Postsecondary and Workforce Readiness Act: Key Provisions and Opportunities

Illinois State Board of Education
Advance Illinois
Education Systems Center at NIU

October 12, 2016
PWR Act

- **Public Act 99-0674** (HB 5729); signed by Governor on 7/29/16
- **Four components:**
  1. Postsecondary and Career Expectations (PaCE)
  2. Pilot of Competency-based High School Graduation Requirements
  3. Scaling of 12th Grade Transitional Courses
  4. College & Career Pathway Endorsements on High School Diplomas
PWR Act Background

P-20 Council PWR Steering Committee
- Met from 5/2012 to 7/2013
- Joint committee of College & Career Readiness and Data, Assessment, and Accountability
- Developed college & career readiness framework and key success factors

HB 3196
- Filed 2/15
- Resulted from over one year of meetings with agency leadership in context of PWR key success factors

HR 477
- Identified 5 aspects of PWR policy agenda where there was greater consensus for moving forward
- Adopted by House on 5/30/15
- 4 advisory committees with over 120 stakeholders each met 3 times; delivered recommendations on 2/1/16
Model Postsecondary and Career Expectations

By end of 8th grade

By end of 9th grade

By end of 10th grade

By end of 11th grade

By end of 12th grade

• Activities to complete
• Related knowledge students should possess
  ➢ Supported by school districts, parents, community

ISBE, ICCB, IBHE, ISAC 7/1/2017
Each student should have an individualized learning plan to help them make career and college decisions, plan a course of study, and make financial aid assessments with family members.

By the end of 8th grade:
- A student should be supported to:
  - complete a career exploration survey
  - attend a career exploration day
  - a unit on education planning
  - be exposed to a financial literacy unit in a course or workshop

A student should know:
- the concept of career clusters for further exploration
- possible career clusters of interest
- a relationship between community service/extra-curricular activities and postsecondary (PS)/career goals
- an outline of a plan for community service/extra-curricular activities related to PS plans
- a financial aid assessment with a family member

A student should know:
- one or two career clusters for further exploration and development
- the relationship between HS coursework, attendance, and grades to PS plans
- the importance of community service and extra-curricular activities to PS and career plans
- general cost ranges of various PS options

By the end of 9th grade:
- A student should be supported to:
  - revisit their career cluster survey
  - take a career interest survey
  - complete an orientation course to a particular career cluster or group
  - select a career pathway (CP) within a career cluster of interest
  - begin determining eligibility for AP courses
  - build a college affordability workshop with a family member

A student should know:
- educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP
- different types of PS credentials and institutions
- general timing of college entrance exams and apps
- the benefit of early college credit opportunities to access and completion

By the end of 10th grade:
- A student should be supported to:
  - revisit the career survey
  - participate in a mock job interview
  - create a resume and personal statement
  - identify an internship opportunity related to CP
  - determine readiness for college-level coursework in Math/ELA and enrolled in either "catch up" or "speed up" course
  - complete or enroll in at least one early college credit opportunity
  - attend a college fair

A student should know:
- app deadlines, test timing, cost, and preparation for industry-based certification for CP
- career attributes related to career interests
- entrance requirements, including app deadlines, for expected PS program of study
- 3-5 match schools, one safety, and one reach school for PS program of study
- negative impact of remediation on PS goals
- financial aid deadlines for chosen PS options
- terms and conditions of any scholarships or loans

By the end of 11th grade:
- A student should have:
  - completed 3 or more admission applications to PS institutions
  - met with a school counselor to ensure all steps in the PS admission process are completed on time
  - attended a FAFSA completion workshop

A student should be supported to:
- address any remedial needs in Math/ELA
- obtain an internship opportunity related to CP
- if applicable, receive industry-based certification(s) related to CP
- complete one or more team-based challenges or projects related to CP

A student should know:
- how CP courses and experiences articulate to degree programs at PS options
- estimated cost of each PS option
- affordability of PS options in relation to expected entry-level career salary and anticipated debt
- terms and conditions of any scholarship or loan

By the end of 12th grade:
- A student should have:
  - completed the FAFSA

A student should be supported to:
- address any remedial needs in Math/ELA
- obtain an internship opportunity related to CP
- if applicable, receive industry-based certification(s) related to CP
- complete one or more team-based challenges or projects related to CP

