Success Network
Policy Committee

Q1 Meeting
March 23, 2023
Today’s Topics

- Welcome
- Introductions
- Legislative Session Highlights
- Other Policy Updates
- Proposed Work Groups
- Jamboard Activity
- Wrap-Up & Announcements
Welcome & Introductions

Please share your name and organization in the chat, and:

What’s one thing you look forward to in spring?
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
Addressing teacher pipeline challenges, including within pathways and Dual Credit

**HR 62: Teacher Recruitment System**

- **Description:**
  - Urges ISBE to support the state goal of increasing the number and diversity of Illinois' educator workforce by collaborating with the IBHE, the ICCB, and ISAC to develop and launch a statewide teacher recruitment system by July 1, 2024.

**HB1213: Dual Credit Teacher Scholarships**

- **Description:**
  - Creates the Teach Illinois Scholarship Program. This money can go to teachers working toward masters degrees for dual credit teaching credentials.

- **Status:** Passed out of committee
Enhancing data reporting to inform statewide equity work

- **SB 2031**: Aims to include more disaggregated data on the Illinois School Report Card.
- **SB 2240**: Starting with the 23-24 school year, each community college board will have to provide its member high schools with remediation data for their past students who have enrolled in the community college for any term.
- **SB 1356**: Requires IBHE to annually publish an in-demand jobs list with starting salary, the median salary, and the typical education level for those jobs.
Exploring and addressing key barriers to work-based learning

- **HB 3590**: School Career Development Insurance
  - **Description**: Originally required that ISBE in collaboration with agencies establish a system of providing liability insurance to cover public high school and community college students participating in career development experiences. Has been amended to convene a Student Career Development Liability Insurance Advisory Committee to issue a report including recommendations for providing liability insurance.

- **HB 3309**: Transportation Challenges Report
  - **Description**: Likely to become a House Resolution, this bill pushes the IWIB to convene and work to identify strategies to address transportation access when trying to access career development experiences.
Advancing work to implement and scale regional manufacturing pathways systems

- **HB 3591:** Manufacturing Academies
- **Description:**
  - HB 3591 requires that DCEO establish three additional advanced manufacturing training programs. The training programs must be led by community college(s) and be in consultation with regional partnerships, including manufacturers, to ensure that the training offered aligns with the training needed by regional manufacturer employers.
Scale youth employment strategies

- **HB 3260**: Future Through Employment Young Adults Program
  
  **Description:**
  - Establishes a Future Through Employment for Young Adults Program, under DCEO, to award grants to nonprofit entities. Those organizations will use the money to train young adults for the workforce and to place them in jobs with partners in the private and public sectors, including a school-year program and a summer program.
  
  **Status:** Amendment to direct to Office of Firearm Violence Prevention; deadline extended
**HB 1378: Graduate and Retain Our Workforce Act**

- **Description:**
  - Establishes the GROW Illinois Program, in which public institutions of higher education award incentive loans to applicants. ISAC may, each year, administer applications for assistance under the GROW Illinois Program. Sets forth qualifications for recipients, degrees, and jobs.
  - Passed out of committee and amended to include a name change to iGROW.

**SB 2374: Computer Science Grants**

- **Description:**
  - Requires ISBE to establish a competitive grant program to support the development or enhancement of computer science programs in the K-12 schools. This grant would be available to regional offices of education, intermediate service centers, State higher education institutions, schools designated as laboratory schools, and school districts.
  - Passed out of committee
Changes to graduation requirements

- **HB 1375**: Financial Education
  - **Description:**
    - This bill swaps the consumer education requirement for a financial education course.
  - **Status:** Passed out of committee and has been amended to extend the timeline for implementation.

*Note*: There were also a few attempts this session to eliminate or adjust the foreign language graduation requirement, but those have been unsuccessful.
Smooth postsecondary transitions and transfer

HB 3760: Uniform Admissions
- **Description:**
  - Beginning with the 2024-2025 academic year, each institution shall create a 4-year uniform admission system pilot program to admit community college transfer students.
- Passed out of committee

SB 2288: Amends IAI
- **Description:**
  - Requires that all public institutions' Illinois Articulation Initiative major courses must be transferable as direct course equivalents toward the requirements of the major. The bill also calls for elementary and secondary education panel shall be convened by IBHE and ICCB.
- Passed out of committee
Have you been involved with any of these bills?

What are your reflections on these pieces of legislation?

