

HOUSE RESOLUTION 477

P-20 Council College & Career Readiness Committee
Recommendations

February 1, 2016



College & Career Readiness Committee

February 1, 2016

To: Members of the General Assembly
Chief Executive Officers of ISBE, ICCB, IBHE, ISAC, DCEO, and IDES
Office of the Governor

On behalf of the P-20 Council's College & Career Readiness Committee, I am pleased to present you with the recommendations resulting from the House Resolution 477 advisory committees. These recommendations have been developed through an extensive external engagement process involving over 120 stakeholders, and address the expectations established by the House of Representatives through HR 477. If implemented, these recommendations will significantly advance our State's efforts to prepare more Illinois students for rewarding postsecondary education and career opportunities.

I respectfully ask for your careful consideration of these recommendations, and look forward to working with you on their enactment and implementation.

Sincerely,

John Rico
Chairman
P-20 Council
College & Career Readiness Committee

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I. HOUSE RESOLUTION 477 RECOMMENDATIONS: EXECUTIVE SUMMARY

The House Resolution 477 recommendations address the overarching goal of the P-20 Council's College & Career Readiness (CCR) Committee to improve student transitions from high school to postsecondary education and careers. These recommendations build from a multi-year process led by the CCR Committee that has included extensive stakeholder engagement, consultation with state agency leadership, and a hearing before the House Higher Education Committee in the context of HR 477's legislative predecessor, House Bill 3196 (*see Section II, HR 477 Background and Advisory Committee Processes*).

The recommendations included within this report have been developed across four advisory committees that each met three times from October 2015 through January 2016 (*see Appendix 1, Meeting Schedule and Agendas*). These committees involved over 120 members representing school districts, community colleges, universities, employers, advocacy organizations, and other stakeholders (*see Appendix 2, Advisory Committee Membership*). While consensus was sought across the committee membership whenever possible, these recommendations should not be viewed as being endorsed by any particular advisory committee member or the organizations that they represent.

Consistent with the expectations of HR 477, the advisory committee recommendations address four areas:

1. A **postsecondary and career expectations framework** that provides guidance on what experiences students should have and what information students should know during their progression from middle grades through high school
2. A pilot implementation of **competency-based high school graduation requirements** driven by school district innovation
3. **Reducing postsecondary education remedial rates** through a strategy of 12th grade **transitional courses**, primarily in math, that guarantee placement in various postsecondary education pathways
4. A new system for **College and Career Pathway Endorsements on high school diplomas** that provides an employer-validated differentiator for postsecondary and career opportunities, incentivizes career exploration and development, and supports higher quality pathway program implementation

A fifth issue, how to qualify more high school teachers as dual credit instructors in core academic areas, is being reviewed by the P-20 Council's Educator Effectiveness Committee with recommendations planned for delivery later in Spring 2016.

Collectively, the HR 477 recommendations provide an important opportunity to enhance and align Illinois' secondary-to-postsecondary-to-career instructional systems. The recommendations promote systems that orient a student's education around their individualized career goals, and focus on *outcomes*—what students know—rather than *inputs* such as seat time and instructional methods.

The recommendations of the four advisory committees are summarized on the following pages, and detailed in Section III of this report. While this report constitutes the final deliverables from the HR 477 advisory committee process, the CCR Committee anticipates and welcomes extensive and continued stakeholder engagement as these recommendations move forward.

Postsecondary and Career Expectations (PaCE)

- Defines a framework for postsecondary and career expectations describing what experiences students should be supported to have and what information students should know during their progression from middle grades through high school
- Establishes clear grade-level expectations for 8th through 12th grade in the areas of career exploration and development; college exploration, preparation, and selection; and financial aid and literacy
- Recommends state supports, including professional development and a communications and awareness campaign, to support parents, teachers, counselors, school administrators, and community-based organizations to implement the postsecondary and career expectations framework

Pilot of Competency-based High School Graduation Requirements

- Recommends the parameters for a statewide pilot program of competency-based high school graduation requirements that are integrated with local strategies for preparing all students for college, career, and life
- Defines common criteria for all pilot program participants, while ensuring significant flexibility for district innovation meeting local needs
- Includes within the pilot program the integration of academic and career competencies, while also ensuring participants address foundational skills such as work ethic, communication, collaboration, and problem-solving
- Ensures that pilot participants collaborate with a community college and university partner so that high school graduates are not disadvantaged for financial aid and application purposes
- Recommends an array of state implementation supports, networking among pilot participants, and documentation of models for further replication and expansion
- Establishes a streamlined waiver process of state laws and regulations that may impede implementation of a competency-based learning system

Scaling 12th Grade Transitional Courses

- Informed by Illinois best practices, structures a detailed statewide plan to target the unacceptably high level of high school graduates entering math remediation courses
- Defines the membership and charge to a statewide panel that will (i) define math competencies for developmental education delivered in high school, and (ii) postsecondary education math pathways that incorporate these competencies
- Recommends assistance for students to receive developmental math support that is aligned to their individualized postsecondary education and career goals including a STEM pathway, technical pathway, and quantitative literacy and statistics pathway
- Emphasizes the need for developmental math to be contextualized and delivered in courses that integrate other academic and career competencies
- Provides for local partnership agreements between high schools and community colleges for development of transitional math courses that meet local needs and provide appropriate support
- Defines statewide supports for transitional math courses including model instructional units, communication plans, and standardized reports for student placement and tracking outcomes
- While math is the focus of the recommendations, also gives ISBE and ICCB the authority to deal with those school districts with unacceptably high remedial rates in reading and communication

College & Career Pathway Endorsements on High School Diplomas

- Recommends a comprehensive framework for *all* students to pursue college and career pathway endorsements on high school diplomas
- Defines a process for awarding state distinction for students that have completed a pathway program aligned to state and regional economic development and workforce needs
- Ensures that all endorsements signify a student's successful completion of an individualized plan, a career-oriented core sequence, professional learning including challenges and internships, and readiness for postsecondary coursework in reading and math
- Defines a process for the state's education and economic development agencies to develop a comprehensive plan and articulate strategies for supporting college and career pathway endorsements, including curricular and professional development support for educators and student-focused incentives
- Addresses the need for postsecondary institutions to articulate course schedules and degree programs to the college and career pathway endorsement framework

II. HR 477 BACKGROUND AND ADVISORY COMMITTEE PROCESSES

In 2012, the Illinois P-20 Council established the Postsecondary & Workforce Readiness (PWR) Steering Committee as a joint committee of the College & Career Readiness (CCR) Committee and the Committee on Data, Assessment, and Accountability. The PWR Steering Committee met regularly from May 2012 through July 2013, and [issued a report](#) identifying various key success factors for supporting student transitions from high school to postsecondary education and careers, including expanding the use of personalized learning plans, increasing opportunities for early college credit, ensuring that expectations for high school graduation signify readiness for college and career, and augmenting career exploration and work-based learning options.

Following the issuance of this report, State Representative Linda Chapa LaVia led a year-long engagement process with state agency leadership to develop legislation to address the PWR Steering Committee recommendations. The result of this process was the filing of [House Bill 3196](#) in February 2015, which included a comprehensive multi-year approach to address the following topics:

1. *New Illinois Graduation Requirements*: Implementing new high school graduation requirements that are based on student demonstration of competencies.
2. *Student Readiness for College-Level Instruction (“Catch-up”)*: Providing greater standardization of public postsecondary education expectations, and ensuring students have access to supports and instruction in the senior year of high school to avoid remediation.
3. *Early College Credit (“Speed-up”)*: Expanding opportunities for students to access college-level instruction prior to high school graduation.
4. *Career Pathway Endorsements*: Establishing career pathway endorsements on high school diplomas relating to prioritized industry sectors, as well as ensuring student access to pathway opportunities in high school and postsecondary education.
5. *Awareness, Advising, and Planning for College and Careers*: Supporting students and families to understand college and career opportunities and expectations.