A student should know:
- how CP courses and experiences articulate to degree programs at PS options
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- terms and conditions of any scholarship or loan
Opportunities for Leading Communities

HBR Career Readiness Plan

Hinckley-Big Rock CUSD #429 defines career ready graduates as having the skills and motivation to pursue a self-directed goal, adapt to challenges along the way, and know the options to obtain their post-secondary career. It is our goal that all graduating seniors will have a defined plan to be career ready when they complete high school. This list of benchmark expectations will act as a guide for HBR staff, students, and parents as we plan and prepare for our students to be ready to go.

- skills and motivation to pursue a self-directed goal
- adapt to challenges along the way
- know the options to obtain their PS career

By the end of 8th grade
A student should be supported to:
- complete a career cluster survey
- engage in annual career day
- take part in a financial literacy exercise
- attend a day with parent/guardian at work

A student should know:
- the concept of career clusters for further exploration
- possible career clusters they are currently interested in
- the relationship between the skills acquired in community service and extracurricular activities and postsecondary career goals

By the end of 9th grade
A student should be supported to:
- revisit/update the career interest inventory
- complete orientation to career clusters
- attend a PS options workshop
- complete a year plan with counselor
- outline a plan for school and community engagement aligned with PS goals

A student should know:
- at least one career cluster for further exploration
- the relationship between coursework, school and community engagement, and outcomes to PS goals
- general cost ranges of various PS options

By the end of 10th grade
A student should be supported to:
- complete orientation to a chosen CP
- chose a CP related to a career cluster
- identify 2-3 adults to support him/her through the PS planning selection process
- attend a PS financial workshop with an adult family member

A student should know:
- educational requirements, cost, entry level, and median salary for chosen CP
- different types of PS credentials and institutions
- general timing of exams and applications aligned with chosen CP
- benefit of early college credit related to PS goals

College & Career Readiness Committee
Why?

• Recognize and incentivize student attainment of knowledge and demonstrations of skills important for both success in both postsecondary and employment

• Encourage career exploration and development to improve decision-making

• Promote greater consistency of college and career pathway program structures

• Institutionalize college and career pathways as a key strategy for postsecondary and career success
### HB 5729 College & Career Pathway Endorsement Example: MANUFACTURING

<table>
<thead>
<tr>
<th>Individualized Plan</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>11th or 12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualized plan for college, career, and financial aid; resume; personal statement</td>
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</tbody>
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|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|

*2022-23 SY: Include at least 6 hours of early college credit

<table>
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<tr>
<th>Professional Learning</th>
<th>At least 2 career exploration activities, or one intensive</th>
<th>60 cumulative hours of paid or for-credit supervised career development experiences with a professional skills assessment</th>
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<td></td>
<td>At least 2 team-based challenges with adult mentoring</td>
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| Academic Competencies                        | 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 CC certify articulation to cert./degree with labor market value
Implementation Timeline

- **Agencies develop plan, define framework, establish public-private committees**
  - **16-17 SY**

- **Steering committees recommend competencies**
  - **17-18 SY**

- **School districts submit info to agencies to offer endorsement programs**
  - **18-19 SY**

- **First high school graduates with endorsements**
  - **19-20 SY**

16-17 SY: Agencies develop plan, define framework, establish public-private committees.

17-18 SY: Steering committees recommend competencies.

18-19 SY: School districts submit info to agencies to offer endorsement programs.

19-20 SY: First high school graduates with endorsements.
Why?

Remediation Rates in Community College

<table>
<thead>
<tr>
<th>% Post-Secondary Remediation</th>
<th>Overall</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Communications</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>16%</td>
<td>41%</td>
<td>20%</td>
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2015

Class of 2013

<table>
<thead>
<tr>
<th></th>
<th>State</th>
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<tbody>
<tr>
<td>Graduates (N)</td>
<td>138,520</td>
</tr>
<tr>
<td>Attending Illinois Community Colleges (N)</td>
<td>39,922</td>
</tr>
<tr>
<td>Attending Illinois Community Colleges (%)</td>
<td>28.8%</td>
</tr>
<tr>
<td>Enrolled in Remedial Courses (N)</td>
<td>19,427</td>
</tr>
<tr>
<td>Enrolled in Remedial Courses (%)</td>
<td>48.7%</td>
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</table>
Why?

