

Postsecondary and Workforce Readiness Act: *Key Provisions and Opportunities*

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

October 12, 2016



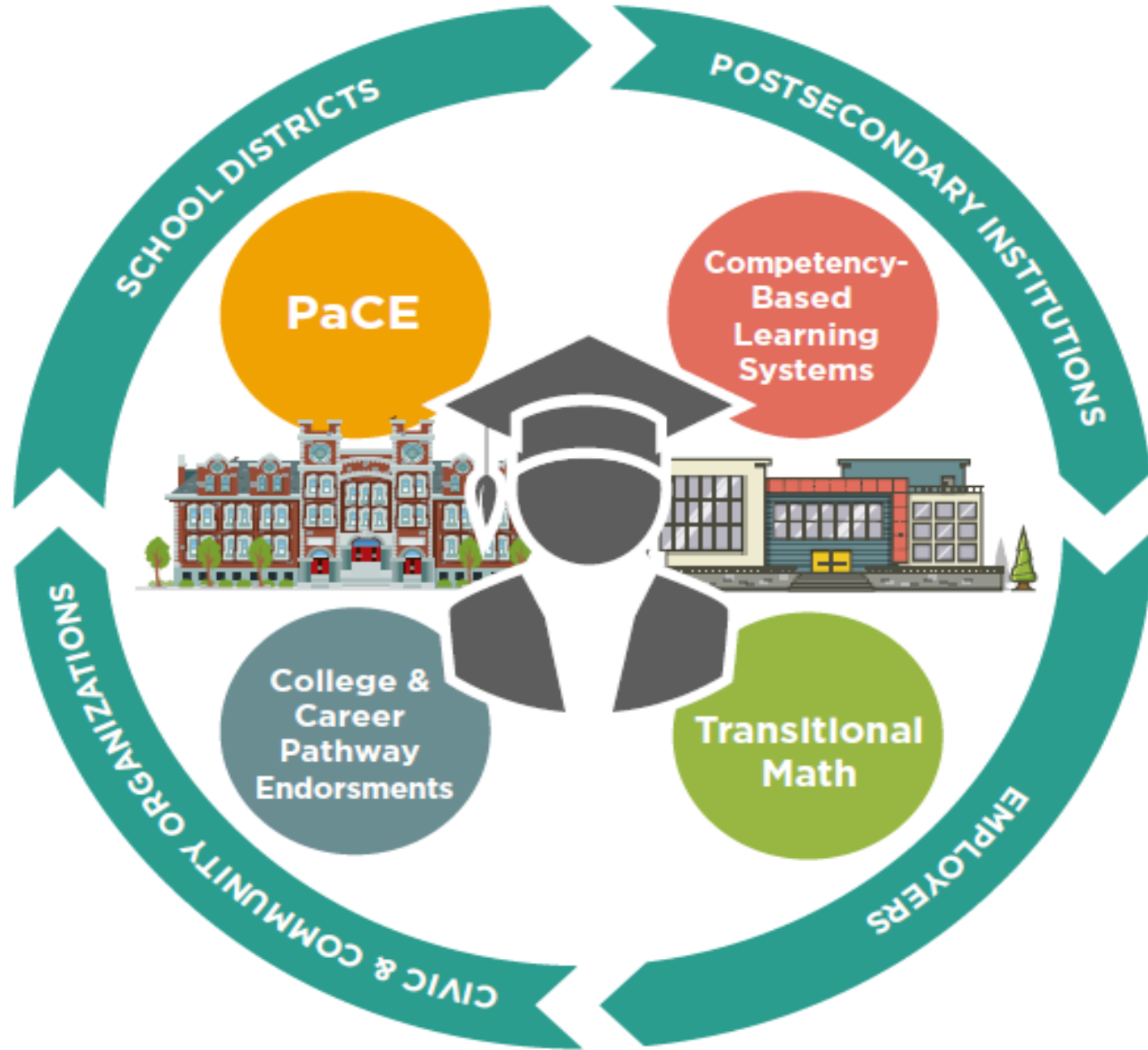
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PWR Act

- **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



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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