Following House Bill 3196’s introduction, various constituent groups advocated for additional time to respond to some of the bill’s far-reaching recommendations. In addition, parallel bills were advanced in the General Assembly dealing with aspects of HB 3196’s scope (such as HB 3428, addressing standardized postsecondary education credit for Advanced Placement examination scores). As a result, P-20 Council representatives worked with Representative Chapa LaVia to file House Resolution 477, which addressed critical aspects of HB 3196 where there was greater consensus for immediate action and that were not addressed by other bills. The areas addressed by HR 477 are described in the following table. The Illinois House of Representatives adopted HR 477 on May 30, 2015.

Following HR 477’s adoption, staff for the CCR Committee consulted with the agencies identified in HR 477 to identify representatives for the various advisory committees. Agency staff and external stakeholders were invited to participate in the advisory committee meetings scheduled between October 2015 and January 2016 (*see Appendices 1 and 2*). The initial advisory committee meeting provided an overview of each topic, presentations on state and national best practices, and presentations and group discussion on key decision points. The second advisory committee meeting involved in-depth discussion of “strawman” recommendations developed by Committee staff. The final meetings included a review of proposed final recommendations. A project website – <http://ilhstocollege.org/ilhstocollege/hr-477/index.shtml> – was maintained with all meeting materials to promote transparency and support stakeholder engagement.

HOUSE RESOLUTION 477 SCOPE AND EXPECTATIONS

	Responsible Agencies	House Resolution 477 Expectations	Timing & Content of Recommendation
Competency-based High School Graduation Requirements	ISBE ICCB IBHE ISAC	Recommendations to address: <ul style="list-style-type: none"> Competency-based high school graduation requirements Multiple proficiency assessment methods Roles of licensed teachers & non-licensed professionals in proficiency assessment Postsecondary & financial aid acceptance of competency-based high school diplomas 	<i>February 1, 2016:</i> Deliver recommendations for pilot implementation
Scaling of 12 th Grade Developmental Education Models	ISBE ICCB IBHE ISAC	Recommendations to address: <ul style="list-style-type: none"> Multiple measures of college preparedness Appropriate timing of preparedness determination in 11th grade Use of curriculum/assessments co-developed by high school and postsecondary faculty Development of statewide model instructional supports (contextual, career pathway-related) 	<i>February 1, 2016:</i> Deliver recommendations for implementation of policies
Qualifying H.S. Teachers as Dual Credit Instructors	ISBE ICCB IBHE ISAC	<ul style="list-style-type: none"> Joint establishment of program to incentivize/accelerate professional development/continuing education for HS teacher to qualify as dual-credit instructors <ul style="list-style-type: none"> Common statewide application for instructors Cohort models & additional supports for instructors 	<i>June 30, 2016:</i> Form intergovernmental agreement
Career Pathway Endorsements on High School Diplomas	IPIC Agencies (ISBE, ICCB, IBHE, ISAC, DCEO, IDES)	Recommendations to address: <ul style="list-style-type: none"> Requirements for awarding career pathway endorsements Opportunities for expanded access to career pathway endorsements Increased recognition for career pathway endorsements by postsecondary institutions for credit/course placement/advising Appropriate supports from STEM Learning Exchanges 	<i>February 1, 2016:</i> Deliver recommendations for implementation of policies
Education & Career Development Planning	IPIC Agencies	Recommendations to address: <ul style="list-style-type: none"> Grade-level expectations for planning Web-based, individualized planning tools & alignment to instruction Financial literacy for student/families to align postsecondary ed/career choices with likely financial outcomes Incorporation of post-graduation planning into high school instruction Methods to increase FAFSA completion rates 	<i>February 1, 2016:</i> Deliver recommendations for implementation of policies

III. P-20 COUNCIL COLLEGE & CAREER READINESS COMMITTEE RECOMMENDATIONS

This Section includes detailed recommendations resulting from the advisory committees for four of the HR 477 areas:

- A. Postsecondary and Career Expectations (PaCE)** (addressing the education and career development and planning component of HR 477)
- B. Piloting Competency-based High School Graduation Requirements**
- C. Scaling 12th Grade Transitional Courses** (addressing the scaling of 12th grade developmental education model component of HR 477)
- D. College and Career Pathway Endorsements on High School Diplomas**

Recommendations for the fifth area, qualifying more high school teachers as dual credit instructors, will be delivered by the P-20 Council's Educator Effectiveness Committee later in 2016.

The attached recommendations seek to reflect the consensus reached by the advisory committees over the course of the three committee meetings. However, the recommendations are ultimately those of the CCR Committee and should not be attributed to any particular advisory committee member or the organizations that these members represent. Continued engagement with advisory committee members and other stakeholders will be critical for the further refinement and implementation of these recommendations.

A. POSTSECONDARY AND CAREER EXPECTATIONS (PACE)

An Organizing Framework for Supporting College and Career Readiness

Overview and Purpose

The PaCE (Postsecondary and Career Expectations) framework provides guidance to parents, teachers, school administrators, community-based organizations, and students on what experiences students should have and what information students should know during their progression from middle grades through high school. The framework is organized around three key areas for student success (***Career Exploration and Development; College Exploration, Preparation, and Selection; and Financial Aid and Literacy***) and the principle that practical and financial preparation for college and career can and should be done together.

PaCE is intended to be used as a framework for communities to organize their activities around student college and career readiness and as a guide for state agencies to target specific supports where needed. The specific milestones that are provided in PaCE are not intended to create an additional burden for students, educators, and families; rather, the expectations outlined in PaCE can and should be blended into existing coursework, counseling activities, after-school programs, and family activities as students prepare for college and career. It should also be understood that academic preparation is a key element that undergirds the successful completion of the PaCE Framework. Students must be advised on and expected to be academically prepared for their postsecondary plans, and administrators and educators must be aware of the need to align academic preparation initiatives with postsecondary and career planning.

The framework should be easy to use and ideally will be in an online, interactive format that is accessible for practitioners, students, and families, and should be linked through existing state tools, such as the ISAC Student Portal,¹ Career Information System,² or through online career exploration providers, such as Career Cruising or Naviance. Where applicable, links of resources should be provided through the framework.

Example for Use

By the end of 8th grade, a student should know the concept of career clusters for further exploration. The rationale for understanding the career clusters framework is that it offers an organizing structure for students to explore potential careers of interest to them and provides knowledge and skill standards for educators and practitioners.

The career clusters and additional resources, such as a career clusters activity,³ can be linked in the PaCE framework. As communities work to transition their students from middle school to high school, the following activities can be considered:

- The career clusters can be presented in a school-based workshop for outgoing 8th graders as they prepare for high school registration.

¹ www.studentportal.isac.org

² <https://ilcis.intocareers.org/materials/portal/home2.html>

³ Example: <http://www.educationplanner.org/students/career-planning/find-careers/career-clusters.shtml>

- The career clusters can be shared with families during a high school orientation, where families can be encouraged to explore the career clusters activity together as they begin preparing for high school registration.
- 8th grade instructors can commit to including the framework in particular lessons, using the career clusters activity to structure classwork.
- Community-based organizations that interact with students, families, and schools can work together to use the career clusters to structure activities, such as career fairs, mentorship programs, and content specific programs.

Connections Across the Framework

The PaCE framework can be a powerful instrument for communities to come together around specific expectations, milestones, and activities that drive student college and career preparation, readiness, and success. However, these expectations should not be individually considered in a vacuum. In the example above, career clusters are introduced in the 8th grade as a way for students to begin exploring careers of interest to them. Once students have been introduced to career clusters, the clusters can be used as an organizing tool for discussing postsecondary plans and understanding financial obligations and returns-on-investment of specific postsecondary options, participating in community service, extracurricular, and work-based learning activities, as well as making important postsecondary and career decisions.