Why do I have to learn all this stupid Math stuff?

Because you'll need it for college.
Scaling of 12th Grade Transitional Courses

• One element of a comprehensive strategy to increase college & career readiness

• **Build from leading IL models**, including Elgin, McHenry, Harper

• Delivered through **local secondary/postsecondary partnership agreements**

• Incorporation of **math pathways** tied to career interests
Postsecondary Math Pathways

STEM
Career goals that require application of calculus or advanced algebraic skills

Technical
Career goals in technical fields that do not require application of calc, advanced algebraic, or advanced stats skills

Quantitative Literacy/Stats
Career goals outside of STEM or Technical – focus on general stats, data analysis, quant. literacy, problem solving
Transitional Math: A Student’s Perspective

11th Grade Projected Readiness Determination:
- Use statewide criteria
- Based on each student’s postsecondary math pathway

Not Projected Ready:
- Transitional math co-developed by school district and community college

Projected Ready:
- Student decides whether to take math in 12th grade

Successful Completion of Transitional Math:
- Placed in college-level math course in applicable math pathway

Unsuccessful Completion or No Math Senior Year:
- Subject to general placement processes

Successful Completion of Rigorous Math in 12th Grade:
- Placed in college-level math course in applicable math pathway
Implementation Timeline

- **16-17 SY**: Statewide Panel is convened and initially considers competencies & requirements.
- **17-18 SY**: Final panel recommendations; ISBE/ICCB adopt transitional math criteria.
- **18-19 SY**: ISBE/ICCB adopt phased implementation plan.
- **19-20 SY**: Any school district may implement.
Opportunities for Leading Communities

* Leading high school/community college partnerships inform panel’s and agencies’ work

* Model transitional math instructional units

16-17 SY
Statewide Panel is convened and initially considers competencies & requirements

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20

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19-20 SY
Any school district may implement
Why?

• Provide students and families with a **clearer understanding of the knowledge and behavior** required for college and career readiness

• Give students greater **agency to become active participants** in their learning, including in more relevant contexts

• This is a **big shift** -- build out a variety of models, local champions, and state-level supports that **promote scaling beyond the pilot**
Flexibility for Local Innovation

A participating school district can decide:

- Which **years**?
- Which **graduation requirements**?
- Which **high schools**?

Core strategy supporting the community’s efforts to **better prepare students for college, career, and life**
Partnerships and Engagement

1. Partnership with a **community college** and a **4-year institution**
   - Plan must address how graduates from the system will provide **information normally expected by postsecondary institutions** for admission and financial aid

2. Plan for engaging **feeder K-8 schools**

3. **Teachers:**
   - **Initial demonstration of commitment** by teachers involved with pilot, demonstrating engagement throughout the application development process
   - **Statement by union president** on union’s position
   - Standing **planning and implementation committee**
Waivers

• Participating school districts can obtain State Supt. waiver or modification of any School Code provisions/rules to support the proposed competency-based system

• However, no waivers for: State assessments, accountability, teacher tenure/seniority, evaluations, or protections for particular groups of students (SWD, ELL)

• Any waiver of teacher educator licensure requirements must ensure that an appropriately licensed teacher and the provider of instruction jointly determine the method for assessing competency of mastery and jointly verify whether a student has demonstrated mastery
Implementation Timeline

16-17 SY
State Supt publishes initial application

17-18 SY
School districts selected for initial pilot; commence planning

18-19 SY
School districts submit full plan, commence implementation

19-20 SY
State Supt can establish a new cohort
Statewide Supports

**College and Career Pathway Endorsements**
- Public-private sector-based committees
- Model instructional units; guidance documents
- Resources for leading community implementation

**Transitional Math**
- Statewide panel
- Model instructional units
- ICCB supports for community colleges

**Competency-based Learning Systems**
- Technical assistance; statewide PD and networking
- Grants to support local implementation
- Communication materials and supports
Alignment With ISBE Priorities
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