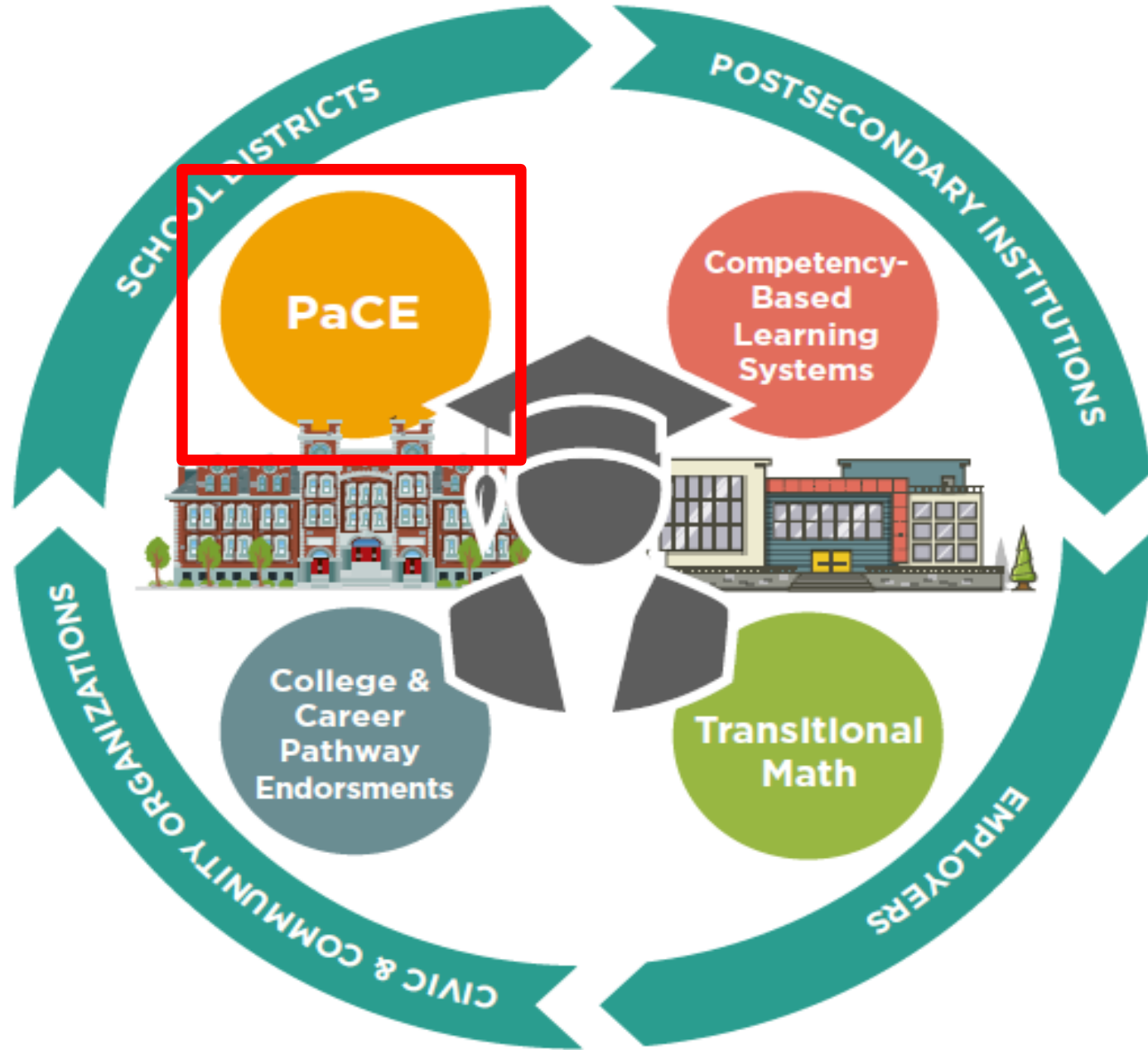
HR 477

- 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

**PWR
Act**

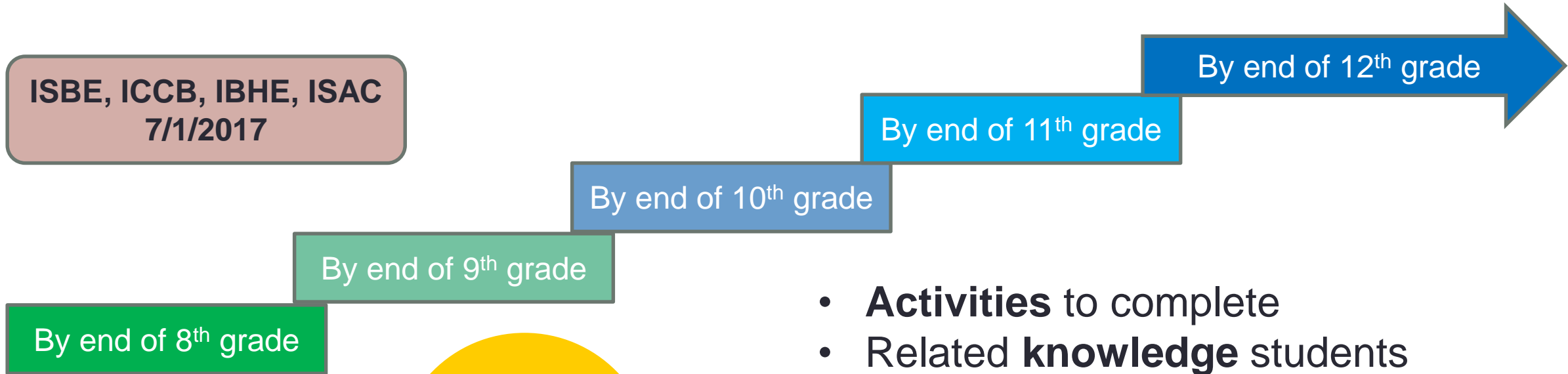


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Model Postsecondary and Career Expectations



- **Activities** to complete
- Related **knowledge** students should possess
 - *Supported by school districts, parents, community*



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Illinois PaCE: Postsecondary and Career Expectations

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 12th grade

By 12/31 of 12th 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
- completed the FAFSA

By the end of 12th grade a student should be supported to:

- address any remedial needs in Math/ELA
 - obtain an internship opportunity relating to CP
 - if applicable, receive industry-based certification(s) relating to CP
- complete one or more team-based challenges or projects relating to CP
- attend a financial aid award letter workshop

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 11th 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
- visit at least 3 PS institutions
- take at least one college entrance exam

A student should know:

- app deadlines, test timing, cost, and prep 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

By the end of 10th grade

A student should be supported to:

- visit at least one workplace aligned to career interests
- complete an orientation course to a particular career cluster or cluster grouping
- select a career pathway (CP) within a career cluster of interest
- begin determining eligibility for AP courses
- identify 2-3 adults to support him/her through the college and career selection process
- attend a college affordability workshop with adult 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
- benefit of early college credit opportunities to PS access and completion

By the end of 9th grade

A student should be supported to:

- revisit career cluster survey and take a career interest survey
- complete an orientation to career clusters
- attend a postsecondary (PS) options workshop
- meet with a counselor to discuss coursework and postsecondary/career plans
- begin determining eligibility for AP courses
- outline a plan for community service/ extracurricular activities related to PS plans
- complete 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
- importance of community service and extracurricular activities to PS and career plans
- general cost ranges of various PS options

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 finance literacy unit in a course or workshop

A student should know:

- the concept of career clusters for further exploration
- possible career clusters of interest
- relationship between community service/ extracurricular activities and postsecondary (PS)/career goals



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 and 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.

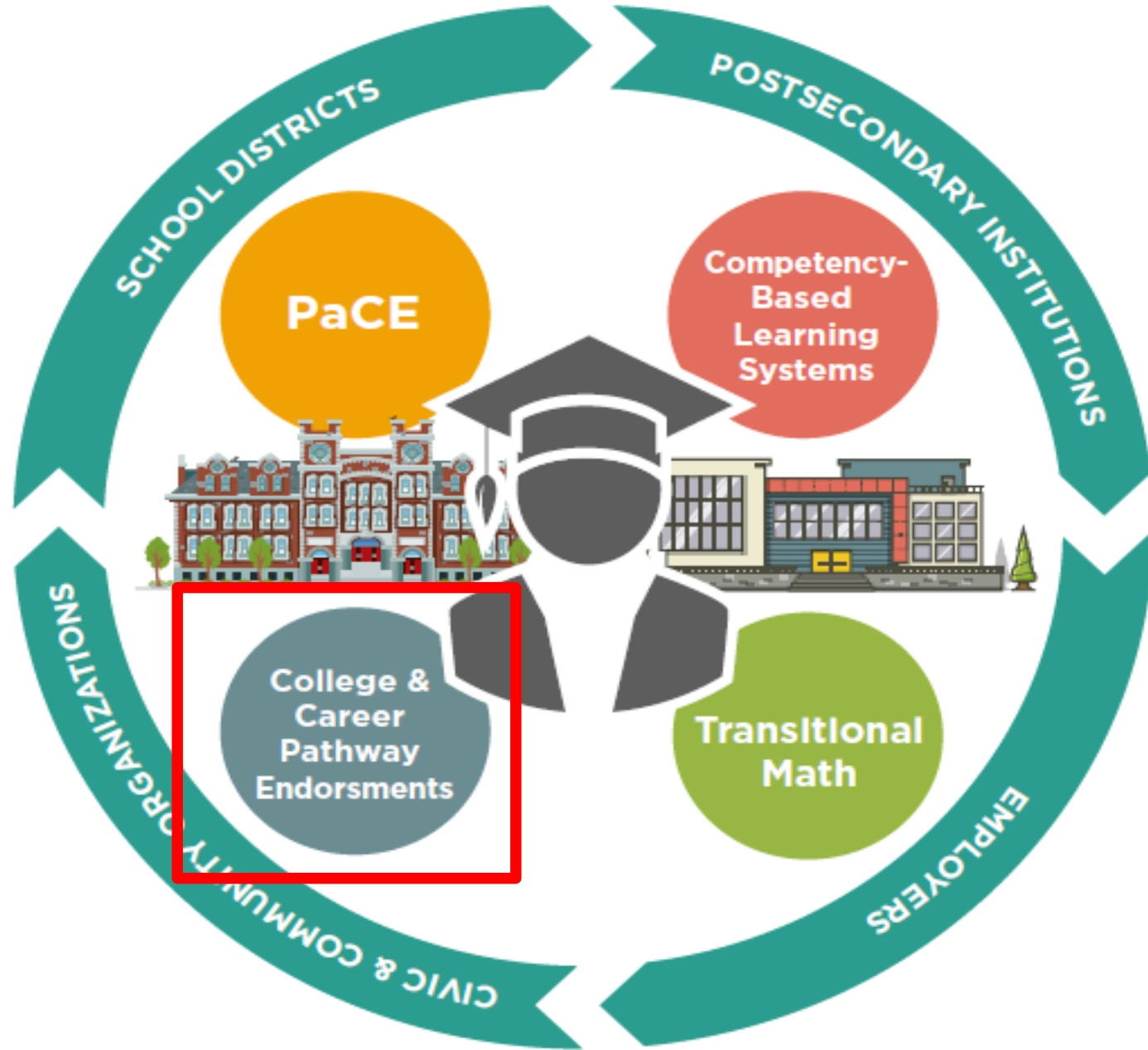
- ◆ skills and motivation to pursue a self-directed goal
- ◇ adapt to challenges along the way
- know the options to obtain their PS career