What else have you been tracking?
Other Policy Updates
### Emerging Dual Credit Rules & Policy (HLC & ICCB)

**What are they?**
- ICCB has issued rules for implementation of the Dual Credit Quality Act (DCQA) Amendment passed last year
- Higher Learning Commission has proposed updated policy around faculty qualifications

**What will they do?**
- Address teacher pipeline challenges through re-considering faculty qualifications & scaling Professional Development Plans (PDPs)
- Address scheduling challenges by opening opportunity for mixed enrollment

**What’s next?**
- Potential for ICCB to re-convene DCQA Model Partnership Agreement workgroup to develop new exhibits for mixed enrollment
- Desire from the field for clear guidance for implementation of mixed enrollment, PDPs, and “equivalent experience” components
- Lift up local models of effective practice
## Illinois Career Pathways Dictionary Updates

### What?
- An interactive web-based resource with short printable documents integrated throughout
- Clarification on Career Pathways
- Updates to Work-Based learning and continuum elements definition
- Updating definitions and adding terms to reflect what is happening in the field

### Why?
- It has been five years since the initial publication of the dictionary.
- To meet and support implementation and scaling needs that have arisen both naturally and through legislative action.
- To reflect evolving best practices

### When?
- Aiming to publish by summer 2023
Updates to PaCE

Current Work

- **Feb-March**: ISBE has submitted the frameworks for public comment as part of their process.
- **Remainder of March**
  - ISBE will review the feedback
  - ISBE and ISAC will meet to go over feedback
- **April**: ISAC will send out updated frameworks to submit to boards

Board/Commission Approvals:

- **April- June**: ISAC, ISBE, ICCB, IBHE will submit to their boards for approval.
- HB3296 requires ISAC to get this approved by July 1st 2023
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>
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<tbody>
<tr>
<td><strong>A student should be supported to:</strong></td>
<td><strong>A student should be supported to:</strong></td>
<td><strong>A student should be supported to:</strong></td>
<td><strong>A student should be supported to:</strong></td>
<td><strong>By the end of 12th grade a student should be supported to:</strong></td>
</tr>
<tr>
<td>• complete a career cluster survey</td>
<td>• complete a career cluster survey</td>
<td>• visit at least one workplace aligned with career interests</td>
<td>• revisit the career interest survey</td>
<td>• address any remedial needs in math/ELA</td>
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<tr>
<td>• attend a career exploration day</td>
<td>• attend a career interest survey</td>
<td>• participate in activities related to their career cluster of interest</td>
<td>• participate in a mock job interview</td>
<td>• obtain an internship opportunity related to the CP if applicable</td>
</tr>
<tr>
<td>• complete a unit on education planning</td>
<td>• attend a PS options workshop</td>
<td>• explore career pathways (CP)</td>
<td>• create a resume and personal statement</td>
<td>• if applicable, receive industry-based certification(s) related to the CP</td>
</tr>
<tr>
<td>• be exposed to a financial literacy unit in a course or workshop</td>
<td>• select course work for PS/career plans aligned with the ISBE College and Career Readiness Indicators</td>
<td>• connect and build relationships with 2-3 adults to support the PS and career selection process</td>
<td>• explore the process of obtaining an industry-based credential related to CP if applicable</td>
<td>• complete a financial aid offer workshop</td>
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<tr>
<td><strong>A student should know:</strong></td>
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<td><strong>A student should know:</strong></td>
<td><strong>A student should know:</strong></td>
</tr>
<tr>
<td>• the concept of career clusters of interest</td>
<td>• the relationship between HS coursework, attendance, and grades to PS plans</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>• how CP courses and experiences articulate to degree programs at PS options</td>
</tr>
<tr>
<td>• relationship between community service/extracurricular activities and postsecondary (PS)/career goals</td>
<td>• attendance and, grades to PS plans</td>
<td>• skills related to career interests</td>
<td>• take at least one college entrance exam</td>
<td>• estimated cost of chosen PS options</td>
</tr>
<tr>
<td></td>
<td>• outline a plan for community service and extracurricular activities related to PS plans</td>
<td>• different types of PS credentials and institutions</td>
<td>• Complete a Postsecondary Plan Workshop</td>
<td>• affordability of PS options in relation to expected entry-level career salary and anticipated debt</td>
</tr>
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<td></td>
<td>• attend a basic financial aid presentation with a family member</td>
<td>• general cost ranges of various PS options</td>
<td>• attend a college fair</td>
<td>• terms and conditions of any scholarship or loan</td>
</tr>
<tr>
<td></td>
<td><strong>A student should know:</strong></td>
<td><strong>A student should know:</strong></td>
<td><strong>A student should know:</strong></td>
<td><strong>By 12/31 of 12th grade a student should have:</strong></td>
</tr>
<tr>
<td>• one or two careers for further exploration</td>
<td>• educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP</td>
<td>• general timing of PS entrance exams and applications</td>
<td>• application deadlines, test timing, cost, and preparation for industry-based certification for CP</td>
<td>• completed 3 or more admissions applications to PS institutions</td>
</tr>
<tr>
<td>• the relationship between HS coursework, attendance, and grades to PS plans</td>
<td>• benefit of early college credit opportunities to PS access and completion</td>
<td>• application deadlines, cost, and preparation for industry-based certification for CP</td>
<td>• entrance requirements, including application deadlines, for expected PS programs of study</td>
<td>• ensure all steps in the PS admissions process are completed on time</td>
</tr>
<tr>
<td>• importance of community service and extracurricular activities to PS and career plans</td>
<td>• 3-5 match schools, one safety, one reach school for PS program of study</td>
<td>• entrance requirements, including application deadlines, for expected PS programs of study</td>
<td>• negative impact of remediation on PS goals</td>
<td>• attended a Financial Aid Application completion workshop</td>
</tr>
<tr>
<td>• general cost ranges of various PS options</td>
<td>• benefit of early college credit opportunities to PS access and completion</td>
<td>• financial aid deadlines for chosen PS options</td>
<td>• financial aid deadlines for chosen PS options</td>
<td>• completed a financial aid application</td>
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</tbody>
</table>
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 the developmental stage of each student. This developmental work is intended to prepare students to more fully engage with the PaCE Framework throughout the high school years.

