Today’s Agenda

- Welcome & Introductions
- Setting the Stage for Data Review
- Reviewing Secondary Measures
- Reviewing Postsecondary Measures
- Wrap-Up & Next Steps
Welcome & Introductions

Please share your name & organization in the chat
What is one word to describe how you engage with data in your role?

Which data resources do you find yourself turning to the most?
Setting the Stage

Why review data together?
Data For Dual Purposes

Data can both serve as a window *looking out* to develop insights into students, schools, districts, etc…

...and as a mirror to *look in* and gather insights about our own practices and systems.
Engaging Our Equity Lens

Any system produces what it was designed to produce.
Which tool to use?
Let’s dive in!
Secondary Measures
Early College Coursework

- Early College Overall:
  - SY 17-18: 27.3%
  - SY 18-19: 30.7%
  - SY 19-20: 31.6%
  - SY 20-21: 32.8%
  - SY 21-22: 32.3%
  - SY 22-23: 33.3%

- AP:
  - SY 17-18: 20.7%
  - SY 18-19: 23.3%
  - SY 19-20: 23.4%
  - SY 20-21: 24.0%
  - SY 21-22: 22.7%
  - SY 22-23: 23.3%

- Dual Credit:
  - SY 17-18: 9.3%
  - SY 18-19: 10.5%
  - SY 19-20: 11.5%
  - SY 20-21: 13.1%
  - SY 21-22: 13.4%
  - SY 22-23: 14.3%
Dual Credit Enrollment by Race/Ethnicity

Dual Credit Enrollment
Comparison by Race

% Change in Dual Credit Enrollment
Comparison by Race

ILLINOIS EDUCATION AND CAREER SUCCESS NETWORK
Statewide CTE Participation, SY 22 & SY 23

% of High School Students in CTE

- School Year 2021-22 (Statewide)
  - 266,448 CTE Participants
  - 105,517 CTE Concentrators
  - 45% participation

- School Year 2022-23 (Statewide)
  - 278,543 CTE Participants
  - 127,211 CTE Concentrators
  - 47% participation
Success Network CTE Participation, SY 22 & SY 23

% of High School Students in CTE

School Year 2021-22 (Success Network Districts)

101,120 CTE Participants
38%

38,811 CTE Concentrators
15%

School Year 2022-23 (Success Network Districts)

103,751 CTE Participants
39%

46,557 CTE Concentrators
18%
SY23 CTE Participation, Statewide & Success Network

% of High School Students in CTE

School Year 2022-23 (Statewide)

- 278,543 CTE Participants
  - 47%
- 127,211 CTE Concentrators
  - 22%

School Year 2022-23 (Success Network Districts)

- 103,751 CTE Participants
  - 39%
- 46,557 CTE Concentrators
  - 18%
College and Career Pathway Endorsements

*Please note that these demographics are based on an undercount of CCPE earners (964 of the 1072 total) due to timing of data submissions.*
College & Career Readiness Indicator – Components Available

ILLINOIS

Summative Designation Meta Indicator Components:

- State

Components of the College and Career Readiness Indicator

- Percentage of students with 95% attendance in JR/SR year: 72%
- Percentage of students who fall into each GPA category:
  - > 3.75: 20%
  - 2.8-3.75: 10%
  - < 2.8: 5%
  - No GPA: 0%
- Percentage of students who meet the IL SAT/ACT Composite Minimum requirement:

Link to CCRI on Report Card
CCRI – % of Students Earning Career Ready Indicators
CCRI – % of Students Earning Career Ready Indicators by Demography

- **Earned Career Ready Indicators (3+):**
  - White: 43.6%
  - Black: 15%
  - Hispanic: 22.5%
  - Asian: 37.8%

- **Earned Career Ready Indicators (only 2):**
  - White: 23.2%
  - Black: 18.5%
  - Hispanic: 16.9%
  - Asian: 24.9%

- **Earned Career Ready Indicators (only 1):**
  - White: 18.7%
  - Black: 29.3%
  - Hispanic: 25.4%
  - Asian: 18.6%

