
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<tr>
<td>● Provide space for local practitioners and policy leaders to collaborate and learn from one another</td>
<td>● Learn about new and emerging education and career policy efforts</td>
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<td>● Elevate local practice to inform State policy</td>
<td>● Learn about promising local practices from Leadership Communities around Illinois</td>
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<td>● Support local practitioners to take advantage of policy windows</td>
<td>● Engage with data</td>
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<td>● Identify and advance emerging policy priorities</td>
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<td>● Identify opportunities to scale innovative policy in the field</td>
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Our Network Goal

To support communities to increase meaningful and equitable postsecondary attainment.
Leadership Communities

Aurora Regional Pathways to Prosperity
Black Hawk Region Pathways
Boone County
East Side Aligned
Enlace Chicago
Evanston
Lake County
Making Opportunities Real for Everyone (MORE) in the Mississippi and Rock River Region
McLean County
NCI/Starved Rock Region
Northwest Educational Council for Student Success (NECSS)
OAI/Rich Township District 227
Peoria Pathways to Prosperity
Rockford
Sangamon County Continuum of Learning
Thrive Chicago
Vandalia ONE
Vermilion County
Leadership Community Expectations

1. Data for continuous improvement
2. Define a geographic community
3. Identify a trusted intermediary organization
4. Develop a plan to implement key strategies
5. Document a partnership
Leadership Community Supports

- Manage peer-to-peer learning and action network
- Provide technical assistance on collective impact and strategies to advance postsecondary attainment
- Gather and curate critical data
- Serve as a conduit for financial support to communities (mini-grants)
Scale of the Network

273,234
Public high school students in Leadership Communities statewide

45%
of public high school students statewide

167,815
Public high school students in Leadership Communities outside Chicago

34%
of all high school students outside of Chicago
Leadership Communities Drive Policy Implementation

Public Act 99-0674 (HB 5729)
Signed by Governor in 2016

Four Components:

- Postsecondary and Career Expectations (PaCE)
- College & Career Pathway Endorsements (CCPE)
- Pilot of Competency-Based High School Graduation Requirements
- Scaling of 12th Grade Transitional Courses

pwract.org
Reviewing Highlights from Illinois Report Card Data
Postsecondary Enrollment within 16 months

FY 2017: 70% (41% Average Four Year, 29% Average Two Year)
FY 2018: 66% (36% Average Four Year, 30% Average Two Year)
FY 2019: 64% (34% Average Four Year, 30% Average Two Year)
FY 2020: 60% (32% Average Four Year, 28% Average Two Year)
Total Transitional Math Enrollment

- FY 2019: 1,732
- FY 2020: 8,133
- FY 2021: 14,062
- FY 2022: 14,796

 FY 2019 | FY 2020 | FY 2021 | FY 2022
---------|---------|---------|---------
 1,732   | 8,133   | 14,062  | 14,796  

- Total TM Enrollment

Scale: 0 to 16,000
Transitional Math Enrollment by Race/Ethnicity (as % of all TM enrollments)

- **Black or African American**
  - FY 2019: 23%
  - FY 2020: 20%
  - FY 2021: 21%
  - FY 2022: 18%

- **Hispanic or Latino**
  - FY 2019: 46%
  - FY 2020: 42%
  - FY 2021: 39%
  - FY 2022: 37%

- **White**
  - FY 2019: 26%
  - FY 2020: 33%
  - FY 2021: 35%
  - FY 2022: 41%
• What’s one thing that surprised you in these data?

• What is something that was exciting to see in these data?

• What is one thing that you want to learn more about?

• Would you be interested in a deeper dive into Report Card data in January?
College & Career Success Policy Highlights in 2022
Building from the PWR Act: HB3296

- Districts serving grades 6-12 must elect into or opt out of implementing a local form of PaCE by July 2025
- Districts serving grades 9-12 must elect into or opt out of offering CCPE by July 2025
  - 1 endorsement for Class of ’27
  - 2 for class of ’29
  - 3 for class of ’31 (if school has >350 students in 9-12)

- Agency Requirements:
  - Update PaCE to go down to 6th grade (and other updates as needed) by July 2023
  - Publish database of employer partners by July 2024
  - Publish resources available to support implementation
## CCPE Trajectory Statewide

### SY 2020
- 1 School District Authorized
- 5 students CCPE in HPS Education and 5 in METT

### SY 2021
- 9 districts Authorized
- 5 Districts with students graduate earning CCPE
- 47 Students Earn CCPE
  - 25 in HPS (education)
  - 17 in HST
  - 5 in METT