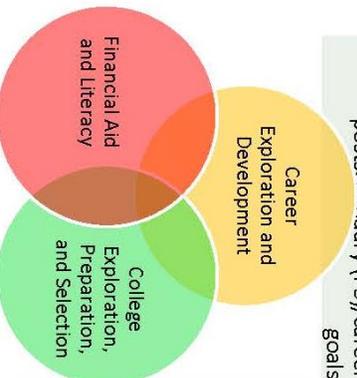
PaCE Implementation

Using existing organizing networks and resources in Illinois, such as the Illinois 60 by 25 Network, educator and administrator conferences/networks, and the ISACorps, communities can be incentivized to use the PaCE framework as a coordinating structure around their education to employment initiatives. The success of PaCE in supporting a more holistic culture of college and career readiness for all students in communities across the state requires: a) extensive professional development for counselors, educators, and afterschool providers (where appropriate) on the use and need for postsecondary and career expectations for students; b) intensive administrator support to ensure that there is complete alignment with secondary academic requirements and postsecondary college and career expectations; and c) a statewide awareness and communications campaign that leverages existing resources, tools, and networks, the goal of which would be to ensure that all school districts, community partners, and families understand that they need to support students to “keep PaCE” and build out the systems that make that happen.

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.

<p>By the end of 8th grade</p> <p>A student should be supported to:</p> <ul style="list-style-type: none"> 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 <p>A student should know:</p> <ul style="list-style-type: none"> the concept of career clusters for further exploration possible career clusters of interest relationship between community service/extracurricular activities and postsecondary (PS)/career goals 	<p>By the end of 9th grade</p> <p>A student should be supported to:</p> <ul style="list-style-type: none"> 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 <p>A student should know:</p> <ul style="list-style-type: none"> 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 	<p>By the end of 10th grade</p> <p>A student should be supported to:</p> <ul style="list-style-type: none"> visit at least one workplace aligned to career interests complete an orientation course to a particular career cluster or cluster grouping within a career pathway (CP) 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 <p>A student should know:</p> <ul style="list-style-type: none"> 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 	<p>By the end of 11th grade</p> <p>A student should be supported to:</p> <ul style="list-style-type: none"> 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 <p>A student should know:</p> <ul style="list-style-type: none"> 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 	<p>By the end of 12th grade</p> <p>A student should have:</p> <ul style="list-style-type: none"> 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 <p>By the end of 12th grade a student should be supported to:</p> <ul style="list-style-type: none"> 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 <p>A student should know:</p> <ul style="list-style-type: none"> 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
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B. PILOTING COMPETENCY-BASED HIGH SCHOOL GRADUATION REQUIREMENTS

New Approaches to Determining College & Career Readiness

Overview

The charge of the HR 477 Committee is to deliver recommendations for a pilot implementation of competency-based high school graduation requirements. A competency approach to high school graduation provides students with a clear understanding of the knowledge and behaviors required for college and career readiness. Although research has demonstrated that grades are highly predictive of college success,⁴ for many students what is necessary to achieve high grades can remain opaque. By using competencies students can own their education – in addition, educators can integrate competencies into a wider range of activities allowing students to demonstrate the knowledge and capabilities in more relevant contexts. The goal of competency based models should be to provide students with more concrete and relevant feedback on their performance allowing them to more readily build their skills.

Below is a proposed framework for a pilot program that incorporates input from the advisory committee meetings. This framework proposes allowing districts in the Competency-Based Pathways Pilot Program to replace graduation requirements with competencies. The framework for the pilot program is driven by district innovation. The pilot program consists of district-level participants and a system of state level support. Interested districts would:

- Create a plan for a Competency-Based Pathways Model to be used in their district. The plan needs to address a number of the basic elements for a competency-based program.
- Submit an application for participation in the pilot program.
- If the model is approved, receive state-level support for implementation of their Competency-Based Pathways Model.

One goal of the pilot program is to create a library of Competency-based Pathways Models. Establishing a competency-based learning system requires significant local effort, and having models that can be replicated across the state will support scaling beyond the pilot. The library will consist of Competency-Based Pathways Models from the districts who participated in the pilot program. The districts participating in the pilot would be “developing districts”. These districts are charged with creating and implementing a Competency-Based Pathway Model.

In the future, districts interested in implementing a Competency-Based Pathways Model could choose from the library of models that were collected from the “developing districts.” That way, the outcomes

⁴ See, e.g., <https://consortium.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf> (page 5) (finding that students’ course grades, grade point average (GPA), or class rank are vastly better predictors of high school and college performance and graduation, as well as a host of longer-term life outcomes, than their standardized test scores or the coursework students take in school (Allensworth & Easton, 2005, 2007; Camara & Echternacht, 2000; Geiser & Santelices, 2007; Hauser & Palloni, 2011; Hoffman, 2002; Hoffman & Lowitzki, 2005; Moffat, 1993; Munro, 1981; Tross et al., 2000; Zheng et al., 2002).

of the pilot will support a much broader, and potentially statewide, future implementation by “replicating districts.”

One important element of the program will be understanding the approach to data collection and reporting. Competency-based models tend to have technology to support capture of information about the performance indicators for each competency. Districts will need to be able to provide a plan for this data capture. In addition, the state will need to determine what level of data it would like to collect. An important implementation element of competency-based approaches to graduation requirements is how higher education will use the information captured by the high school. For this reason it is important for the district to have a higher education partner; however even with a higher education partner, they will need to be able to translate their competency-based approaches to grades that can be used for other higher education institutions.

Finally, it is often understood that competency-based approaches should allow for districts to meet state requirements and mandates in a different manner than the law currently envisions. At this point it is not in the purview of this committee to review all state requirements that may need to be adjusted to allow for easier implementation of competency-based approaches. For this reason, we suggest that the state create a streamlined waiver process for districts participating in the pilot. This includes the ability to waive requirements such as seat time requirements for GSA, line-of-sight requirements for teachers and even certification requirements (though this should be done with an understanding that teachers must be involved in the determination of competency – even if they are not always responsible for instruction). While the pilot will provide significant flexibility for participating districts, this flexibility must be coupled with accountability for outcomes.

Structuring the Pilot Program

Common Elements of Competency-Based Learning Systems:

1. Students must demonstrate mastery of all required competencies to earn credit.
2. Students advance once they have demonstrated mastery, and students receive more time and personalized instruction to demonstrate mastery if needed.
3. Students have the ability to attain advanced college and career-related competencies beyond those needed for graduation. There is no “ceiling” for competency attainment while in high school.
4. Students are assessed using multiple measures to determine mastery, usually requiring application of knowledge.
5. Students can earn credit toward graduation in ways other than seat time, including learning opportunities outside the traditional classroom setting.

Pilot Components:

- **General Pilot Parameters:**
 - *Purpose:* The district’s proposed approach to competency-based learning must be a core strategy supporting the community’s efforts to better prepare high school students for college, career, and life. It cannot be a technical exercise disconnected from a broader vision. The application must identify community partners that will support its implementation.