By the end of 5th grade	By the end of 8th grade	By the end of 9th grade	By the end of 10th grade
<p>A student should be supported to:</p> <ul style="list-style-type: none"> ◆ identify and set personal and academic goals ◇ consistently apply the SEL (Grit/Growth/Goal Setting) in daily practices • gather information regarding training and education for jobs in field of choice ◆ create an inventory of interests and possible careers <p>A student should know:</p> <ul style="list-style-type: none"> • the jobs and/or careers their parents hold ◆ the learning behaviors consistent with successful students 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> ◆ 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 <p>A student should know:</p> <ul style="list-style-type: none"> ◆ 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 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> • revisit/update the career interest inventory • complete orientation to career clusters • attend a PS options workshop • complete 4 year plan with counselor • outline a plan for school and community engagement aligned with PS goals <p>A student should know:</p> <ul style="list-style-type: none"> • 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 	<p>A student should be supported to:</p> <ul style="list-style-type: none"> ◆ 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 <p>A student should know:</p> <ul style="list-style-type: none"> • 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

PS - Post-secondary, CP - Career Pathways



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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



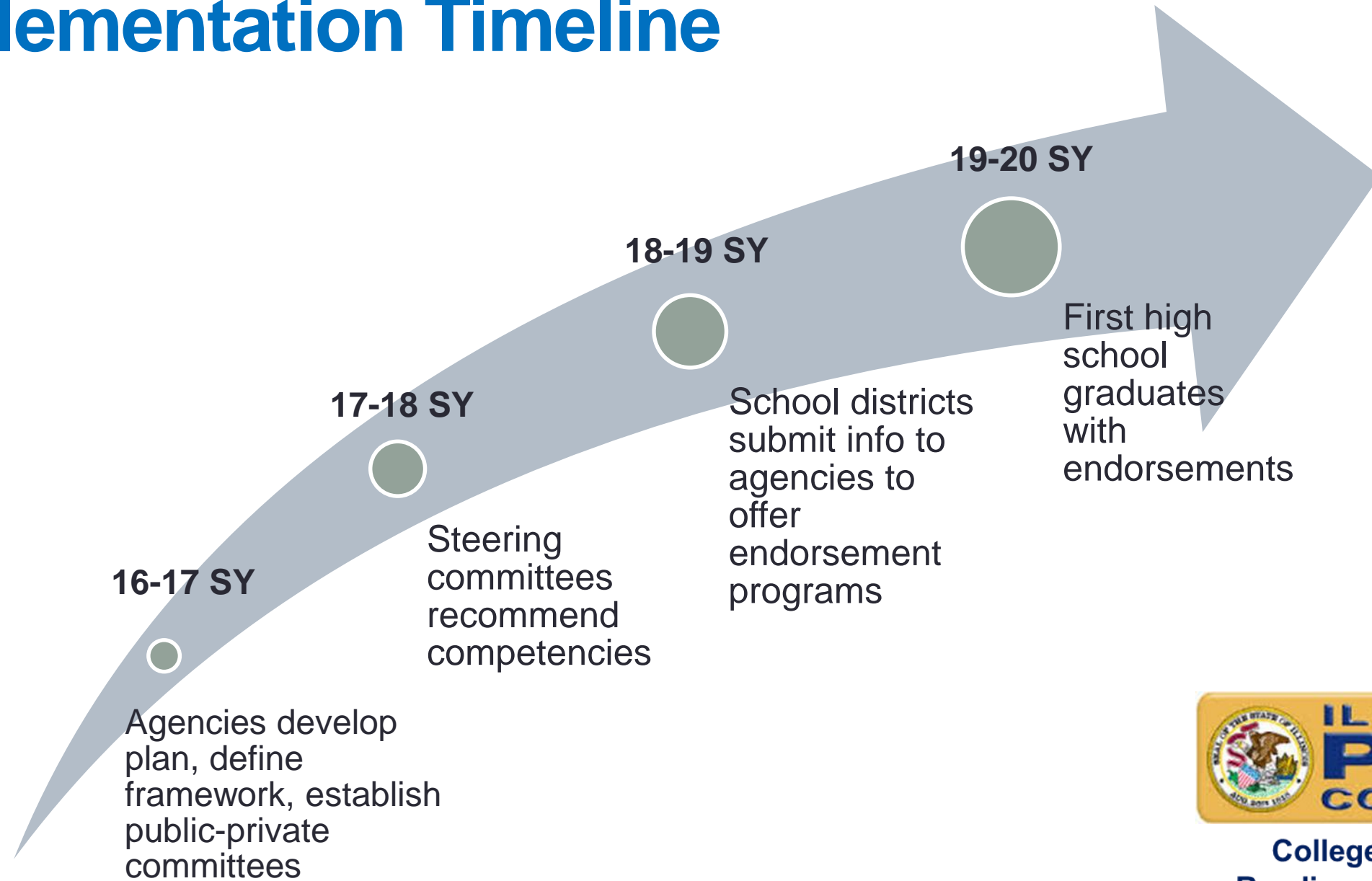
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HB 5729 College & Career Pathway Endorsement Example: **MANUFACTURING**