### SY 2022
- 16 districts granted a total 596 students graduate in CCPE
  - Plurality in HPS
  - METT, HST, FBS, IT and AFNR as well
2020 Guides
- Education
- Health Sciences
- Information Technology
- Manufacturing and Engineering

2021 Guides
- Agriculture, Food and Natural Resources
- Architecture, Construction and Energy
- Arts and Communications
- Finance and Business Services

2022 Guides
- Culinary Arts and Hospitality
- Human and Public Service
- Education (Updated)
edsystemsniu.org/guides
Dual Credit Quality Act Amendment
(HB 5506; Public Act 102-1077)

- Extends Professional Development Plan provision to January 2023
  - Master’s degree in any discipline & has earned 9 graduate hours in a discipline in which he or she currently teaches or expects to teach
  - Fully licensed instructor in career and technical education who is halfway toward meeting the institution’s requirements for faculty in the discipline to be taught

- Builds in allowances for mixed enrollment classes
  - Includes provisions for differentiated instruction as appropriate

- Adds language about faculty notification of partnership agreements
  - Amendment in progress regarding data collection & reporting
Dual Credit Survey

EXPANDING EQUITABLE ACCESS TO DUAL CREDIT

The Illinois Dual Credit Survey asked educators and administrators representing secondary and postsecondary policymakers, parents, and students for their perspectives on Dual Credit in Illinois. A total of 1,144 responses were collected throughout Fall 2021. Respondents were asked about access, rigor, and perceived benefits of Dual Credit courses. A short answer section responses were invited to provide deeper context on the challenges and advantages of Dual Credit programs.

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While a strong majority of secondary respondents believe Dual Credit programs work and small students from all socioeconomic and demographic groups, over a third of parents and nearly half of postsecondary respondents disagree with that view. Many others, 97%, believe that more students and students of color benefit from participating in Dual Credit programs.

High-quality Dual Credit programs strive to balance rigorous coursework with broad access and logistical challenges like staffing challenges, program administration, delivery methods, and meaningful collaboration with partners. The vast majority of survey respondents believe most programs achieve this balance between delivery and access and maintaining college rigor. Before are research efforts and policy recommendations to help prepare students for post-secondary education.

MAINTAINING DUAL CREDIT RIGOR & HIGH-QUALITY DELIVERY

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ADVANTAGES OF DUAL CREDIT

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Students who take Dual Credit courses are more likely to enroll in college and almost twice as likely to earn a degree. Dual Credit courses are a pathway to increasing student success in post-secondary education.
Transitional Instruction

Transitional Math

- Scaling continues!
- Evaluation underway
- Virtual TM Course launching pilot
  - **Course Pathway:** High School Transitional Math 4 - Quantitative Literacy & Statistics
  - **Prerequisites:** The Quantitative Literacy and Statistics Pathway is for seniors who have met the high school math graduation requirement.
  - **Course Materials:** Graphing Calculator. There is no textbook.
  - **Course Length:** 2 Semesters

Transitional English

- Implementation beginning!
- [TELA Resources](#) published
Workforce Development Policy Highlights

**Governor’s Commission on Workforce Equity & Access**
- Areas of Focus:
  - Key design enhancements/improvements to the state workforce system,
  - The streamlining of state agencies
  - The governance structure and state leadership needed for execution
- Final report forthcoming
- Website

**IWIB Equity Task Force**
- Completed report to IWIB on June 16
  - Report available in Board Materials
- Key themes:
  - Culture of equity
  - Invest in data
  - Diversify leadership, PD
  - Funding for work with target populations
  - Prioritize supportive services
● Creates clean energy workforce training programs & hubs across Illinois
● Ties to broader work around pathways
● Curriculum & programs are currently being developed, NOFOs in 2023
● Overview
● Website
Anything we missed?
Moving Forward Together
Elevating Local Practice

- What are any promising local practices you would like to see the group learn more about?
- What kinds of practices have you seen in your community (or around the state) that are driving equitable college and career outcomes?
- What core challenges are local leaders grappling with?
Exploring Policy Opportunities

- What are some emerging issues that we should explore policy solutions for?
- What innovative State or local policy should we learn more about?
- What policy barriers might we want to explore and address together?
Wrap-Up & Announcements
Next meeting: Q1 2023

Don’t forget to Opt-In for communication about future meetings!
March 8, 2023

ACCELERATING EQUITABLE SUCCESS

ILSuccessNetwork/2023-Conference
Thank you!