- *Flexibility (at two key levels):* 1) Districts can select which graduation requirements they intend to replace with a competency-based system (e.g., math, language arts, or both; elective requirements), or which years they intend to replace (e.g., 2 years of math requirement). 2) Flexibility is not a one-time event – districts can obtain flexibility for implementation throughout the pilot.
- *Required Plan Components:*
 - Development of map between competencies and academic standards
 - Approach to assessment and determination of mastery. This should include assessment of out-of-school experiences
 - Approach to data collection and data reporting (external validation, report to state, and collaboration component to cross-reference data)
 - Approach to development of grades and external reporting for students
 - Plan for professional development, including an assessment to determine teacher/staff needs (i.e., professional development for creating performance assessments and teaching adaptive competencies)
 - Plan for community engagement and communication
- *Academic and CTE Integration:* Districts replacing core academic graduation requirements (language arts, math, or science) with a competency-based system must demonstrate how competencies can be demonstrated in Career and Technical Education (CTE) courses and professional learning experiences. Integrated courses including equal focus on academic and CTE components are encouraged, particularly courses addressing the “transitional math” competencies associated with postsecondary education math pathways.⁵ Pilot projects should also have a connection to elementary/ middle schools.
- *Adaptive Competencies:* All plans must incorporate “adaptive competencies” defined by the school district. Adaptive competencies are foundational skills needed for success in college, careers, and life such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving.
 - Adaptive competencies will be defined. The pilot will include a bank of adaptive competencies, and districts will have the flexibility to choose adaptive competencies for focus, provided a minimum number of adaptive competencies are addressed.
- *Competency Translation for Higher Education:* Districts need to develop an approach for taking a set of competencies and turning it into a course grade. Districts will work with their higher education partners to determine what information higher education will need to know and how this information will be reported.
- *Plan for Providing Information to the State:* Districts must develop a plan for providing the state with summative information on each competency (this will provide information that will allow for eventual evaluation of the pilot program). The success rate and a reflection should be included in the report.
- *Diverse Representation:* There should be a range of district types for the pilot implementation.

⁵ Transitional math competencies are addressed in the recommendations by the HR 477 advisory committee for Scaling Transitional Courses, in Section III.C.

- **Required Commitments and Partners:**
 - Districts must demonstrate support for the application from superintendent, school board, and teachers' union.
 - Districts must document a partnership with a community college and university.
 - Districts must have a plan for engaging with any feeder elementary school districts on the proposed program.

- **Two-Stage Process:**
 - *Initial application:* The initial application will focus on a general description of the district's approach to pilot, with an emphasis on how the proposed approach to competency-based learning helps the community better prepare high school students for college, career, and life. This application must demonstrate required local commitments and partners, and generally describe the district's proposed plan and how it addresses the common requirements of the pilot program. The initial application must describe the district's prior activities and stakeholder engagement efforts that will support its successful development and implementation of a competency-based learning system. The application must identify any flexibility from state laws and regulations needed for implementation.
 - Selection based on quality of proposed approach, strength of local commitments and partnerships, diversity of district types (rural, urban, etc.), and diversity of approaches (e.g., one subject only, multiple subjects, academic and CTE, etc.). Approval processes will include the use of expert panels.
 - *Complete Plan:* Technical assistance provided to districts selected through the initial application process to fully develop the implementation plan for the pilot.

State Supports, Evaluation, and Documentation

- *District Funding:* Limited state or philanthropic funding to districts for pilot implementation
- *Waivers:* Streamlined waiver process for participating districts (seat time for GSA, certification requirements, etc.)
- *Expert Technical Assistance:*
 - TA should be funded by philanthropy, with ISBE vetting of professional development resources
 - Regional offices of education should be trained to providing ongoing TA beyond the pilot
- *Evaluation:* Evaluation of pilot and publication of report
- *Networking:* Convening and networking opportunities for pilot districts to create a community of practice, including:
 - Regional and statewide convenings providing an opportunity for higher education, employers, and subject-matter experts to advise on competency definitions for multiple districts
 - Convenings of educators implementing competency-based systems in similar subject areas
 - Use of technology to allow districts to learn from one another between convenings

- Coaching of replicating districts by developing districts, including residency models for educators from replicating districts in the developing districts
- *Communications Supports*: Communication toolkit and coaching for engaging stakeholders
- *Library of Models*: Documentation of pilot models for future replication

Timeline

- Fall 2016: Application released
- Late 2016/early 2017: Phase 1 application reviewed
- Spring 2017: Pilot sites selected
- Late summer 2017: Complete implementation plan due
- 2017-18 SY: Initial implementation activities
- 2020-21 SY: Evaluation of pilot and consideration of further scaling
- Pilots can continue indefinitely if they meet defined outcomes in plans approved by ISBE.
- ISBE can establish one or more additional cohorts of the pilot program for implementation commencing in the 2018-19 and subsequent school years.

C. SCALING 12TH GRADE TRANSITIONAL COURSES

Supporting Students to Avoid Remediation & Prepare for College-level Instruction

I. Guiding Principles

- Approximately half of Illinois high school graduates enrolling as full-time freshmen in Illinois public community colleges require remedial education. In response, Illinois should deploy a number of strategies to reduce remedial education rates, including better alignment of K-12 and postsecondary systems, targeted interventions in high school, and the use of co-requisite remediation models in postsecondary education.⁶
- Various Illinois community colleges and their feeder school districts have demonstrated that programs that provide developmental education to 12th grade students who are not prepared for college-level instruction can dramatically reduce remediation rates.
- College placement should include more than a cut score. Multiple measures for placement are both necessary and appropriate in most instances.⁷
- All students who can demonstrate readiness for college-level work should have access to college-level instruction.
- Students should be provided math coursework aligned to their individualized postsecondary education and career objectives, and math instruction should be contextualized and emphasize real-world application whenever possible. Courses integrating math competencies with other academic and career competencies are encouraged for all students.

II. Overview

The majority of remedial education in Illinois is in math: 41% of recent Illinois high school graduates enrolling in public community colleges required remedial education in math, while only 16% required remediation in reading and 20% required remediation in communication.⁸ Therefore, these recommendations focus on reducing the significantly higher math remedial rates through a strategy of “transitional courses” delivered to high school seniors who are not on track to graduate from high school with mastery of math competencies aligned to their individualized college and career goals. While reducing math remedial rates is the focus, Section VII of these recommendations also addresses high schools and community colleges with unacceptably high reading and communication remedial rates. The State must ensure that students have foundational reading and communication skills needed for success in postsecondary education, even as reductions in math remediation rates serve as the initial focus.

⁶ Nothing in these recommendations applies to developmental education courses taught at the community college. Other state advisory bodies are reviewing reforms to developmental education courses taught at the community college, with a focus on co-requisite remediation models.

⁷ Common placement scores, as part of a multiple measures system, create a level playing field for high school students by providing consistent, statewide guidance on college-readiness levels. The higher education system should agree upon and develop guidance for common placement scores based on multiple years of analysis benchmarked to ACT college readiness benchmarks, PARCC scores, and College Board (SAT) measures of readiness.

⁸ Illinois Report Card State Profile:

<http://illinoisreportcard.com/State.aspx?source=Trends&source2=PostSecondaryRemediation&Stateid=IL>

III. Purposes and Definition of Transitional Math Courses

- These recommendations focus on the development and delivery of transitional math courses. The purposes of transitional math courses are to:
 1. Provide the mathematical foundation that students are lacking from their previous education
 2. Provide students with the mathematical knowledge and skills to meet their individualized career objectives
 3. Empower students with knowledge and skills to be successful in credit-bearing math courses at the postsecondary education level
- Transitional math courses are courses delivered to students during the senior year of high school which, if successfully completed as determined based on an overall course grade, result in transcribed credit that can guarantee student placement into either an IAI transfer-level math course or a credit-bearing math course required for career and technical postsecondary education programs.
- Transitional math courses are typically delivered by high school faculty with community college collaboration defined through a local partnership agreement. While transitional math competencies may be delivered through a stand-alone course, integrated models are encouraged (e.g., math competencies integrated into a career and technical education course, or as part of a senior year capstone course). The term “integrated course” is hereafter used to refer to these types of models.