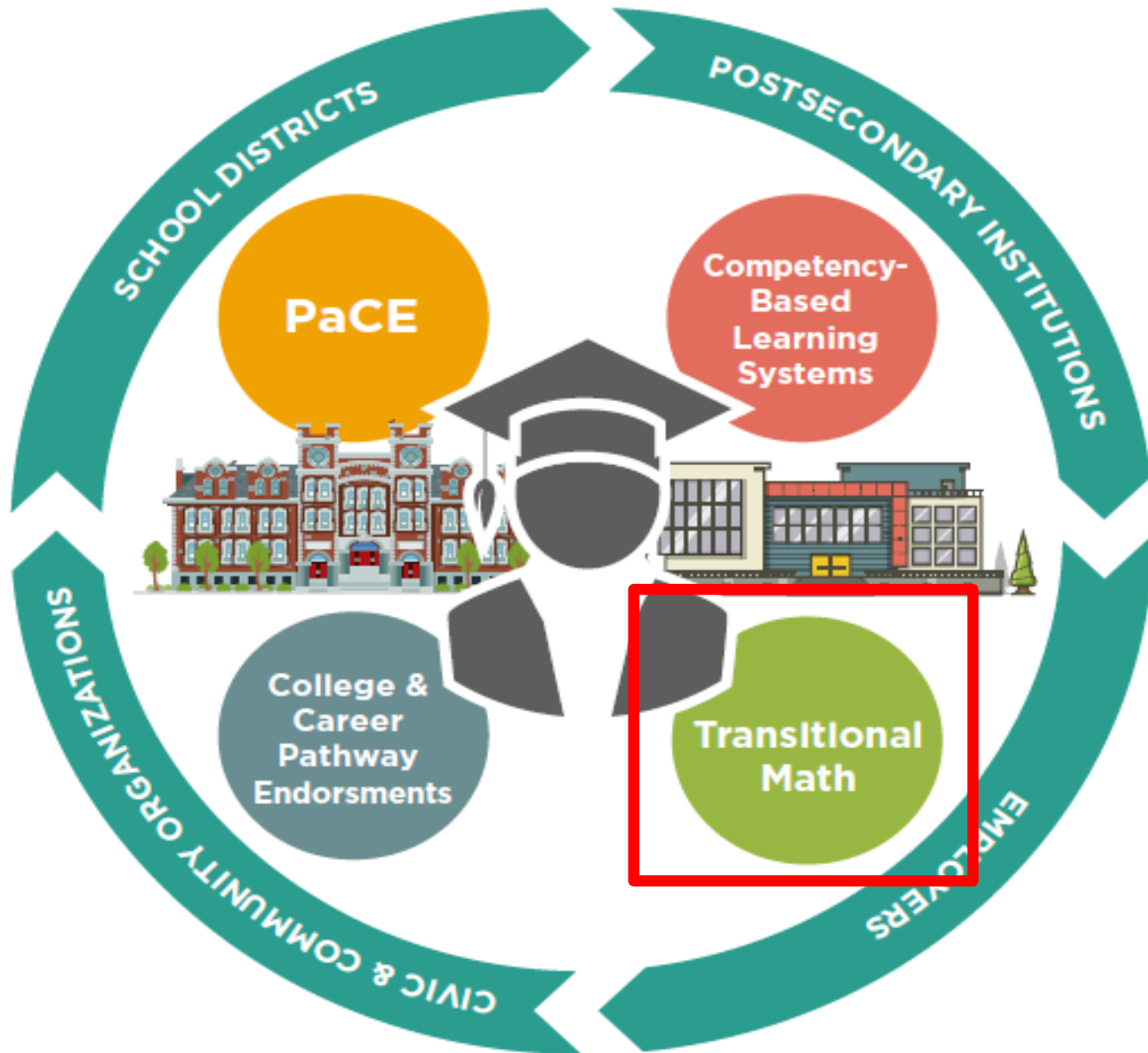
	9 th	10 th	11 th	11 th or 12 th
Individualized Plan 	Individualized plan for college, career, and financial aid; resume; personal statement			
Career-focused Instructional sequence <i>(consult with EFE; 2 years of coursework or equivalent competencies)</i> 	Manufacturing Orientation and Safety (OSHA 10-based competencies with industry focus)	Quality Practices and Measurement* (MSSC, NIMS, AWS) Mfg. Processes & Production (MSSC, NIMS, AWS)*	Advanced topics* In: <ol style="list-style-type: none"> 1. Manufacturing Processes & Production (pre-apprenticeship) OR 2. Maintenance Awareness & Automation (MSSC) 	
		<i>*2022-23 SY: Include at least 6 hours of early college credit</i>		
Professional Learning 	At least 2 career exploration activities, or one Intensive	60 cumulative hours of paid or for-credit supervised career development experiences with a professional skills assessment		
	At least 2 team-based challenges with adult mentoring			
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

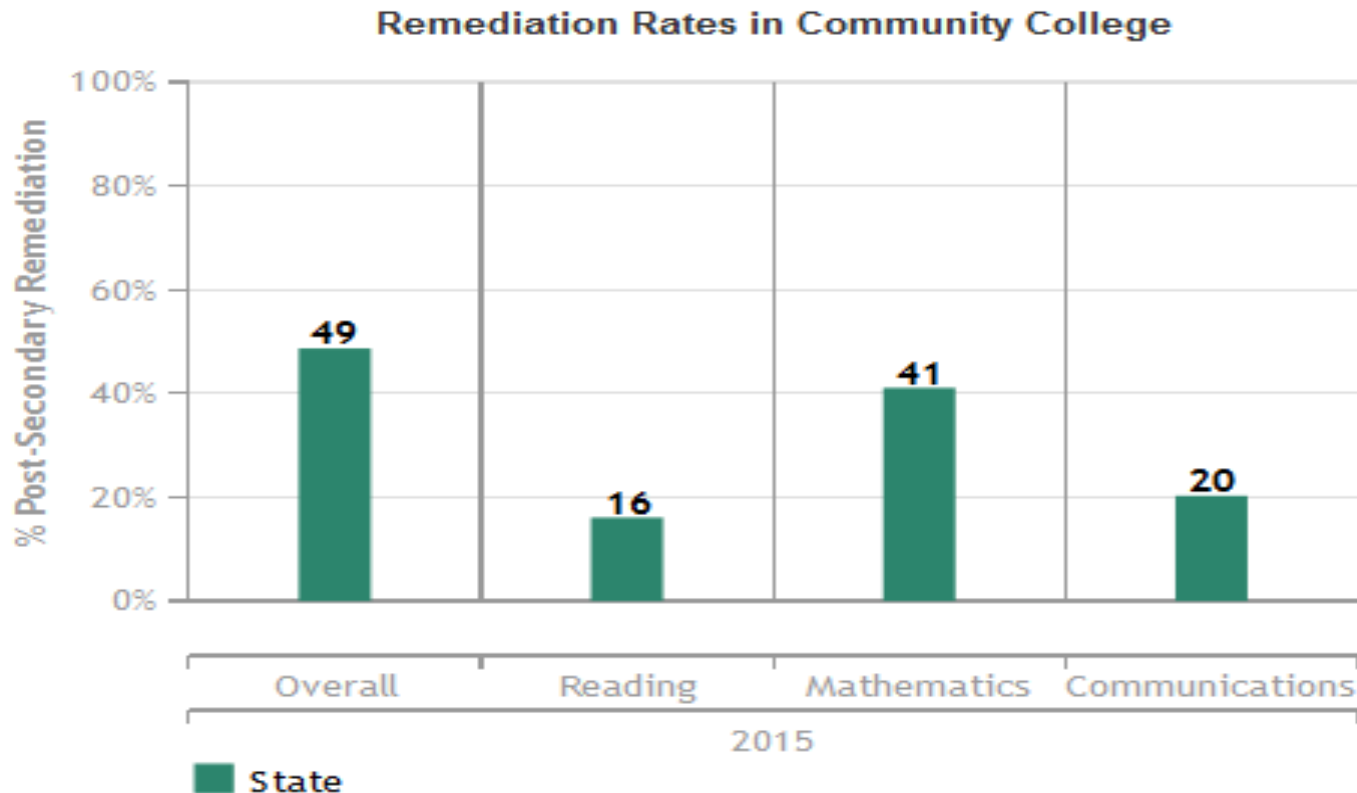


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Why?



