Welcome!

Opening remarks - Dr. Lisa Freeman
President, Northern Illinois University
Action Team Success
Crosswalk of PaCE, CCPE, and CCRI Frameworks

- Multiple measures approach to readiness
- Academic preparation goes hand-in-hand with career exploration and preparation for all students. Intentional alignment can support meeting multiple frameworks/indicator thresholds.

Major Themes Across the Frameworks:

1. **Academic Readiness:** Students should complete their secondary education ready for credit-bearing college coursework & having earned some early college credit.
2. **Postsecondary and Career Exploration and Preparation:** Frameworks emphasize the importance of a range of experiences and activities that support:
   - Connecting Secondary to Postsecondary
   - Exposure, Exploration, & Preparation
   - Financial Aid Implications
<table>
<thead>
<tr>
<th>Career Exploration &amp; Development</th>
<th>ISBE College &amp; Career Readiness Indicator (CCRI)</th>
<th>CCPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit at least one workplace aligned to career interests (10th)</td>
<td>Supports baseline component (Identify a career area of interest by the end of 10th grade)</td>
<td>Meets Professional Learning 9th/10th grade requirement (At least 2 career exploration activities)</td>
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<tr>
<td>Revisit career cluster survey and take a career interest survey (9th)</td>
<td>Supports baseline component (Identify a career area of interest by the end of 10th grade)</td>
<td>Meets Career-Focused Instructional Sequence 9th/10th grade component</td>
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<td>Complete an orientation to the career clusters (9th)</td>
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<tr>
<td>Complete an orientation course to a particular career cluster or cluster grouping (10th)</td>
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<tr>
<td>Select a career pathway (CP) within a career cluster of interest (10th)</td>
<td>Supports Individualized Plan</td>
<td></td>
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<tr>
<td>Identify an internship opportunity related to CP (11th)</td>
<td>Supports meeting Career Ready Indicator (Career Development Experience)</td>
<td></td>
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<tr>
<td>Address any remedial needs in Math/ELA (12th)</td>
<td>Meets Academic Ready Indicators (Transitional ELA/Math Course Completion)</td>
<td></td>
</tr>
<tr>
<td>Obtain an internship opportunity relating to CP (12th)</td>
<td>Meets Career Ready Indicator (Career Development Experience)</td>
<td></td>
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<tr>
<td>Complete one or more team-based challenges or projects relating to CP (12th)</td>
<td>N/A</td>
<td>Meets Professional Learning component (At least 2 team-based challenges with adult mentoring)</td>
</tr>
</tbody>
</table>

| Post-Secondary Education Exploration, Preparation, and Selection | |
| Meet with a counselor to discuss coursework and postsecondary (PS)/career plans with the ISBE CCRI (9th) | Supports overall planning and preparation to meet the CCRI | Supports Individualized Plan |
| Begin determining eligibility for AP courses (9th & 10th) | Supports Academic Indicator (ELA/Math AP Courses/Exams); Supports Career Ready Indicator (Dual Credit Career Pathway Course) | Supports Career-Focused Instructional Sequence 11th/12th grade components (Early College Credit) |
| Outline a plan for community service and extracurricular activities related to PS plans (9th) | Supports Career Ready Indicator (25 hours community service, co-curricular activities) | Supports Individualized Plan |
| Compare student cumulative GPA, academic, and career indicators to ISBE CCRI (every year) | Supports overall planning and preparation to meet the CCRI | N/A |
| Determine readiness for college-level coursework in Math/ELA and enrolled in either “catch-up” or “speed up” course (11th) | Meets Academic Ready Indicators (Transitional ELA/Math Course Completion) | Meets Academic Competencies (Ready for non-remedial coursework in reading and math by HS graduation) |
| Complete or enroll in at least one early college credit opportunity (11th) | Meets Academic Indicator (ELA/Math AP Courses/Exams); Supports Career Ready Indicator (Dual Credit Career Pathway Course) | Meets Career-Focused Instructional Sequence 11th/12th grade components (Early College Credit) |