IV. Statewide Panel for Transitional Math

- Subject to the availability of public or private resources for its administration, ISBE, ICCB, and IBHE will jointly establish a statewide panel to recommend competencies and other requirements for transitional math courses that lead to various postsecondary education math pathways. ISBE, ICCB, and IBHE will consult with the Illinois Mathematics Association of Community Colleges (IMACC) on the establishment and administration of the panels. The panel must include high school educators and community college and university faculty, including broad representation from general education teaching faculty, CTE teaching faculty, and administrators. The panel must also include math faculty that have taught math within an integrated course. The panel must consult with business on the definition of competencies for postsecondary education math pathways, and consider math utilized in pre-employment screenings for entry-level careers. Following the delivery of the panel’s recommendations, ISBE, ICCB, and IBHE will, in consultation with IMACC and the panel, jointly adopt competencies and requirements for transitional math courses and related pathways.
- The panel must define transitional math competencies and requirements associated with, at minimum, the following postsecondary education math pathways:
 - i. STEM Pathway: Math for students with career goals involving occupations that require the application of calculus or advanced algebraic skills, such as careers requiring degrees in mathematics, engineering, computer science, natural science, and business. Successful attainment of transitional math competencies in the STEM Pathway guarantees student placement into an IAI general education core curriculum math education course in a calculus-based math course sequence (e.g., College Algebra, Trigonometry, Pre-Calculus).

- ii. Technical Pathway: Math for students with career goals involving occupations in technical fields that do not require the application of calculus, advanced algebraic, or advanced statistical skills. Math in the Technical Pathway emphasizes the application of math within career settings. Successful attainment of transitional math competencies in the Technical Pathway guarantees student placement into a credit-bearing postsecondary education math course required for a community college career and technical education program.
 - iii. Quantitative Literacy and Statistics Pathway: Math focused on student attainment of competency in general statistics, data analysis, quantitative literacy, and problem-solving. The Quantitative Literacy and Statistics Pathway is intended for students whose career goals do not involve occupations relating to either the STEM or Technical Pathway, or those who have not yet selected a career goal. Successful attainment of transitional math competencies in the Quantitative Literacy and Statistics Pathway guarantees student placement into an IAI general education core curriculum math education course not in a calculus-based course sequence (e.g., General Education Statistics, General Education Math, Quantitative Literacy, or Elementary Mathematical Modeling). The panel will make recommendations on whether separate transitional math competencies should be defined for students with career goals involving occupations that require the application of advanced statistics, such as occupations in certain social science fields.
- The panel will provide recommendations for methods to incorporate transitional math competencies into an integrated course.
 - All transitional math competencies must align to Illinois Learning Standards and meet the competencies set for a General Education Core Curriculum approved freshman-level math course.
 - If the statewide panel is not established due to the unavailability of resources, and ISBE, ICCB, and IBHE are therefore unable to jointly adopt competencies and requirements for transitional math courses and related math pathways, then no transitional math courses will be required to be delivered by school districts or accepted for placement by community colleges.
 - Subject to the availability of public or private resources for its administration, ISBE, ICCB, and IBHE will, in consultation with the members of the statewide panel, establish procedures for approving transitional math courses for portability of the guaranteed student placement determination into appropriate credit-bearing math courses at community colleges.
 - In accordance with requirements established by IBHE, all public universities must adopt and publicize transparent criteria for student placement into credit-bearing math courses without remediation. IBHE must publicly report on the criteria and the extent to which universities are utilizing strategies to minimize placement into non-credit bearing remedial math course sequences.

V. Placement Into Transitional Math Courses

- School districts delivering transitional math courses will make placement determinations based on statewide multiple measures criteria established jointly by ISBE, ICCB, and IBHE, in consultation with the statewide transitional math panel. The criteria must account for:
 - i. Standardized assessment results
 - ii. GPA

- iii. Course completions
- School districts will make a pre-determination for placement into transitional math courses at the end of 1st semester junior year for scheduling and planning purposes. School districts may adjust placement determinations at the end of junior year.
- The school district will use the placement criteria to determine whether each student has demonstrated an adequate level of readiness for that student’s particular postsecondary education math pathway.
 - i. *Students Not Demonstrating Readiness:* Students not demonstrating an adequate level of readiness must enroll in a senior year transitional math course offered by the school district that relates to the student’s postsecondary education math pathway. However, students demonstrating mathematical competency below a minimum threshold of readiness for transitional math courses (based on the statewide placement criteria) are not required to be placed into a transitional math course. Further, course requirements for a student with disabilities are subject to the individualized goals within their IEP.
 - ii. *Students Demonstrating Readiness:* Students demonstrating an adequate level of readiness and who take a rigorous math course in the senior year and earn a grade of “C” or better are guaranteed placement into an appropriate credit-bearing course in the student’s postsecondary education math pathway in accordance with the following paragraph. Students who do not take a rigorous math course (or any math course) in the senior year, or who do not earn a grade of “C” or better in a rigorous math course, will be subject to general postsecondary education math placement processes.
- All postsecondary institutions that have entered into a partnership agreement pursuant to Section IV below shall accept community college transcribed credit from transitional math courses delivered by school districts participating in the partnership agreement for student placement into appropriate college-level mathematics courses. If statewide portability approval procedures have been established pursuant to Section III, then all community colleges shall accept community college transcribed credit from transitional math courses that have been approved in accordance with the statewide portability procedures. Guaranteed placement determinations are valid for 18 months after high school graduation, provided a community college may require a short-term skill-based review or a co-requisite remediation course for a student that does not enroll in a community college math course in the fall semester after high school graduation.

VI. Local Partnership Agreements

- School districts serving grades 9-12 that elect or are required to deliver transitional math courses in accordance with Section IX must enter into a local partnership agreement with at least one community college that has coterminous territory with the school district for transitional math courses. Community colleges may require standardized terms for all of its partner school districts. The local partnership agreement must address:
 - i. The co-development (or adaptation of state model) transitional courses that align to the statewide competencies for particular postsecondary education math pathways, including designing local performance indicators and evidence associated with those indicators

- ii. The community college courses for which the transitional math courses will guarantee placement
 - iii. The availability of dual enrollment and dual credit courses for high school students demonstrating an adequate level of math readiness
 - iv. Training and professional development to be provided to instructors of transitional math courses
 - v. Methods for incorporating transitional math competencies into both math and integrated courses
- Community colleges must enter into a local partnership agreement when requested to do so by a school district electing or required to deliver transitional math courses in accordance with Section IX, provided the community college receives an implementation grant in an amount determined by ICCB to compensate for its course development and implementation activities. ISBE and ICCB will jointly resolve any disputes between a school district and community college regarding the proposed terms of a local partnership agreement.
 - When developing local partnership agreements, community colleges and school districts must consult with a public university that has requested consultation in accordance with requirements established by ICCB and IBHE. A public university may be a party to a local partnership agreement.
 - Regional offices of education may, with the consent of participating school districts, establish multi-district partnership agreements with a community college. Community colleges and public universities may enter into intergovernmental agreements providing for the portability of guaranteed placement determinations.

VII. Reducing Reading and Communications Remedial Rates

Subject to the availability of public or private resources for its administration, ISBE, ICCB, and IBHE will jointly establish a statewide panel to recommend developmental competencies for reading and communication, aligned to the Illinois Learning Standards. Successful attainment of these competencies should guarantee student placement into appropriate IAI GECC communications courses. If a school district's reading and communications remedial rates are in the bottom quartile statewide *or* are significantly higher than comparison high schools with similar performance levels,⁹ ISBE and ICCB may require the local partnership agreement to include strategies to embed the reading and communications developmental competencies in appropriate high school coursework.

VIII. State Supports

- ICCB will allow transitional math courses to be claimed for reimbursement for community college funding purposes (provided the course is transcribed by the community college).
- Subject to the availability of public or private resources, ISBE, ICCB, and IBHE, in collaboration with IMACC, will support at least two secondary/postsecondary collaborations to develop model transitional math course materials.¹⁰

⁹ ISBE and ICCB will make this determination based on available data.

¹⁰ The Northern Illinois Regional P-20 Network has estimated approximately 80 hours of work by subject teams to produce a scope and sequence document, daily pacing guide, assessments, and collection of classroom activities and real-world applications.

