Dr. Lazaro Lopez  
Chair Illinois Community College Board, Interim Superintendent High School District 214

Dr. Marcus Brown  
Deputy Director for Academic Affairs & Student Success Illinois Community College Board

Statewide strategies leveraged to increase the likelihood for persistence and completion of transitioning high school students into higher education.
This session will provide an overview of state policies and practices aimed at increasing the transition from high school to higher education in Illinois while increasing the likelihood of student persistence and completion to credential.

Policy discussions will include minimizing remediation through transition courses in English and math, diversifying access to early college opportunities, and career pathways influence on early employment with a discussion of current statewide data on community college persistence and completion.
- Illinois Community College Board
  - Adopted Goals
- Illinois Articulation Initiative
  - Codified in Legislation
- College & Career Endorsements
  - Common Language
  - ISBE CCR Indicators
- PaCE Framework
  - Counselor Competencies for Post Secondary Access
- College Ready by Design
  - Transition Math and English
  - Dual Credit Quality Act
State, Federal and Agency Alignment

Illinois Landscape
Illinois Community College Board
Illinois State Board of Education
Illinois P20 Council
Illinois Department of Commerce and Economic Opportunity
<table>
<thead>
<tr>
<th><strong>STATEWIDE ALIGNMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESSA</strong></td>
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<tr>
<td>Every Student Succeeds Act</td>
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<tr>
<td><strong>PERKINS V</strong></td>
</tr>
<tr>
<td>Support career and technical education at the secondary and postsecondary levels</td>
</tr>
<tr>
<td><strong>WIOA</strong></td>
</tr>
<tr>
<td>Workforce Innovation and Opportunity Act</td>
</tr>
</tbody>
</table>
Illinois Community College Board Goals

SEAMLESS TRANSITION
Equitable Outcomes

ECONOMIC DEVELOPMENT
Expand Apprenticeships & Pathways

EQUITABLE OUTCOMES
System Wide Continuous Improvement
• Statewide transfer agreement
• More than 100 participating colleges and universities in Illinois
• Faculty-driven process
• Guarantees Transfer in General Education
ISBE Career Pathway Endorsements

**Individual Plan:** Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understandings of career goals, financial aid, resume, and a personal statement.

**Career-focused Instructional Sequence:**
- 2 years of coursework or equivalent competencies.
- Includes at least 6 hours of early college credit

**Professional Learning:**
- Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in the workplace.
- At least 2 career exploration activities or 1 intensive experience
- 60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment
- At least 2 team-based challenges with adult mentoring

**Academic Readiness:**
- Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college.

District and local community college certify articulation to cert/degree with labor market value

Through these experiences a student gains essential employability and technical competencies in their identified sector.
CAREER EXPLORATION ACTIVITY
Job Shadow, Career Fair

CAREER DEVELOPMENT ACTIVITY
Supervised Work Experience
( Exception to 5 Clock Hour Day)

TEAM BASED CHALLENGE
Group Problem Based Learning Project

YOUTH APPRENTICESHIP
Minimum 450 hours Paid OJT and Related Technical Instruction
Career Ready Indicators

- Accountability Framework ESSA (K12)
- Career Development Exp
- Attaining/Maintaining Employment 12 Months
- Industry Credential
- Consecutive Summer Employment
- Dual Credit Course in Pathway
- Community Service
- Completion Program of Study
- Two+Co Curriculars
- Military Service or ASVAB
# Illinois PaCE Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.