- **Earned Career Ready Indicators (0):**
  - White: 13.5%
  - Black: 39.1%
  - Hispanic: 35.3%
  - Asian: 17.7%
CCRI – % of Students Identifying a Career Interest by end of Sophomore Year
4-Year High School Graduation Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Overall</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 17-18</td>
<td>90.8%</td>
<td>90.8%</td>
<td>86.2%</td>
<td>82.1%</td>
</tr>
<tr>
<td>FY 18-19</td>
<td>90.8%</td>
<td>90.8%</td>
<td>86.2%</td>
<td>82.2%</td>
</tr>
<tr>
<td>FY 19-20</td>
<td>91.5%</td>
<td></td>
<td>88.0%</td>
<td>85.5%</td>
</tr>
<tr>
<td>FY 20-21</td>
<td>90.9%</td>
<td></td>
<td>86.8%</td>
<td>83.6%</td>
</tr>
<tr>
<td>FY 21-22</td>
<td>90.5%</td>
<td></td>
<td>87.3%</td>
<td>85.1%</td>
</tr>
<tr>
<td>FY 22-23</td>
<td>90.7%</td>
<td></td>
<td>87.6%</td>
<td>85.5%</td>
</tr>
</tbody>
</table>

ILLYNOIS EDUCATION AND CAREER SUCCESS NETWORK
What surprises you about these data?

What challenges do these data surface?

What opportunities or wins emerge from these data?
Postsecondary Measures
Postsecondary Attainment Changes

Georgetown CEW - Full Report

Illinois Report
Changes in Attainment, 2010-20

<table>
<thead>
<tr>
<th>Attainment</th>
<th>2010</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school</td>
<td>11.1%</td>
<td>9.0%</td>
</tr>
<tr>
<td>High school diploma</td>
<td>25.5%</td>
<td>23.4%</td>
</tr>
<tr>
<td>Some college</td>
<td>21.9%</td>
<td>19.4%</td>
</tr>
<tr>
<td>Associate’s degree</td>
<td>8.1%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>12.3%</td>
<td>15.2%</td>
</tr>
</tbody>
</table>

Change percentage points:
- Less than high school: -2.1
- High school diploma: -2.1
- Some college: -2.5
- Associate’s degree: +0.8
- Bachelor’s degree: +3.1
- Graduate degree: +2.9

Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009-11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study; 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.
### Changes in Attainment Gaps, 2010-20

#### Associate’s degree or higher attainment gaps with white adults

<table>
<thead>
<tr>
<th></th>
<th>White adults’ attainment, 2020 = 55%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower attainment</td>
</tr>
<tr>
<td>Asian/Asian American</td>
<td>20.2</td>
</tr>
<tr>
<td>Black/African American</td>
<td>20.5</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>28.6</td>
</tr>
<tr>
<td>Other/Multiracial</td>
<td>2.8</td>
</tr>
</tbody>
</table>

### Table: Associate’s degree or higher attainment gaps

<table>
<thead>
<tr>
<th></th>
<th>Associate's degree or higher gap change: 2010–20 percentage points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Asian American</td>
<td>+3.2</td>
</tr>
<tr>
<td>Black/African American</td>
<td>+0.5</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>-0.9</td>
</tr>
<tr>
<td>Other/Multiracial</td>
<td>+3.8</td>
</tr>
</tbody>
</table>

+: gap widened  -: gap narrowed

Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009-11 (pooled), 2019–21 (pooled), 2009–21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study: 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.
Estimated Economic Impact of Attainment Gaps

Potential net lifetime earnings gains if attainment parity with white adults were achieved

<table>
<thead>
<tr>
<th>Category</th>
<th>Associate's degree</th>
<th>Bachelor's degree</th>
<th>Graduate degree</th>
<th>Total Earnings (B)</th>
<th>Additional Graduates Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>$6B</td>
<td>$157B</td>
<td>$283B</td>
<td>$283B</td>
<td>372,427</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>$6B</td>
<td>$150B</td>
<td>$291B</td>
<td>$291B</td>
<td>640,853</td>
</tr>
<tr>
<td>Other/Multiracial</td>
<td>$6B</td>
<td></td>
<td>$6B</td>
<td>$6B</td>
<td>9,997</td>
</tr>
</tbody>
</table>

Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, American Community Survey (ACS), 2009-11 (pooled), 2019-21 (pooled), 2009-21 (pooled), and National Center for Education Statistics (NCES), National Postsecondary Student Aid Study, 2016 (NPSAS: 2016) Undergraduate Students (UG) and Graduate Students (GR), 2016.
This state profile uses job openings as a measure of job demand, a fairly new measure that is starkly different from the job replacement rates measure previously used by the US Bureau of Labor Statistics. We do not count job-to-job changes within the same occupation; rather, job openings are the total of a) new jobs and b) jobs that become available when individuals leave the labor force or move from one occupational category to another.