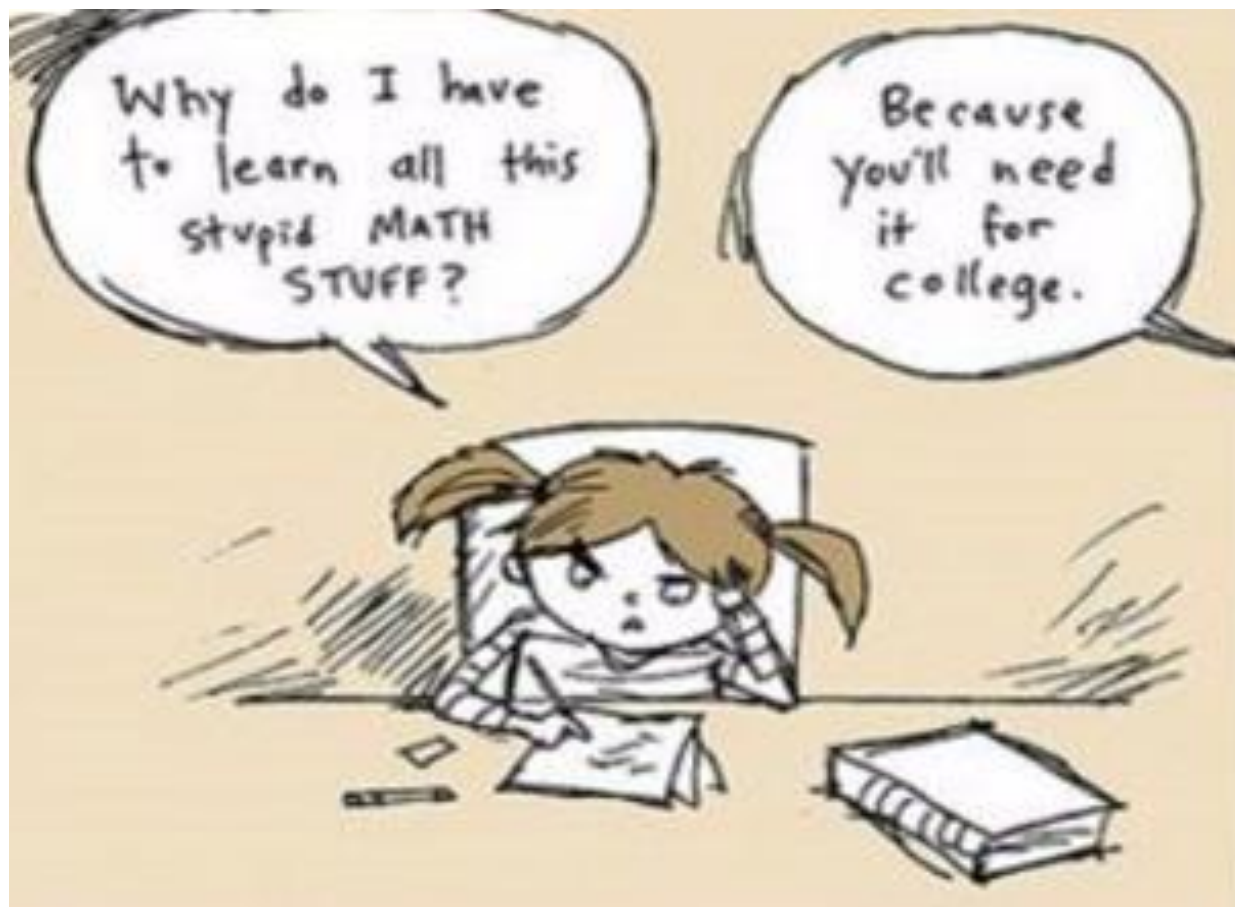
Class of 2013

	State
Graduates (N)	138,520
Attending Illinois Community Colleges (N)	39,922
Attending Illinois Community Colleges (%)	28.8%
Enrolled in Remedial Courses (N)	19,427
Enrolled in Remedial Courses (%)	48.7%



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Why?



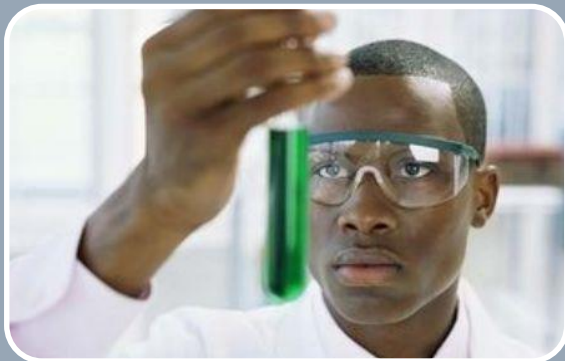
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Scaling of 12th Grade Transitional Courses

- **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



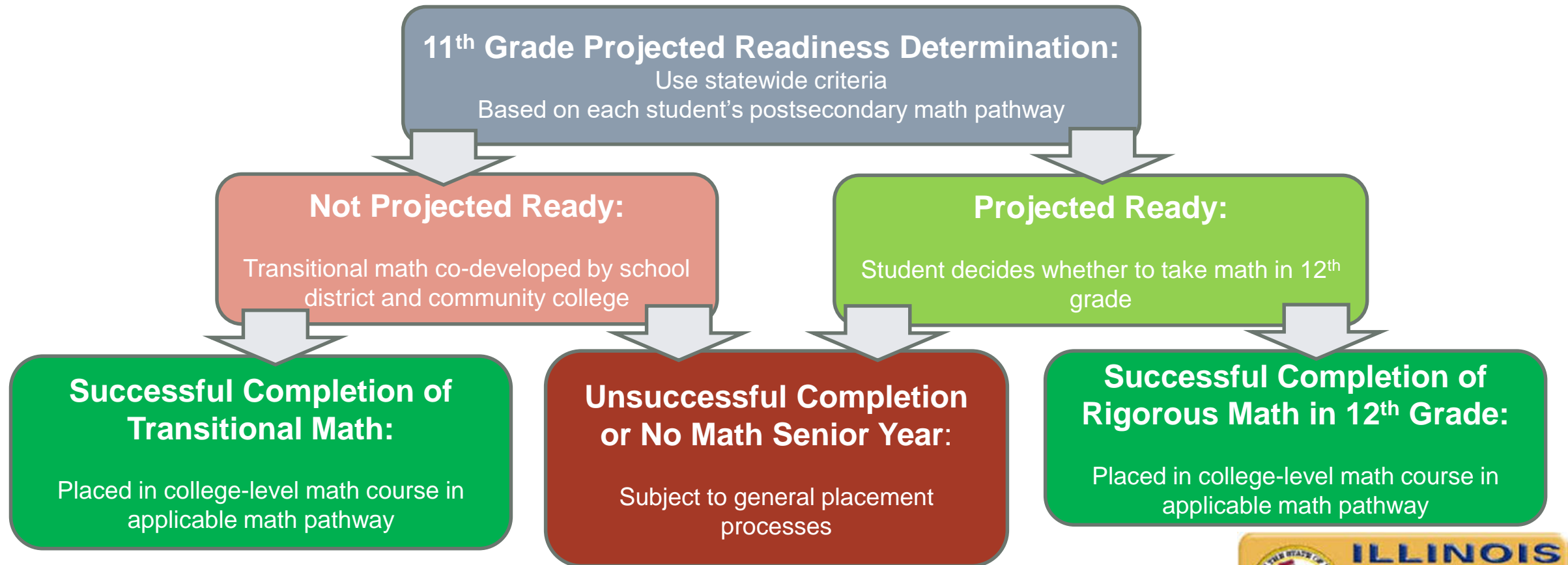
Quantitative Literacy/ Stats

Career goals outside of STEM or Technical – focus on general stats, data analysis, quant. literacy, problem solving