PaCE Framework’s Elements for Financial Aid and Literacy support some elements of the CCPE but do not meet requirements for either CCPE or CCRI. Support **signifies** that the component supports the CCRI and the CCPE but does not meet all the requirements. Meet **signifies** that the component meets the requirements of the CCRI and CCPE.
Career Exploration: Best practices for employer engagement with students
Webinar, September 26, 2018

https://niuonline.adobeconnect.com/p1nz6d2i8ck2

* Rockford Academy Expo

* Greater Peoria Career Spark

* Discover Manufacturing Career Expo
PWR Act Transitional Math Overview

Kathleen Almy
Illinois Director for Transitional Math
Postsecondary and Workforce Readiness Act

Public Act 99-0674 (HB 5729); signed by Governor on 7/29/16

Four components:

• Postsecondary and Career Expectations (PaCE)
• College & Career Pathway Endorsements on High School Diplomas
• Scaling of 12th Grade Transitional Courses
• Pilot of Competency-based High School Graduation Requirements

www.pwract.org
By the numbers

1. On average, **50%** of IL HS graduates are placed into remedial education (Source: IL report card). 4th year math and placement tests play a role.

2. Fewer than **40%** of CC students complete any type of degree or certificate within six years (Source: Bailey, 2015). Remediation plays a role.
   Individuals without a degree or certificate have dramatically reduced earning potential (Source: Belfield and Bailey, 2017).

3. By 2020, **65%** of all jobs in the economy will require postsecondary education and training beyond high school (Source: Georgetown University study, 2018).

4. Only **11%** of college students ever complete a college-level course if they start 3 or more levels below college level (Source: CCRC).
Goal: Reduce Remediation

1. Determine who is not college-ready for math in the junior year using multiple measures.

2. Remediate with new transitional courses in the senior year.

3. Provide guaranteed placement at all IL community colleges and some universities.

Result: Students start at college-level coursework, increasing their chances of completing a certificate or degree.

This initiative is about more than completing a class, but instead a degree or certificate.
Additional outcomes and benefits

1. Better serve underrepresented groups and increase equity and access
2. Improve a school’s ESSA score in the CCR category
3. Reduce number of students in dev ed
4. Increase number of students in college math
5. Increase completion rates
6. Improve relationships and alignment between K-12 and colleges
Key points to PWR Transitional Math

Beyond the whys, there are many other key facets.

1. **Who**: seniors who have met or are meeting state graduation requirement

2. **When**: placement granted for 18 months; transcripted at HS level

3. **What**: portable course based on meta-major (one year or one semester); placement based on grade; new ISBE SIS codes available

4. **Where**: at HS from HS teachers; dual credit qualifications do not apply; flexibility provided
Rethinking the senior year of math

- Algebra varies with pathway
- Contextualization throughout
- Default is QL Pathway
Portability:
placement that goes where a student goes
Making TM happen: A different approach to high school partnerships

Dual Credit Course

Community College

High School

College-level course & credit

Transitional Course

High School

Community College

High school course

College-level placement

Keys to success: communication and trust
A doctor orders dicloxacillin sodium 125 mg p.o. q.6.h. for a child who weighs 55 lb. The recommended dosage of dicloxacillin sodium for children weighing less than 40 kg is 12.5 to 25 mg/kg/day p.o. in equally divided doses q.6.h for moderate to severe infections. Is the dosage safe?

Abbreviation definitions
p.o. – medication is taken orally
q.6.h. – frequency of medication taken (every 6 hours in this case)

Content aligns with the Illinois Learning Standards
Scaling Transitional Math
Colleges or high schools implementing, or planning to implement TM

<table>
<thead>
<tr>
<th>Community College Districts</th>
<th>Public High schools</th>
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</thead>
<tbody>
<tr>
<td>2017: 31 out of 39 (79%)</td>
<td>2017: 95 out of 721 (13%)</td>
</tr>
<tr>
<td>2018: 32 out of 39 (82%)</td>
<td>2018: 171 out of 721 (24%)</td>
</tr>
<tr>
<td>2019: 39 out of 39 (100%)</td>
<td>2019: 278 out of 721 (39%)</td>
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</tbody>
</table>

