Postsecondary and Workforce Readiness Act:
Key Provisions and Opportunities

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

Amy Jo Clemens, NIU Center for P20 Engagement
ajclemens@niu.edu
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
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 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

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

Financial Aid and Literacy

Career Exploration and Development

College Exploration, Preparation, and Selection

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

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 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 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

A student should know:
- app deadlines, test timing, cost, and prep for industry-based certification(s) related to 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 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

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
Opportunities for Leading Communities

HBR Career Readiness Plan

Hinsdale-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

<table>
<thead>
<tr>
<th>By the end of 5th grade</th>
<th>By the end of 8th grade</th>
<th>By the end of 10th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
</tr>
<tr>
<td>• identify and set personal and academic goals</td>
<td>• complete a career cluster survey</td>
<td>• complete orientation to a chosen CP</td>
</tr>
<tr>
<td>• consistently apply the SEL (Gr0/Growth/Goal Setting) in daily practice</td>
<td>• engage in annual career day</td>
<td>• chose a CP related to a career cluster</td>
</tr>
<tr>
<td>• gather information regarding training and education for jobs in field of choice</td>
<td>• take part in a financial literacy exercise</td>
<td>• identify 2-3 adults to support him/her through the PS planning/selection process</td>
</tr>
<tr>
<td>• create an inventory of interests and possible careers</td>
<td>• attend a day with parent/guardian at work</td>
<td>• attend a PS financial workshop with an adult family member</td>
</tr>
</tbody>
</table>

A student should know:

- the jobs and careers their parents hold
- the learning behaviors consistent with successful students

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 post-secondary career 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

College & Career Readiness Committee

PS - Post-secondary, CP - Career Pathways
Outreach Status

- On PaCE to Thrive Guide and webinar
- Professional Development modules coming soon!
- Several examples of community adaptations, employer resources, and crosswalk to social science and SEL standards on [www.pwract.org](http://www.pwract.org)
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>Career-focused Instructional sequence (consult with EFE; 2 years of coursework or equivalent competencies)</th>
<th>Professional Learning</th>
<th>Academic Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Individualized plan for college, career, and financial aid; resume; personal statement</td>
<td>Manufacturing Orientation and Safety (OSHA, 10-based competencies with industry focus)</td>
<td>At least 2 team-based challenges with adult mentoring</td>
</tr>
<tr>
<td>10th</td>
<td>Quality Practices and Measurement* (MSSC, NIMS, AWS)</td>
<td>Mfg. Processes &amp; Production (MSSC, NIMS, AWS)*</td>
<td>Ready for non-remedial coursework in Reading and Math by high school graduation through criteria defined by district and local community college</td>
</tr>
<tr>
<td>11th</td>
<td>Advanced topics* in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th or 12th</td>
<td>1. Manufacturing Processes &amp; Production (pre-apprenticeship) OR 2. Maintenance Awareness &amp; Automation (MSSC)</td>
<td></td>
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</tr>
</tbody>
</table>

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

District and local CC certify articulation to cert./degree with labor market value
Implementation Status

- 7 state agencies have adopted interagency plan for supports
- **Endorsement framework** developed that groups all industry clusters for purposes of the career-focused instruction component
- **Public-private steering committees** launching this month to identify model competencies in Health Science, MFG/Engineering, IT, Finance/Business
- **Communities preparing for endorsements** for Class of ‘20 graduates
# State Endorsement Framework

High school graduates can obtain college and career pathways endorsements in the following sectors:

<table>
<thead>
<tr>
<th>Sector</th>
<th>Endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFNR (Agriculture, Food, and Natural Resources)</td>
<td>Health Sciences and Technology</td>
</tr>
<tr>
<td>Arts and Communication</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Finance and Business Services</td>
<td>Manufacturing, Engineering, Technology and Trades</td>
</tr>
<tr>
<td>Human and Public Services</td>
<td>Multidisciplinary</td>
</tr>
</tbody>
</table>

(*Bold indicates a prioritized industry*)
10 Pilot Districts!