- All state-supported models must include real-world application projects that can be delivered to particular students based on career interests.
- At least one of the state-supported transitional math course models must be highly modularized for blended-learning delivery, with:
 - A pre-assessment system to ensure that completion of modules is required only where the competencies have not been sufficiently mastered
 - Students able to complete coursework in areas of need at their own pace
 - The ability for transitional math modules to be included within integrated courses
 - The ability for students to complete dual credit modules upon completion of the developmental education modules
- Subject to the availability of public or private resources, ISBE, ICCB, and IBHE will implement a communications plan for transitional math courses.
- ISBE, ICCB, and IBHE will use an open technology platform¹¹ to enable sharing of real-world application projects and other course materials.
- ISBE, ICCB, and IBHE will utilize webinars, the open technology platform, and appropriate state convenings to highlight best practice models for delivery of transitional math competencies through integrated courses.
- ISBE and ICCB will provide a model partnership agreement for school districts and community colleges.
- ISBE and ICCB will provide standardized reports to school districts and community colleges including, but not limited to:
 - Reports that school districts can use for junior year placement determinations
 - Reports that compare participating students' postsecondary outcomes with other students (particularly, those in "traditional" developmental education courses)

IX. Scaling and Timing of Implementation

- 2016-17 SY: Statewide competency determination and model course development. In addition, ISBE and ICCB will jointly establish an implementation plan and benchmarks that, subject to the availability of public or private resources necessary for implementation of transitional math courses, leads to full statewide implementation in school districts and community colleges by no later than the 2022-23 SY. The implementation plan will include an evaluation and report to be issued by no later than June 30, 2020 that analyzes results, best practices, and challenges of school districts and community colleges that have implemented transitional math courses.
- By June 20, 2017, IBHE will adopt the requirements for public universities to adopt and publicize transparent criteria for student placement into credit-bearing math courses without remediation. IBHE must publicly report on the criteria and the extent to which universities are utilizing strategies to minimize placement into non-credit bearing remedial math course sequences by no later than June 30, 2018, and then every two years thereafter.
- Commencing in the 2017-18 school year, the board of education of any school district serving grades 9 through 12 may elect to implement one or more transitional math courses. If a board of education makes such election and a community college receives an implementation grant from ICCB, the community college must enter into a local partnership agreement and provide the necessary support for implementation within timelines established by ICCB.

¹¹ For example, the Illinois Open Educational Resources platform: <http://ioer.ilsharedlearning.org/>

D. COLLEGE AND CAREER PATHWAY ENDORSEMENTS ON HIGH SCHOOL DIPLOMAS

Recognizing Readiness for College & Careers in Illinois' Future Economy

I. Background and Purpose

The State of Illinois has supported college and career pathways as a key state strategy to (i) increase the number of Illinois residents who attain a credential or degree with labor market value, and (ii) spur state and regional economic development by developing a talent pipeline for areas of workforce need. College and career pathways provide students with opportunities to explore and develop knowledge and skills within career areas before accruing postsecondary education debt, and prepare students for a wide range of postsecondary and career goals.

College and career pathway systems include five interconnected components:

1. A **challenging core academic component** preparing learners for success without remediation in postsecondary education programs, with early college credit in high school programs where feasible
2. A **demanding technical component** preparing learners to master a defined sequence of employer-driven knowledge and skills within an occupational area, that, whenever feasible, results in college credit and leads to stackable, industry recognized credentials
3. **Professional learning** through job shadowing, internships, and other work-based learning experiences that both reinforces the technical core component and develops foundational professional skills important for any career
4. **Comprehensive support services** including counseling and individualized planning for college, career, and financial aid to help learners transition to the next stage of their education or career development
5. **Culmination in a credential or degree with labor market value**, while leaving open the prospect of further education in articulated programs

The purposes for which the state is establishing a system for college and career pathway endorsements on high school diplomas are to:

- Provide an employer-validated differentiator for postsecondary and career opportunities
- Recognize and incentivize career exploration and development, particularly in high-demand fields
- Promote greater consistency of local college and career pathway program structures within particular sectors
- Align supports from the state, employers, and regional intermediaries
- Institutionalize college & career pathways as a key strategy for preparing more Illinois students for meaningful career opportunities

II. Overview

Students will be able to receive two levels of recognition on high school diplomas:

- **College & Career Pathway Endorsements** available in broad career areas aligned to the Illinois Career Cluster framework, as determined by ISBE in consultation with the other IPIC agencies¹² and stakeholders (*see example framework for endorsement areas at the end of this Section*). In addition, a Multidisciplinary Endorsement is available for students changing pathways while in high school.
- **State Distinction** available where a statewide public-private steering committee including business, secondary, and postsecondary representatives has defined competencies aligned to economic development and workforce needs.

For example, a student could attain an Endorsement with Manufacturing State Distinction. State agencies and business-led sector-based partnerships will designate various career-oriented instructional programs (e.g., Project Lead the Way, FFA, etc.) that meet some or all of the criteria for Endorsements and State Distinction.

III. College & Career Pathway Endorsements

For any College & Career Pathway Endorsement, the student must complete all of the following:

- **Individualized Plan:** Have an individualized plan for postsecondary education or training, career, and financial aid that is updated annually during high school; a resume; and a personal statement with student reflection on adaptive competencies.¹³
- **Career-Oriented Course Sequence:** Complete at least two years of coursework or equivalent competencies within the endorsement area. ISBE will define the course codes that are within each endorsement area. The district must consult with its regional education for employment director on the establishment of the course sequence. The district and a local community college must certify to ISBE and ICCB that the course or competency sequence is articulated to a certificate or degree program with labor market value, with opportunities for ongoing student advancement (with re-certification occurring at least once every five years thereafter). Commencing in the 21-22 SY, students must earn at least 6 hours of early college credit within the career-oriented course sequence (which may be articulated credit, advanced placement, or dual credit).¹⁴
- **Professional Learning:** Complete:
 - i. at least two employer-led career exploration activities, or one intensive career exploration experience. Career exploration activities may include a job shadow, attendance at a career exposition, or structured employer site visits. An intensive career exploration experience is a structured, multi-day student experience such as a career exploration camp that provides students with the opportunity to explore various occupations relating to an Endorsement Area with hands-on training and orientation activities.

¹² The Illinois Pathways Interagency Committee (IPIC) agencies include ISBE, ICCB, IBHE, ISAC, DCEO, and IDES.

¹³ Adaptive competencies are defined in Section III.B, in relation to competency-based learning systems.

¹⁴ The advisory committee engaged in significant discussion over whether an early college credit expectation should apply to Endorsement (as opposed to State Distinction) requirements. Some members felt that given the uneven availability of dual credit opportunities across Illinois, this requirement would limit Endorsement opportunities for many school districts.

- ii. at least two team-based challenges or projects relating to the endorsement area with professional mentoring (which may be either in school or out-of-school).
- iii. at least one paid or for-credit supervised career development experience (SCDE) in which students engage in authentic and relevant work relating to the endorsement area, with an employer or supervisor assessment of foundational professional skills. SCDEs may include internships, school-based enterprises, cooperative education, supervised agricultural experiences, or research apprenticeships. The SCDE, or a combination of SCDEs, must be at least 60 cumulative hours. The assessment of foundational professional skills must address, at minimum, the areas of work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving. The assessment is to be used as a feedback tool for students and as a learning strategy, not as a “high stakes” assessment for a grade or credit determination.
- **Academic Readiness:** Must demonstrate readiness for non-remedial coursework in reading and math by high school graduation through criteria certified by the school district and a local community college to ISBE and ICCB.¹⁵ This may be demonstrated through various methods, including assessment scores, GPA, course completions, or other locally-adopted criteria.

ISBE, in consultation with IPIC agencies and other stakeholders, will develop specific criteria for endorsement requirements and guidance documents for implementation.

IV. State Distinction

Periodically as part of federal and state economic development planning processes, the IPIC Agencies will designate industry sectors in which State Distinction will be available based on projected state economic development and workforce needs. Within each sector, a public-private steering committee designated by the IPIC agencies and involving business-led, sector-based partnership(s) will identify a sequence of minimum career competencies for occupational pathways within that sector that students should attain by high school graduation in a demanding technical course of instruction. Regional modifications to these competencies may be allowed, provided any regional modifications must be approved by the state steering committee.