<table>
<thead>
<tr>
<th>By the end of 8th grade</th>
<th>By the end of 9th grade</th>
<th>By the end of 10th grade</th>
<th>By the end of 11th grade</th>
<th>By the end of 12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
<td>By 12/31 of 12th grade a student should have:</td>
</tr>
<tr>
<td>complete a career cluster survey</td>
<td>revisit career cluster interest survey and take a career interest survey</td>
<td>visit at least one workplace aligned with career interests</td>
<td>revisit the career survey</td>
<td>completed 3 or more admissions applications to PS institutions</td>
</tr>
<tr>
<td>attend a career exploration day</td>
<td>complete an orientation to career clusters</td>
<td>attend an AP options workshop</td>
<td>participate in a mock job interview</td>
<td>met with a school counselor to ensure all steps in the PS admissions process are completed on time</td>
</tr>
<tr>
<td>complete a unit on education planning</td>
<td>attend a PS options workshop</td>
<td>meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators</td>
<td>create a resume and personal statement</td>
<td>attended a FAFSA completion workshop</td>
</tr>
<tr>
<td>be exposed to a financial literacy unit in a course or workshop</td>
<td>begin determining eligibility for advanced placement (AP) courses</td>
<td>begin determining eligibility for AP courses</td>
<td>identify an internship opportunity related to the CP</td>
<td>completed the FAFSA</td>
</tr>
<tr>
<td>A student should know:</td>
<td>outline a plan for community service and extracurricular activities related to PS plans</td>
<td>identify 2-3 adults to support the student through the PS and career selection process</td>
<td>determine readiness for college-level coursework in math/ELA and enrollment in either “catch up” or “speed up” course</td>
<td>By the end of 11th grade a student should be supported to:</td>
</tr>
<tr>
<td>the concept of career clusters of interest</td>
<td>complete a financial aid assessment with a family member</td>
<td>“catch up” or “speed up” course</td>
<td>complete or enroll in at least one early college credit opportunity</td>
<td>address any remedial needs in math/ELA</td>
</tr>
<tr>
<td>relationship between community service/extracurricular activities and postsecondary (PS)/career goals</td>
<td>A student should know:</td>
<td>attend a PS affordability workshop with a family member</td>
<td>attend a college fair</td>
<td>obtain an internship opportunity related to the CP</td>
</tr>
<tr>
<td></td>
<td>one or two career clusters for further exploration and development</td>
<td>educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP</td>
<td>visit at least 3 PS institutions</td>
<td>if applicable, receive industry-based certification(s) related to the CP</td>
</tr>
<tr>
<td></td>
<td>the relationship between HS coursework, attendance, and grades to PS plans</td>
<td>different types of PS credentials and institutions</td>
<td>take at least one college entrance exam</td>
<td>complete one or more team-based challenges or projects related to the CP</td>
</tr>
<tr>
<td></td>
<td>importance of community service and extracurricular activities to PS and career plans</td>
<td>general timing of PS entrance exams and applications</td>
<td>A student should know:</td>
<td>attend a financial aid award letter workshop</td>
</tr>
<tr>
<td></td>
<td>general cost ranges of various PS options</td>
<td>benefit of early college credit opportunities to PS access and completion</td>
<td>how CP courses and experiences articulate to degree programs at PS options</td>
<td>A student should know:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>estimated cost of each PS option</td>
<td>affordability of PS options in relation to expected entry-level career salary and anticipated debt</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>financial aid deadlines for chosen PS options</td>
<td>terms and conditions of any scholarship or loan</td>
</tr>
</tbody>
</table>

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*ISAC #3766/05/18 (ON XX 05/18) Printed by authority of the State of Illinois*
Why is it important for the state agencies to align goals and policies? What are we trying to impact with our partnerships?
<table>
<thead>
<tr>
<th></th>
<th>AFRICAN AMERICAN</th>
<th>HISPANIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois Graduation Rate 4YR Institution</td>
<td>33.7%</td>
<td>49.3%</td>
</tr>
<tr>
<td>Illinois Graduation Rate 2YR Institution</td>
<td>14.2%</td>
<td>24.6%</td>
</tr>
</tbody>
</table>

ILINOIS GRADUATION RATE 4YR INSTITUTION

WHITE

66.4%

ILINOIS GRADUATION RATE 2YR INSTITUTION

37.8%

OVERALL

60%

ILINOIS GRADUATION RATE 4YR INSTITUTION

30.6%

ILINOIS GRADUATION RATE 2YR INSTITUTION

102%

Pre COVID: National Data

Black Education on the Rise
Population Age 25 and Older With a Bachelor’s Degree or Higher

27.7% Female (Black alone)
26.1% Black alone total
24.3% Male (Black alone)

A rising share of recent Hispanic immigrants have a college degree

24% Overall (2020)

62.9%

ILLINOIS ADVANCEMENT RATE 2YR INSTITUTION

Illinois Community College Board (2016 cohort)
ILLINOIS ADVANCEMENT RATE 2YR INSTITUTION

AFRICAN AMERICAN 46.7%
HISPANIC 57.5%
ASIAN 75.2%
WHITE 68.4%

Illinois Community College Board (2016 cohort)
COLLEGE READY BY DESIGN

MULTIPLE MEASURES

TRANSITION COURSES

DUAL CREDIT

ADVANCED PLACEMENT
MULTIPLE MEASURES

BOARD AREA OF FOCUS 2015

• PARCC score of 4 or 5 in subject area
• ACT 22 in Math 19 in English
• SAT 530 Math 480 English
• Placement tests with appropriate scores
• High School GPA English: 3.0 (4.0 scale)
• Math: 3.0 w/successful completion 4th year
• Transitional Math or English
• GED score of 165

MULTIPLE MEASURES/STATEWIDE RECOMMENDATIONS FOR PLACEMENT ADOPTED 2018
Co-Requisite Dev-Ed Grants (2016)

- 10 Grants Each of 3 years (2016)
- Grants to 30 Colleges to Support Implementation
- Focus on Math
- 981 enrolled in ELA Co-Requisite course with 87.7% completion of gateway course
- 582 enrolled in Math Co-Requisite course with 89.3% of gateway course
Grants to ALL Colleges

MATH (2017)
- TECHNICAL
- QUANTITATIVE LITERACY
- STEM
- ALL COMMUNITY COLLEGE DISTRICTS NOW HAVE AT LEAST ONE APPROVED TRANSITIONAL MATH COURSE OFFERED AT 459 PUBLIC HIGH SCHOOLS

ENGLISH (2019)
- 12 PILOT GRANTS
- LANGUAGE ARTS TRANSITION
- TRANSITIONAL ENGLISH PANEL BEGAN APPROVING COURSES FALL 2021 WITH COURSES OFFERED AT 68 HIGH SCHOOLS.
**Transitional Instruction** allows those who are not determined to be college ready the opportunity to achieve such levels prior to graduating high school. It uses a panel process similar to IAI. This will grant them “portability” allowing them to go into college gateway courses at all Illinois community colleges.