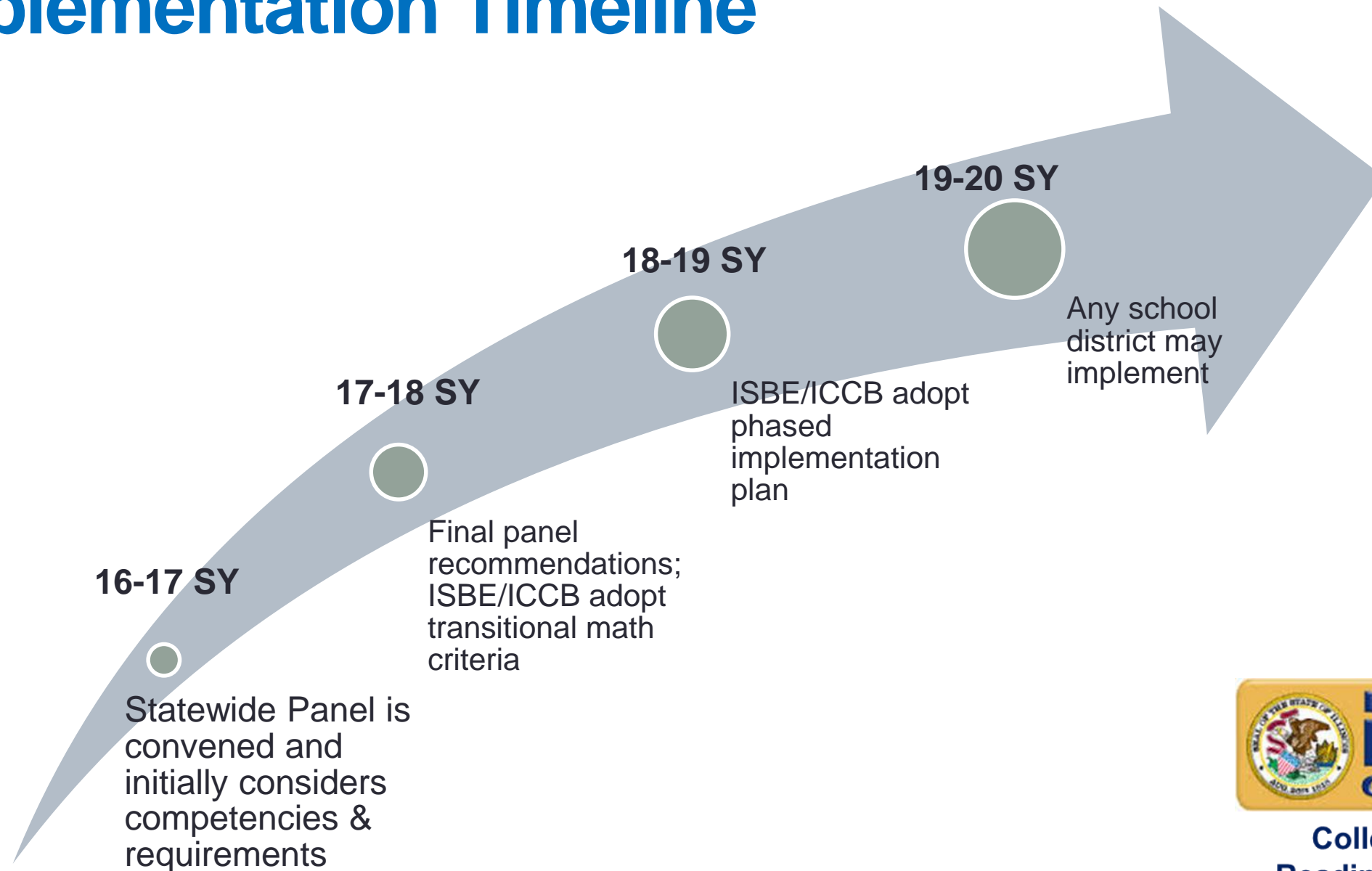


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Transitional Math: A Student's Perspective