Students can receive State Distinction within a sector/occupational area if:

- i. the student meets the requirements for the applicable College & Career Pathway Endorsement, except that the SCDE, or combination of SCDEs, must be 120 cumulative hours;
- ii. the student demonstrates mastery of the identified career competencies;
- iii. the student attains at least six hours of early college credit within the career area (which may be articulated credit, advanced placement, or dual credit); and
- iv. the district offers a “State Distinction Qualifying Program” meeting the below requirements.

To receive designation as a State Distinction Qualifying Program, the school district, a local community college, and local workforce board (LWIB) must certify to ISBE, ICCB, and DCEO that the program:

¹⁵ This criteria should align to the requirements for successful completion of transitional courses, as described in Section III.C of these recommendations.

- i. addresses a priority industry sector for regional economic development, or is certified to relate to one or more occupational areas with a sufficient number of regional employment opportunities to support the program’s establishment;
- ii. involves at least three employer partners in its ongoing administration; and
- iii. has been jointly developed with at least one local community college and the LWIB, and culminates in a certificate or degree with labor market value that has opportunities for ongoing student advancement.

This information must be re-certified at least once every five years.

The IPIC Agencies, in collaboration with other public and private partners, will develop recognition and incentives for students completing a College and Career Pathway Endorsement with State Distinction. Examples of recognition and incentives include:

- Scholarships
- Priority for internship placements with business partners
- Recognition at statewide convenings
- Guaranteed transfer of credit into degree programs
- Targeted outreach and counseling supports for postsecondary education and career placement

Example:

College and Career Pathway Endorsement with Manufacturing State Distinction

Threshold requirements for district to implement:

- Must address a priority industry sector for regional econ. dev., or relate to a sufficient # of regional employment opportunities
- Must have minimum of 3 employer partners for district program
- Must be co-developed with at least one local community college and LWIB

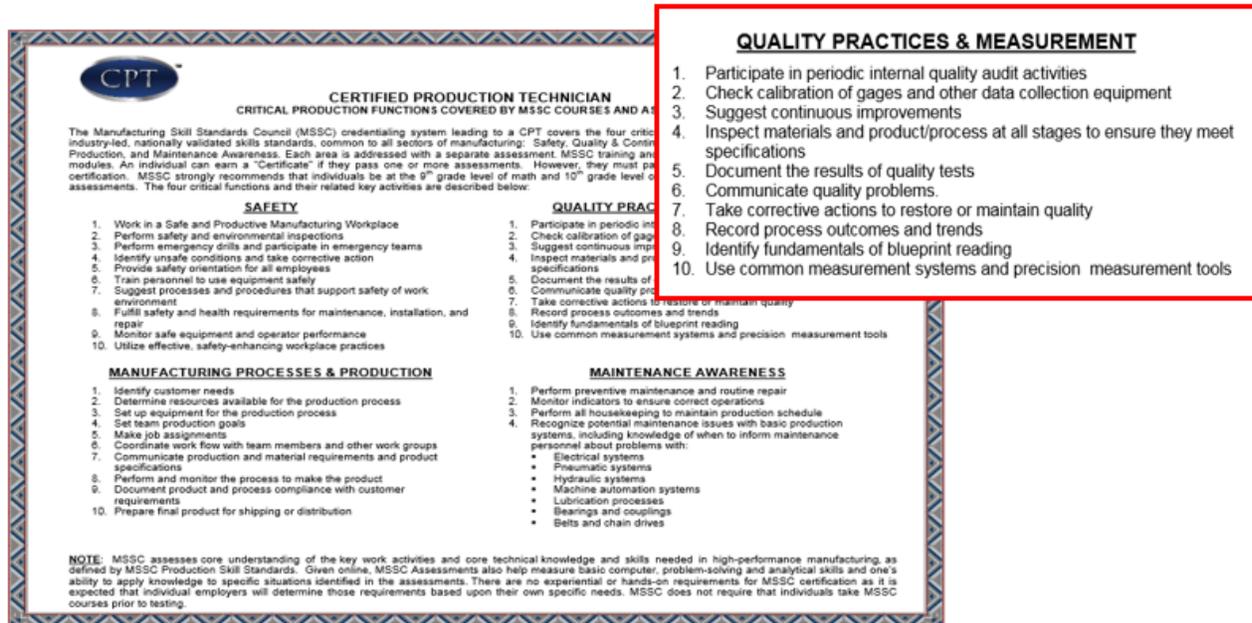
	9 th	10 th	11 th	11 th or 12 th
Individualized Plan	Individualized plan for college, career, and financial aid; resume; personal statement			
Career-Oriented Course Sequence	Manufacturing Orientation and Safety (OSHA 10-based competencies with industry focus)		Quality Practices and Measurement* (MSSC, NIMS, AWS) Mfg. Processes & Production (MSSC, NIMS, AWS)* <i>* Must provide opportunity for at least 6 hours of early college credit</i>	Advanced topics* in: 1. Manufacturing Processes & Production (pre-apprenticeship) <i>OR</i> 2. Maintenance Awareness & Automation (MSSC)
Professional Learning	At least 2 employer-led career expl. activities, or one intensive career expl. experience		At least one paid or for-credit supervised career development experience & employer or supervisor assessment of foundational professional skills	
	At least 2 team-based challenges or projects with professional mentoring			
Academic Competencies	Ready for non-remedial coursework in Reading and Math by high school graduation			



Example:

Using MSSC Credentials to Define Minimum Career Competencies

Competencies for “Quality Practices and Measurement” in the above example could be defined using the competencies for the Manufacturing Skill Standards Council (MSSC) Certified Production Technician credential.



V. Statewide Supports

The IPIC agencies will, by no later than June 30, 2017, develop a comprehensive interagency plan for supporting the development of college and career pathways throughout the State of Illinois. Thereafter, the plan must be re-assessed and updated at least once every five years. The plan will:

- Designate priority state-level sector and occupational areas consistent with those identified through federal and state economic development planning processes
- Articulate a strategy for supporting college and career pathways that includes state and federal funding, business and philanthropic investments, and local investments
- Address how college and career pathway and state distinction programs articulate to postsecondary degree programs

In accordance with the plan, and within the limits of available public and private resources, the IPIC Agencies will provide the following supports for College and Career Pathway Endorsements and State Distinction programs:

- Provide guidance documents for implementation of each of the various elements of College and Career Pathway Endorsement and State Distinction programs
- Publish annual reports on the supply and demand forecasts of priority industry sectors
- Implement a statewide communications strategy raising student and family awareness of career pathway endorsements and encouraging employer engagement

- Provide or designate one or more web-based tools to support college and career pathways, including:
 - web-based professional learning portfolio (districts may use existing systems, such as FFA or Career Cruising, for this documentation)
 - web-based employability assessment
 - web-based mentoring platform
- Provide a statewide insurance policy for work-based learning activities
- Provide or designate one or more model instructional units that provide an orientation to all career cluster areas
- Utilize webinars, open technology platforms and appropriate state and regional convenings to highlight and share information on best practice models for implementation of Endorsement and State Distinction programs
- Coordinate with business-led sector-based partnerships to:
 - Provide employer input into the career competencies within their sector area, as adjusted periodically based on industry needs
 - Designate “out-of-the-box” curriculum that can meet the competency requirements, or curriculum that can meet the requirements with adjustments/supplements
 - Designate stackable industry-based certifications that signify mastery of particular competencies, and that are widely valued by employers in a particular sector
 - Deliver or support sector-oriented professional development, industry-related challenges, and other career education and work-based learning resources

To support articulation of College and Career Pathway Endorsements and State Distinction programs into higher education, by June 30, 2018, ICCB and IBHE will consult with Illinois public universities and community colleges to define first year course schedules and degree programs that align to the Endorsement and State Distinction framework. These requirements will take effect for the 2019-20 academic year.