By the end of 6th grade:
- A student should be exposed to:
  - Information about and examples of a wide range of careers
  - Language that emphasizes individual skills, strengths, and assets
  - Practices that develop a growth mindset

By the end of 7th grade:
- A student should be supported to:
  - Explore their identity
  - Articulate identity conflicts
  - Envision a positive future
  - Explore their habits
  - Create or change a habit
  - Record their progress
  - Explore career interests
  - Explore their strengths
  - Effectively ask for help
  - Understand a growth mind set

By the end of 8th grade:
- A student should be supported to:
  - Explore identity conflicts
  - Articulate personal strengths
  - Identify sources of motivation
  - Explore career interests
  - Develop an educational plan for at least one career interest
  - Compare possible financial futures
  - Demonstrate a growth mind set
  - Explore learning styles
  - Map a support network

By the end of 8th grade:
- A student should be supported to:
  - Complete a career cluster survey
  - Attend a career exploration day
  - Complete a unit on education planning
  - Be exposed to a financial literacy unit in a course or workshop
  - The concept of career clusters of interest
  - Relationship between community service/extracurricular activities and postsecondary (PS)/career goals
Proposed Work Groups
Proposed Plan

**Objective**
To dive deeper into some of the topics that have emerged from previous meeting as common challenges that would benefit from further exploration.

The work groups will do so with the intention of compiling their findings into a report and offering recommendations.

**Initial Topics**
- Transportation for work-based learning
- Professional Development Plans for dual credit
Questions

- Are these the right topics?
- Would you be interested in joining these groups?
- Are there other topics we should note for potential future groups?
Other Considerations

- Are there other stakeholders or workgroups already doing work related to these topics we should be coordinating with?
- Any resources we should be aware of?
Transportation Work Group

- Focus on supporting in-school youth
- Plan to meet 3-4 times
- Dive into access obstacles
  - Funding, Staffing shortage, policy barriers, etc.
- Aim to release a memo of findings and recommendations by August
- Sharing findings with P-20 Council, IWIB Career Pathways for Target Populations Committee, ISBE, etc

Interested in joining? Please drop your email in the chat!
Diving into Transportation for WBL
Activity Overview

We want to hear your thoughts in this Jamboard exercise!

• Add answers on post it notes for each question
• One idea per post it note
• Do not clear the frame
• Include all answers and ideas, even if they are similar to something that’s been mentioned
• Be as specific as possible
Wrap-Up & Announcements
Did we miss anything?

What do you want to know more about?

What should we explore?
Success Network Conference March 8 – Thanks for joining!

All conference materials and recordings are available on the Success Network website.
SPRING ‘23 WEBINAR SERIES

Join us for 3 free webinars to support accelerating equitable success:

APRIL 10: Lessons from the Learner Voice about the Student Success Movement with the Bill & Melinda Gates Foundation

APRIL 17: Exploring Career Pathways and Essential Skills in Today’s Workforce: Connecting Education and Employers to Enhance the Student Experience with Sauk Valley Area Chamber of Commerce

APRIL 24: OneGoal Postsecondary Leadership Network – Closing the Gap for Equitable Outcomes with OneGoal
Also save the date for these other events!

**Illinois PaCE Symposium**
- When?
  - Thursday, April 20, 2023
  - 8:00 a.m. – 3:00 p.m
- Where?
  - Springfield, Illinois

**College Changes Everything Conference**
- When?
  - Thursday, July 13, 2023
- Where?
  - Tinley Park, Illinois

*Both events will be back in person for 2023!*
Next meeting:
June 7, 9-10:30 am

May be rescheduled due to possible conflict, but please register to stay in the loop.
Leadership

Community Spotlight

We want to highlight your work! Please let us know if you are willing to share your innovative local practices in a future meeting.
Visit the policy committee website to:

- Register for future meetings
- View recordings of past meetings
- Opt-in to emails.
Thank You!