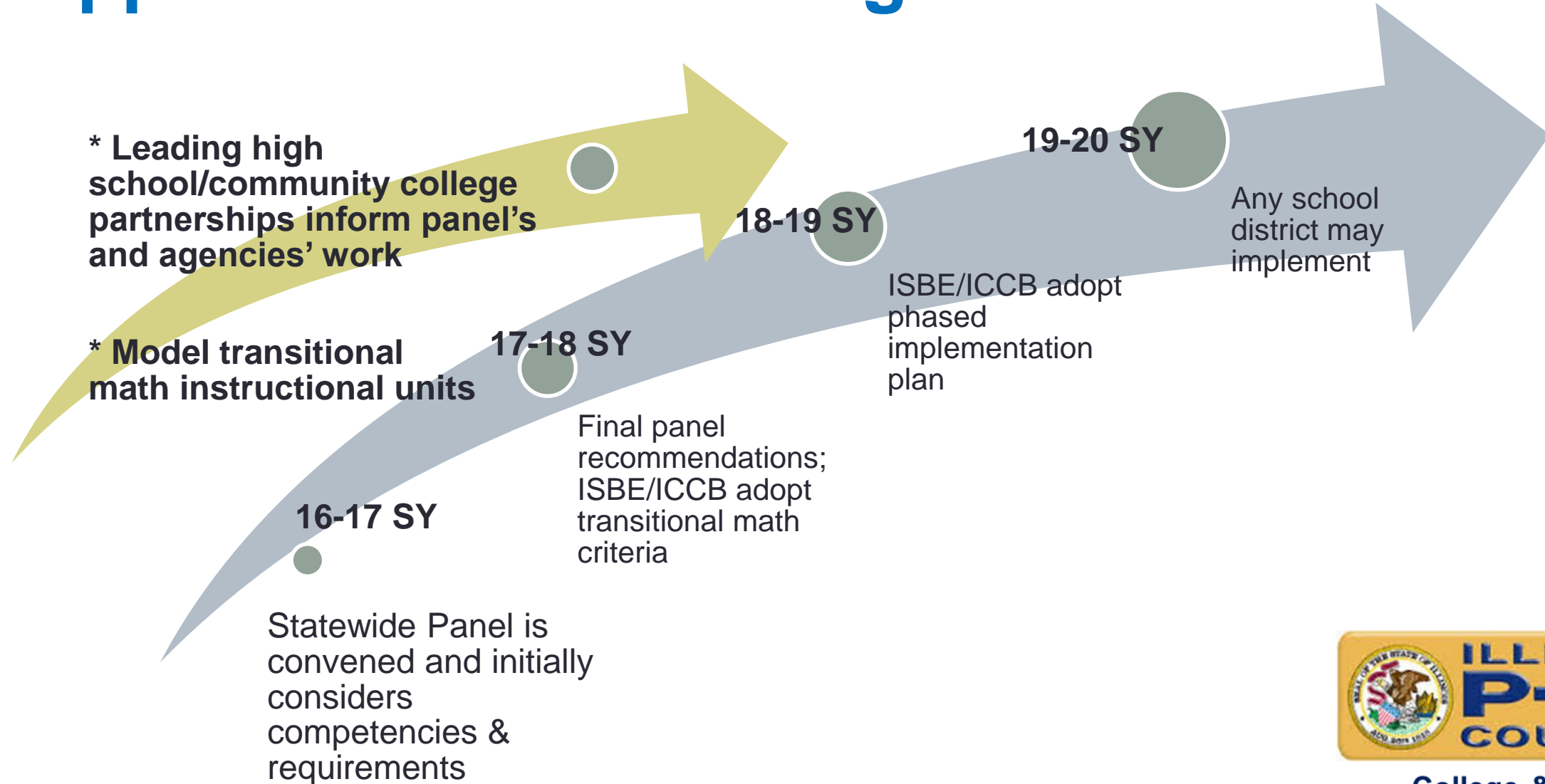


Implementation Timeline

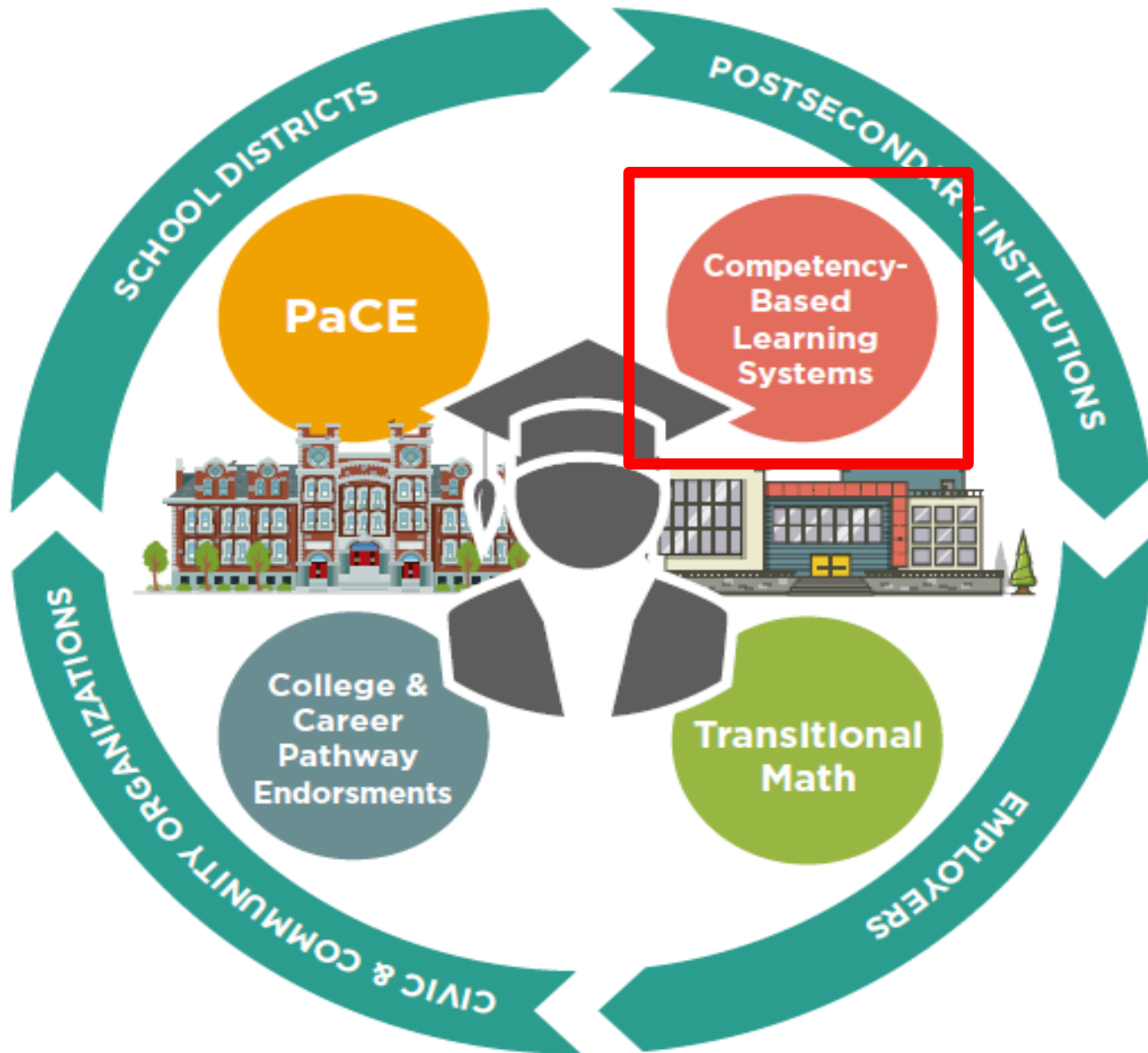


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Opportunities for Leading Communities



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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**



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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



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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**

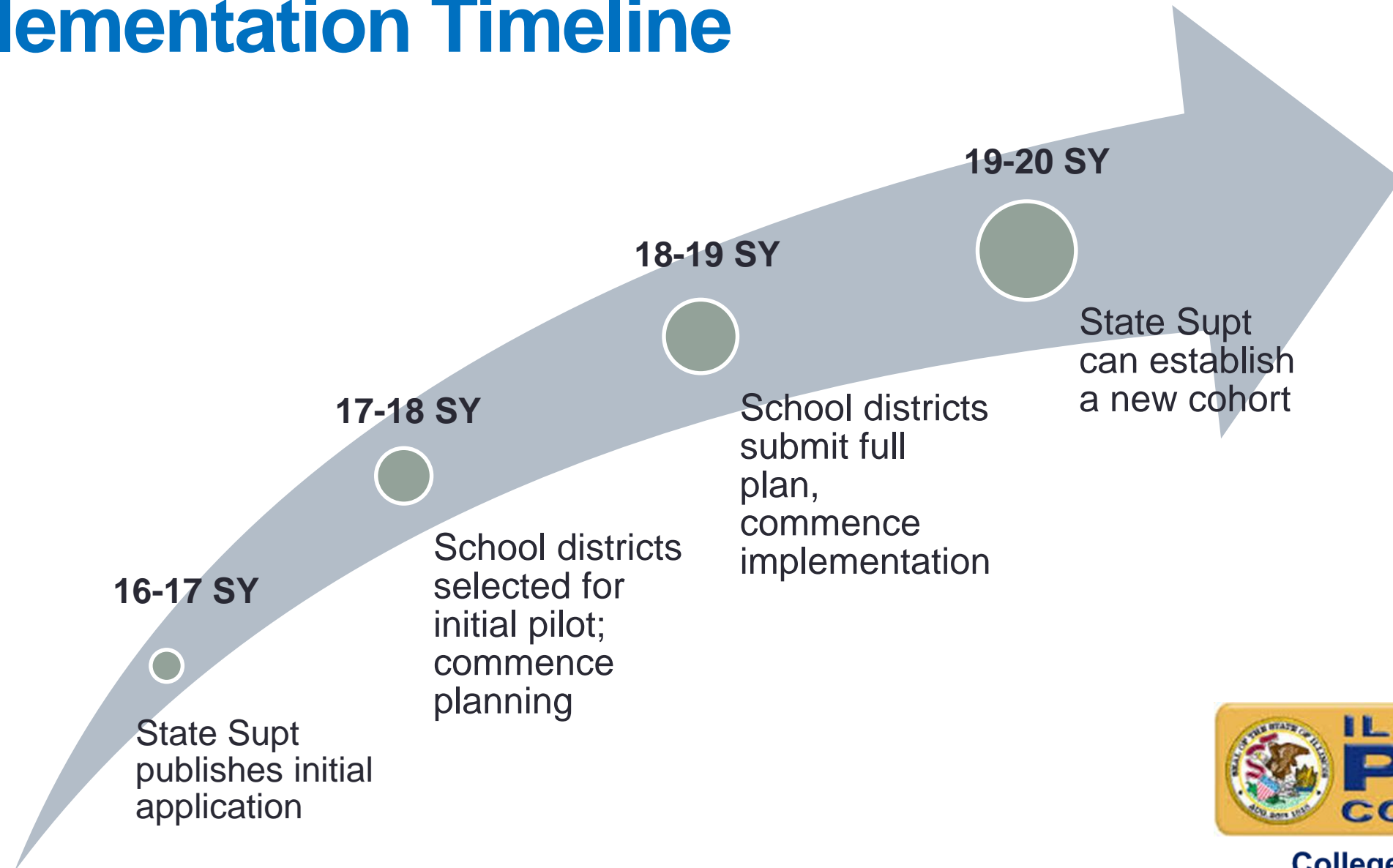


Waivers

- 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



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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