- Peoria Public Schools District 150
- Huntley Community School District
- Rantoul Township High School District 193
- Williamsfield Community Unit School District 210
- Kankakee School District 111
- Proviso Township High School District 209
- East St. Louis School District 189
- Ridgewood High School District 234
- Round Lake Community Unit School District 116
- Six schools in Chicago Public Schools District 299
Alignment Across PWR Act Components

• **Williamsfield**: Beginning with the 2017-18 school year, the district will offer four new graduation pathways.

• **Peoria**: The goal of Phase 1 of the Competency-Based Education Pilot is to identify those math, English, and science competencies related to the pathway capstone courses for the district’s high school career programs.

• **Kankakee & Proviso East**: Implementing competency-based education in the context of wall-to-wall career academies.
### Remediation Rates in Community College

- **Overall**: 49%
- **Reading**: 17%
- **Mathematics**: 41%
- **Communications**: 22%

#### Class of 2014

<table>
<thead>
<tr>
<th>Category</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates (N)</td>
<td>132,661</td>
</tr>
<tr>
<td>Attending Illinois Community Colleges (N)</td>
<td>42,256</td>
</tr>
<tr>
<td>Attending Illinois Community Colleges (%)</td>
<td>31.9%</td>
</tr>
<tr>
<td>Enrolled in Remedial Courses (N)</td>
<td>20,894</td>
</tr>
<tr>
<td>Enrolled in Remedial Courses (%)</td>
<td>49.4%</td>
</tr>
</tbody>
</table>
Remediation - a problem with the system?

1. Students **complete a placement test** inaccurately rates too many students as not being able to succeed in credit-bearing coursework.

2. Content needed is focused on **succeeding in college algebra** few kids need unless they are going into a STEM field.

3. **Results in developmental education**
   - only 10-11% make it through a credit bearing course eventually.
## Assessment and Placement Research

By: Clive Belfield & Peter M. Crosta — February 2012. New York: Community College Research Center, Teachers College, Columbia University

<table>
<thead>
<tr>
<th>Student Ability</th>
<th>Placement According to Exam</th>
<th>Developmental</th>
<th>College Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental</td>
<td><img src="https://via.placeholder.com/20" alt="Checkmark" /></td>
<td><img src="https://via.placeholder.com/20" alt="Checkmark" /></td>
<td>Over-placed (English − 5%) (Math − 6%)</td>
</tr>
<tr>
<td>College Level</td>
<td>Under-placed (English − 29%) (Math − 18%)</td>
<td><img src="https://via.placeholder.com/20" alt="Checkmark" /></td>
<td></td>
</tr>
</tbody>
</table>

Placement Tests: Accuplacer and Compass
Need for College Algebra: Who takes Calculus?

2-YEAR COLLEGE STUDENT ENROLLMENT INTO PROGRAMS OF STUDY

- Require Calculus: 28%
- Do not require Calculus: 72%

4-YEAR COLLEGE STUDENT ENROLLMENT INTO PROGRAMS OF STUDY

- Require Calculus: 30%
- Do not require Calculus: 70%

Source: Burdman, 2015; Chen & Soldner, 2013
Concerns about long developmental sequences

Student Progression Through the Developmental Math Sequence

Bailey, Jeong & Cho, 2010
In the 11 community colleges within the P-20 Network

- 23% of students who were determined to be one level below “ready” end up completing developmental ed and successfully earn math credit
- 11% of students determined to be two levels below subsequently earn math credit.

For writing: 35% earned credit if one level below and 20% earned credit if two levels below.

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
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
Leading and Emerging Models
(continued)

• Many additional schools with transitions course or creating them

 Examples include:

- Blackhawk College
- College of DuPage
- College of Lake County
- Harper College
- Highland Community College
- Illinois Valley Community College
- Joliet Junior College
- Oakton Community College
- Prairie State College
- South Suburban College
- Southwestern Illinois College
- Waubonsee Community College
Implementation Status

- **Statewide panel and 3 Subcommittees** formed and meeting to define:
  - Math pathway competencies
  - Placement criteria
  - Statewide portability procedures

- ICCB and Illinois 60 by 25 Network supporting **pilot implementation** in 11 community college districts

- ICCB has issued **new round of funding** for additional support