Statewide scaling over next 3 – 4 years

**Goal:** 100% of public high schools and community colleges offer or opt out

ISBE and ICCB are working on an implementation plan
High schools are being surveyed now to update status of scale
pwract.org

Transitional Math Policies available here
PWR eNewsletter now available – Subscribe here
New website available by end of month

Kathleen Almy
kalmy@niu.edu
Panel Questions

What are some challenges you’ve faced working in partnership?
Panel Questions

How have you dealt with disagreements?
Panel Questions

What suggestions and/or strategies do you have for other partnerships?
1. What are you doing with transitional math?

2. What are some challenges you’ve faced?

3. What do you need help with?
Education Pipeline Pathway

Laurie Elish-Piper - Dean, NIU
Nik Butenhoff - Director, BCUSD #100
Jenny Parker - Associate Vice Provost, NIU
Overview

❖ Our journey and context
❖ Looking at:
  ➢ Why?
  ➢ How?
  ➢ What?
❖ Opportunity throughout for you to talk and share
❖ Next steps?
INTERMITENT PATHWAY CLOSURES DUE TO CONSTRUCTION
The ‘get to know’ stage
The Golden Circle

WHAT

HOW

WHY
The Golden Circle

WHAT

HOW

WHY
To solve the teacher shortage... This is impossible...why are we even doing this...

Pick the right classes...This is challenging.

Build pathways.
The Golden Circle

WHAT

HOW

WHY
Why...

- Teachers can change the world. It’s ‘why’ we got into this.
- We need great teachers for our country to excel.
- Every child deserves to be taught by qualified, caring teachers.
What is your Why?
How....

- Get kids hooked on teaching.
- Allow them to see how a school works.
- Get them opportunities to teach lessons.
- Learn about the differences in degree programs.
What is your How?
D100 Education Pathway - Current

10th Grade
‘Introduction to Child Care’

11th Grade
“Child Growth and Development”

12th Grade
‘Primary Teaching Internship’
How....

● Get kids hooked on teaching.
● Allow them to see how a school works.
● Get them opportunities to teach lessons.
● Learn about the differences in degree programs.
What are the first steps to finding your what?
Next Steps?  
Ours?  
Yours?  
Questions?
The End

Laurie Elish-Piper
laurieep@niu.edu

Nik Butenhoff
nbutenhoff@district100.com

Jenny Parker
jparker@niu.edu
OVERVIEW OF THE DUAL CREDIT QUALITY ACT

For the NIU Regional P-20 Meeting

October 18, 2018
Brian Durham
ICCB Deputy Director for Academic Affairs
The original Dual Credit Quality Act became effective in 2010.

SB2838 was proposed to amend the Dual Credit Quality Act. It passed both houses and was sent to the Governor on June 29, 2018.

The Governor has signed the bill; becomes effective January 2019.
DCQA: **Key Changes - Access, Expansion, & Quality**

- Provides for a Dual Credit Mandate—when requested by a school district, a community college must provide dual credit for courses in the General Education Core Curriculum (GECC).
- Provides a right of first refusal for community colleges before a high school can go to an out-of-state institution.
  - Grandfathers existing agreements, though they will eventually, upon the renewal period, have to comply.
DCQA: Key Changes - Local Agreements

Provides for the development of local dual credit agreements that include the following:

1. Roles and responsibilities
2. Course offerings
3. Student eligibility criteria (evidenced-based and includes multiple measures)
4. Limitations and restrictions
5. Assurance of credentialed dual credit instructors
6. The process and criteria for how dual credit instructors are identified, recommended, reviewed, and approved
7. Assurance of quality and rigor of the courses (aligned with evaluations conducted for courses taught by on-campus adjunct faculty)
8. Fees and costs, while ensuring that they are reasonable (regional)
9. Mechanism for evaluating and documenting student performance
DCQA: Key Changes - Faculty Qualifications