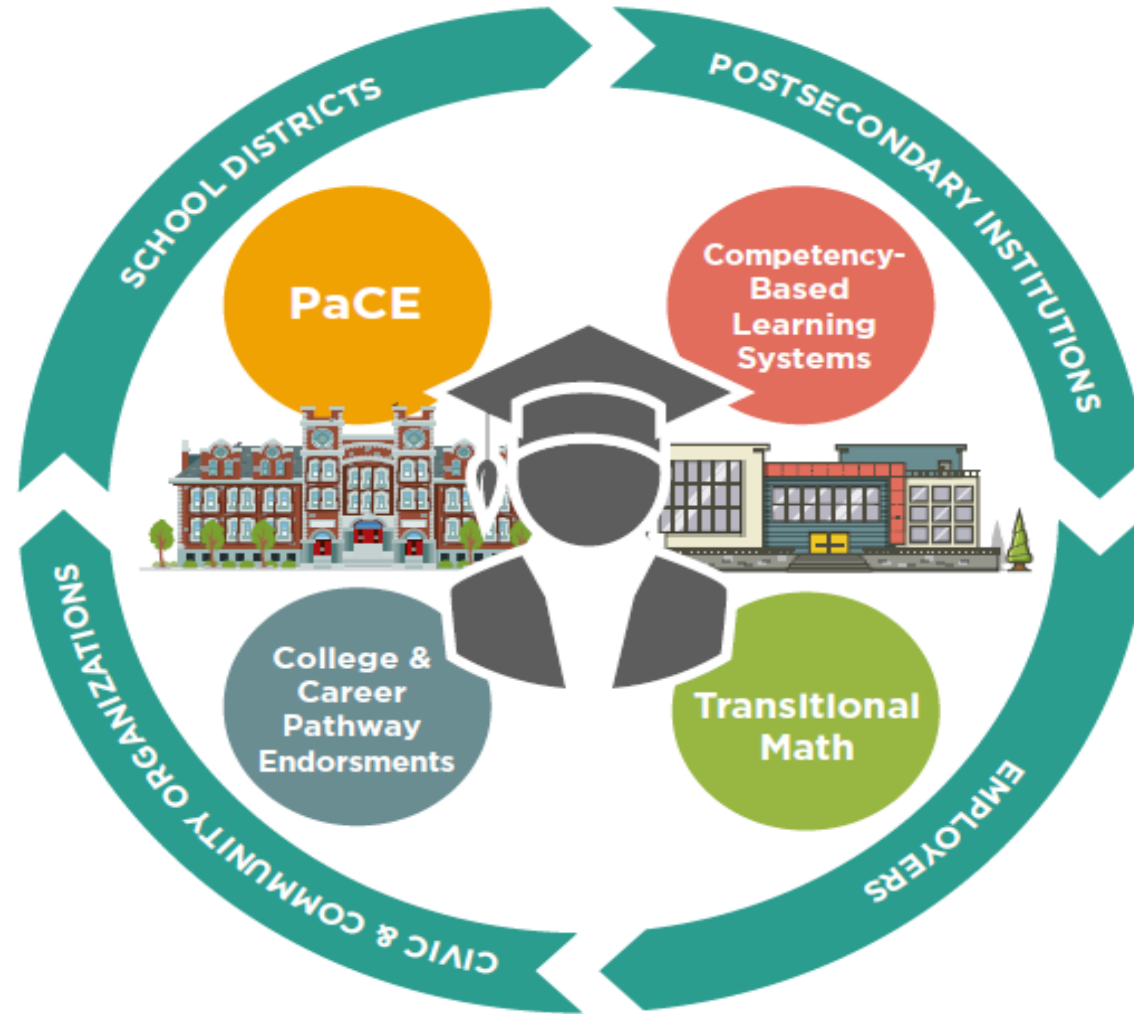
Competency-based Learning Systems

- Technical assistance; statewide PD and networking
- Grants to support local implementation
- Communication materials and supports

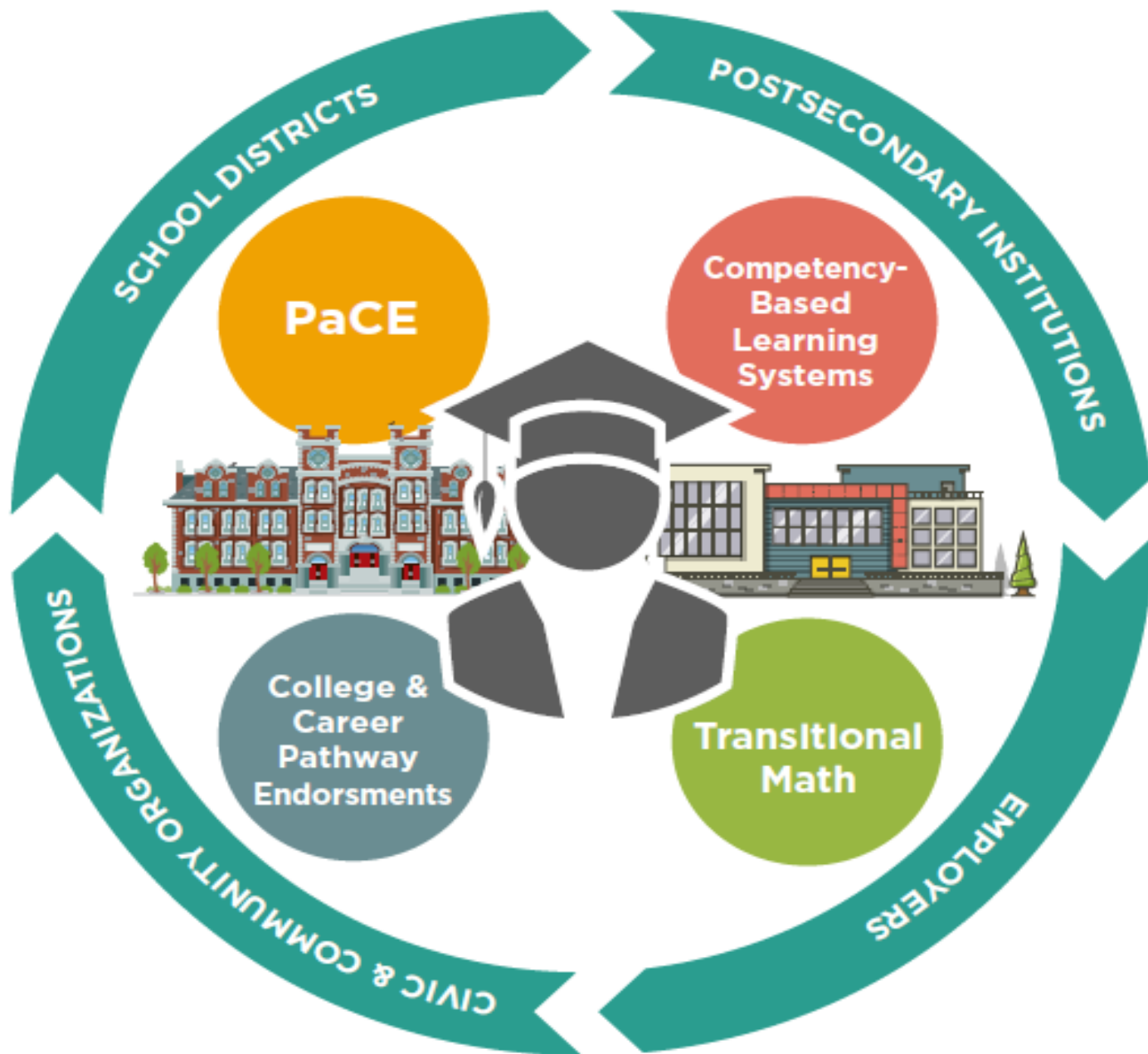


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Alignment With ISBE Priorities



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