**MATH**
- Senior in high school who has met the high school math graduation requirement
- Not projected to be college ready by the end of their junior year (enrolled in AP or dual credit course)
- Not enrolled in math course in senior year

**ENGLISH**
- Has completed three prior english course credits
- Not projected to be college ready by end of junior year (AP or dual credit course)
## DATA TRENDS

Illinois Community College Students
Enrollment by Remedial Coursework
Fiscal Years 2010, 2014, and 2018

*Proportional to Enrollment

<table>
<thead>
<tr>
<th>Coursework</th>
<th>FY2010</th>
<th>FY2014</th>
<th>FY 2018</th>
<th>% Change 5-Year</th>
<th>% Change 10-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Only</td>
<td>65,548</td>
<td>58,347</td>
<td>37,673</td>
<td>-35.4%</td>
<td>-42.5%</td>
</tr>
<tr>
<td>English Only</td>
<td>9,231</td>
<td>7,994</td>
<td>7,197</td>
<td>-10.0%</td>
<td>-22.0%</td>
</tr>
<tr>
<td>Reading Only</td>
<td>6,125</td>
<td>4,402</td>
<td>2,372</td>
<td>-46.1%</td>
<td>-61.3%</td>
</tr>
<tr>
<td>Math &amp; English</td>
<td>12,942</td>
<td>9,588</td>
<td>6,320</td>
<td>-34.1%</td>
<td>-51.2%</td>
</tr>
<tr>
<td>Math &amp; Reading</td>
<td>6,211</td>
<td>4,607</td>
<td>2,092</td>
<td>-54.6%</td>
<td>-66.3%</td>
</tr>
<tr>
<td>English &amp; Reading</td>
<td>5,279</td>
<td>5,713</td>
<td>3,706</td>
<td>-35.1%</td>
<td>-29.8%</td>
</tr>
<tr>
<td>Math, English &amp; Reading</td>
<td>10,506</td>
<td>9,896</td>
<td>4,793</td>
<td>-51.6%</td>
<td>-54.4%</td>
</tr>
<tr>
<td>Total</td>
<td>115,842</td>
<td>100,547</td>
<td>64,153</td>
<td>-36.2%</td>
<td>-44.6%</td>
</tr>
</tbody>
</table>
Completion Strategy

DUAL ENROLLMENT

THE POWER OF 15
Graduation Rate Full-Time Cohorts Fall 2015-2017

OTHER STUDIES

- Nationally, **86%** of early college graduates who enroll in college after high school graduation persist to their second year.
- Two years post high school, **25%** of early college students had earned a degree, compared to **5%** of comparison students.
- Students in TX universities w/DC **30%** more likely to earn bachelor’s degrees and **42%** more likely to complete bachelor’s degrees within four years.

**IL Graduating within 150% Catalog Program Time (ICCB)**

- Fall 2015 Cohort - Summer 2018: 46.26%
- Fall 2016 Cohort - Summer 2019: 48.02%
- Fall 2017 Cohort - Summer 2020: 46.76%
Graduation Rate Full-Time Cohorts Fall 2015-2017

Full-time, First-time Degree or Certificate-Seeking Students Completing within 150% of Normal Time

- Fall 2015 Cohort
- Fall 2016 Cohort
- Fall 2017 Cohort
- Fall 2018 Cohort

- Yes
- No
- All
### Top Courses in FY 2020

**Top 10 Dual Credit Enrollments in Fiscal Year 2020**

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>25,000</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20,000</td>
</tr>
<tr>
<td>Spanish</td>
<td>15,000</td>
</tr>
<tr>
<td>Rhetoric and Composition</td>
<td>10,000</td>
</tr>
<tr>
<td>American History</td>
<td>7,500</td>
</tr>
<tr>
<td>Psychology</td>
<td>7,500</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>7,500</td>
</tr>
<tr>
<td>Welding</td>
<td>7,500</td>
</tr>
<tr>
<td>Statistics</td>
<td>7,500</td>
</tr>
<tr>
<td>Nursing Assistant</td>
<td>7,500</td>
</tr>
</tbody>
</table>
DEMOGRAPHIC BREAKDOWN FY 2020

Race/Ethnicity of High School Students Taking Dual Credit Courses in Fiscal Year 2020

- 58.8% White
- 18.8% Two or More Races
- 9.1% Latino
- 4.7% African American
- 3.3% Native American
- 0.2% Asian
- 0.1% Nonresident Alien
- 0.3% Pacific Islander
- Unknown
REGIONAL TRENDS
<table>
<thead>
<tr>
<th>Momentum</th>
<th>College Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Career Ready</td>
</tr>
<tr>
<td></td>
<td>Self Efficacy</td>
</tr>
<tr>
<td></td>
<td>Informed Choice</td>
</tr>
</tbody>
</table>
WE CAN impact post-secondary completion rates and economic mobility by systematically increasing college and career readiness in Illinois.