- Sec. 20. Standards. All institutions offering dual credit courses shall meet the following standards.
  - Applies to community colleges and universities.
- Provides for a professional development plan for teachers who do NOT meet minimum requirements to be qualified faculty.
- Teachers may teach if they have:
  - Master’s degree (in any discipline) with 9 graduate hours in the discipline in which the instructor will be teaching, or,
  - Bachelor’s degree with at least 18 graduate hours in the discipline in which the instructor will be teaching and the instructor is enrolled in the discipline-specific master’s degree program, and,
  - Agree to demonstrate progress toward completion as outlined in the PD plan.
- Professional development plans cannot exceed 3 years.
- Allows faculty who meet the minimum standards to teach dual credit, but does not require that they exceed those standards.
- Four year sunset provision.
DCQA: Key Changes - Funding

• Requires the identification of fees and associated costs that must be paid for dual credit and requires that these fees be reasonable, taking into consideration regional differences.

• Authorizes a dual credit grant program, subject to appropriation, to be administered through the ICCB for the purposes of expanding services and lowering costs for high school students.
NEXT STEPS AND CONSIDERATIONS

• Requires ICCB and ISBE (through a Dual Credit Committee) to negotiate and develop a model partnership agreement by June 2019.
  ▪ The model partnership agreement is to be used to remedy local partnership agreements that are not reached within 180 days from the formal school district request to offer dual credit.

• ISBE shall create a dual credit endorsement which can be included on the professional educator license at the request of the instructor.
P-20 Considerations in Designing and Implementing Competency-Based Education

Dr. Stephanie Bernoteit, Illinois Board of Higher Education
Dr. Carmen Allen, Lincoln Land Community College
Dr. Nancy Latham, University of Illinois at Urbana-Champaign
Dr. Dan Woestman, Superintendent District 100
Hallmarks of CBE Programs

• Time is variable and learning is fixed
• Required demonstration of mastery or proficiency
• Determined by rigorous assessments
• Focused on the student learning journey
• Offered in a flexible, self-paced approach

Competencies Defined

Knowledge

Skills & Abilities

Intellectual Behaviors

Application & Transfer

What do I need to know? What theories or ideas?

What do I need to be able to do?

What dispositions must I display?

Where must I be able to apply these KSAs, and at what level?

Understands the theory of XXX, and has the skills and dispositions to successfully apply all of these at the beginning level in XXX situation.

Focus on what’s needed to be successful - outcomes.

Competency Development Process Model

1. Define the Pathway Problem
2. Establish the Competency Framework
3. Draft Competency Statements
4. Determine Competency Measurability
5. Develop Competency Assessments
6. Integrate Competencies in Credentialing Systems
7. Adopt & Disseminate Competencies Across Supporting Systems

Integrate Expert Input

Latham, Darragh & Bernoteit (in publication 2019)
Panel Discussion

Dr. Stephanie Bernoteit, Illinois Board of Higher Education
bernoteit@ibhe.org

Dr. Carmen Allen, Lincoln Land Community College
Carmen.allen@llcc.edu

Dr. Nancy Latham, University of Illinois at Urbana-Champaign
nilatha@illinois.edu

Dr. Dan Woestman, District 100
dwoestman@district200.com
TOP TEN LIST Competencies: What Not To Do!

10. Create competencies because it is the “new” thing…not to solve specific problems


8. Mistake competency-based education for “correspondence-style” learning where the student is completely independent and does not benefit from the guidance and support of someone with greater expertise

7. Create competencies in a context vacuum

6. Create competencies without benefit of both academic and employer expertise

5. Create competency statements of discrete knowledge or skills…not robust statements of competency that include knowledge, skills, and disposition/judgment

4. Create competencies that are not measurable

3. Assume the competency development process is complete once competency statements are written

2. Launch competency-based programs without considering the need for educator development and supports to implement

1. Launch competency-based programs without considering how to communicate to other stakeholders who need to understand what the learner has achieved
Northern Illinois Regional
P-20 Network Symposium

Closing Remarks

Gina Caronna

Director, P-20 Network
Northern Illinois University
gcaronna@niu.edu