State job projections include only non-farm payroll jobs. They do not include self-employed workers.
<table>
<thead>
<tr>
<th>Education level</th>
<th>2031 Jobs</th>
<th>Share of jobs</th>
<th>Rank by share among states</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school</td>
<td>461,000</td>
<td>8%</td>
<td>19</td>
</tr>
<tr>
<td>High school diploma</td>
<td>1,340,000</td>
<td>22%</td>
<td>41</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>1,235,000</td>
<td>21%</td>
<td>36</td>
</tr>
<tr>
<td>Associate’s degree</td>
<td>558,000</td>
<td>9%</td>
<td>36</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>1,499,000</td>
<td>25%</td>
<td>12</td>
</tr>
<tr>
<td>Graduate degree</td>
<td>876,000</td>
<td>15%</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,969,000</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Georgetown University Center on Education and the Workforce forecast using data from the US Census Bureau and Bureau of Labor Statistics, Current Population Survey (CPS); US Census Bureau, American Community Survey (ACS); US Bureau of Labor Statistics; IHS Markit; and Lightcast.
### Illinois: Change in jobs by education level

<table>
<thead>
<tr>
<th>Education level</th>
<th>2021 Jobs</th>
<th>2031 Jobs</th>
<th>Change in net new jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school diploma or less</td>
<td>1,743,000</td>
<td>1,801,000</td>
<td>58,000</td>
</tr>
<tr>
<td>Middle skills</td>
<td>1,725,000</td>
<td>1,793,000</td>
<td>68,000</td>
</tr>
<tr>
<td>Bachelor’s degree or higher</td>
<td>2,247,000</td>
<td>2,375,000</td>
<td>128,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,715,000</strong></td>
<td><strong>5,969,000</strong></td>
<td><strong>254,000</strong></td>
</tr>
</tbody>
</table>

### Illinois state rank | Percentage of jobs in 2031 that will require:

- postsecondary education (Figure 2): 15%
- a high school diploma or less (Figure 4): 37%
- an associate’s degree or some college (Figure 6): 39%
- a bachelor’s degree (Figure 8): 12%
- a graduate degree (Figure 10): 9%

Source: Georgetown University Center on Education and the Workforce forecast using data from the US Census Bureau and Bureau of Labor Statistics, Current Population Survey (CPS); US Census Bureau, American Community Survey (ACS); US Bureau of Labor Statistics; IHS Markit; and Lightcast.
<table>
<thead>
<tr>
<th>Occupation</th>
<th>2021 Jobs</th>
<th>2031 Jobs</th>
<th>Growth (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales and Office Support</td>
<td>1,269,000</td>
<td>1,252,000</td>
<td>-1%</td>
</tr>
<tr>
<td>Blue-Collar</td>
<td>1,382,000</td>
<td>1,427,000</td>
<td>3%</td>
</tr>
<tr>
<td>Food and Personal Services</td>
<td>815,000</td>
<td>836,000</td>
<td>3%</td>
</tr>
<tr>
<td>Managerial and Professional Office</td>
<td>825,000</td>
<td>881,000</td>
<td>7%</td>
</tr>
<tr>
<td>Education</td>
<td>368,000</td>
<td>396,000</td>
<td>8%</td>
</tr>
<tr>
<td>Healthcare</td>
<td>573,000</td>
<td>651,000</td>
<td>14%</td>
</tr>
<tr>
<td>STEM</td>
<td>309,000</td>
<td>337,000</td>
<td>9%</td>
</tr>
<tr>
<td>Community Services and Arts</td>
<td>174,000</td>
<td>189,000</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,715,000</strong></td>
<td><strong>5,969,000</strong></td>
<td><strong>4%</strong></td>
</tr>
</tbody>
</table>

Source: Georgetown University Center on Education and the Workforce forecast using data from the US Census Bureau and Bureau of Labor Statistics, Current Population Survey (CPS); US Census Bureau, American Community Survey (ACS); US Bureau of Labor Statistics; IHS Markit; and Lightcast.
What surprises you about these data?

What challenges do these data surface?

What opportunities or wins emerge from these data?
Wrap-Up & Announcements
Wrap Up Questions

• Which metrics did you find the most helpful?
• What are some policy implications of this data?
• Are there more data we should consider with this group?
Policy Committee Q1 meeting:
March 20, 9-10:30 am

Please share the student transportation survey with your students by February 9.
Visit the **policy committee website** to:

- Register for future meetings
- View recordings of past meetings
- Opt-in to emails.
Updated Success Network Dashboard coming soon! The dashboard will include data on the following:
- Early College Coursework
- CTE Participation & Outcomes
Thank You