VI. Timeline

- 2016-17 SY:
 - IPIC agencies develop comprehensive plan for supporting college & career pathways
 - IPIC Agencies, in consultation with stakeholders, define endorsement framework; sector-based stakeholder committees define State Distinction requirements
 - Agencies and sector-based partnerships build out supports, recognition programs, and incentives
- 2017-18 SY:
 - School districts, community colleges, and LWIBs certify to ISBE, ICCB, and DCEO intent to offer Endorsements and State Distinction programs
 - Continued development of state supports, recognition and incentives
- 2018-19 SY:
 - Districts can begin awarding endorsements and State Distinction to graduating seniors
 - Availability of supports, recognition, and incentives

- Public postsecondary institutions align first-year course schedules and degree programs to the endorsement framework, with implementation occurring in the 19-20 SY

VII. Other Recommendations

The House Resolution 477 advisory committee discussed the possibility of establishing a preliminary endorsement that recognizes student career exploration activities and the development of an individualized plan for college, career, and financial aid. While this preliminary endorsement is not included in the final recommendations, the IPIC agencies should consider the possibility of such an endorsement for future expansion of the college and career pathway endorsement system in a manner aligned to the PaCE recommendations in Section III.A of this report.

Attachment to College and Career Pathway Endorsement Recommendations

Example Organization of Career Areas, Career Clusters, and State Distinction Areas

Endorsement Area	Career Clusters	State Distinction
STEAM (Science, Technology, Engineering, Arts, and Mathematics)	Manufacturing	Initial Priority
	Energy	Initial Priority
	Science, Technology, Engineering & Mathematics (R&D)	Initial Priority
	Transportation, Distribution, & Logistics	Potentially
	Architecture & Construction	Potentially
	Humanities & Arts, Audio/Video Technology & Communications	Potentially
Agricultural, Food & Natural Resources	Same as Endorsement Area	Initial Priority
Health Sciences	Same as Endorsement Area	Initial Priority
Information Technology	Same as Endorsement Area	Initial Priority
Business	Finance	Initial Priority
	Business Management & Administration	Potentially
	Marketing	Potentially
	Hospitality & Tourism	Potentially
Social Science & Public Services	Government & Public Administration	Potentially
	Law, Public Safety, Corrections & Security	Potentially
	Education & Training	Potentially
	Human Services	Potentially
	Social Science R&D	Potentially
Multidisciplinary	Available for students that do not meet the course sequence requirements for another College & Career Pathway Endorsement, but have taken at least 3 courses coded for any of the other Endorsement Areas. Students receiving the Multidisciplinary Endorsement must still meet the Individualized Plan, Professional Learning, and Academic Readiness requirements applicable to all Endorsement areas.	

APPENDIX 1

MEETING SCHEDULE AND AGENDAS

Education and Career Development and Planning Committee

October 15, 2015, 10:00 am – 12:30 pm, NIU Naperville Campus

- Welcome and Introductions
- HR 477 Background, Overview, and Objectives
- Reach Higher: Overview and Illinois Efforts
- Chicago's Focus on College Access and Success
- Panel Discussion: Education and Career Development Across Illinois
- Small Group Discussion: Defining grade-level expectations
- Wrap-up and Next Steps

December 7, 2015, 1:00-3:30 pm, ISU Bone Student Center

- Welcome and Introductions
- Recap of Last Meeting; Goals for Today
- Overview of DRAFT Illinois Postsecondary and Career Expectations & Counselor Survey Results
- Small Group Discussion
 - Are the expectations framed correctly?
 - What's missing?
 - What needs to be revised?
- Small Group Report-out
- Panel Presentation and Group Discussion: Creating a School Culture for Effective Individualized College and Career Planning
 - Kim Korando, ISAC Core Regional Coordinator
 - Joan Free, Unit 5, Normal Community High School Student Counselor
 - Theresa Duffin, Guidance Office, Sacred Heart-Griffin High School
- Wrap-up and Next Steps

January 20, 2016, 10:00 am – 12:30 pm, Video Conference between ISBE Springfield and ISBE Chicago

- Welcome and Introductions
- Overview of PaCE (Postsecondary and Career Expectations) Framework Revisions
- Discussion of Framework and Potential Uses and Supports
- Wrap-up and Next Steps

Scaling of 12th Grade Developmental Education Models Committee

October 15, 2015, 1:00-3:30 pm, NIU Naperville Campus

- Welcome and Introductions
- Overview of HR477 and Other State Models
- Presentations from Leading Models in Illinois
 - McHenry Community College
 - Elgin Community College
 - Oakton Community College
- Group Discussions by Topic
 - Scaling: Guiding questions:
 - How can state-level supports address the scaling of developmental ed models and what needs to remain local?
 - What supports are needed for successful local implementation of 12th grade developmental ed models?
 - What best practice examples should be considered for scaling?
 - What other issues does this committee need to address in the area of scaling 12th grade developmental education models?
 - Real-world application: Guiding questions:
 - What strategies should be considered to incorporate real-world applications into developmental ed models?
 - What best practice examples should be considered in terms of incorporating real-world applications?
 - What other issues does this committee need to address in the area of incorporating real-world applications into developmental education courses?
 - Transferability: Guiding questions:
 - How can state policy ensure that successful course completion leads to eligibility to enroll in credit-bearing courses in community colleges and universities?
 - What other issues does this committee need to address in the area of ensuring transferability of credit?
- Report Out by Topic
- Next Steps

December 7, 2015, 10:00 am – 12:30 pm, ISU Bone Student Center

- Welcome and Introductions
- Recap of Last Meeting; Goals for Today
- Deeper Dive into community College Processes & Trends Impacting Developmental Education
 - Ashley Becker, Director for Academic Affairs, Illinois Community College Board
- Overview of DRAFT Recommendations for Acceleration or Transition to College and Career Pathways in Math and ELA
- Small Group Discussion

- Are the recommendations framed correctly?
 - What's missing?
 - What needs to be revised?
- Small Group Report-out
- Wrap-up and Next Steps

January 20, 2016, 1:00-3:30 pm, Video Conference between ISBE Springfield and ISBE Chicago

- Welcome and Introductions
- Overview of Recommended Revisions Since Last Meeting
- Discussion
- Next Steps

Competency-based High School Graduation Requirements Committee

October 22, 2015, 10:00 am – 12:30 pm, NIU Naperville Campus

- Welcome and Introductions
- HR 477 Background, Overview, and Objectives
- Background on Competency-based Pathways
- Small Group Discussion
- Report Out
- Best Practice Models
- Wrap-up and Next Steps

December 8, 2015, 1:00-3:30 pm, ISU Bone Student Center

- Welcome and Introductions
- Recap of Last Meeting; Goals for Today
- Panel Presentation and Group Discussion: standards-based Grading Systems and Implications for Competency-based Learning
- Overview of DRAFT Recommendations for Piloting Competency-based High School Graduation Requirements
- Small Group Discussion
 - Are the recommendations framed correctly?
 - What's missing?
 - What needs to be revised?
- Small Group Report-Out
- Wrap-up and Next Steps

January 19, 2016, 10:00 am – 12:30 pm, Video Conference between IDHS Springfield and ISBE Chicago

- Welcome and Introductions
- Overview of Recommended Revisions Since Last Meeting
- Discussion
- Next Steps

Career Pathways Endorsements on High School Diplomas Committee

October 22, 2015, 1:00-3:30 pm, NIU Naperville Campus

- Welcome and Introductions
- HR 477 Background, Overview, and Objectives
- Illinois Pathways Overview
- Career Pathway Endorsement Models
 - Endorsements, Electives, and More Report
 - NAFTrack Certification
 - Manufacturing example
- Open Group Discussion: Is the Manufacturing example pointed in the right direction
- Small Group Discussion: 3 groups
 - Defining career competencies in high priority sectors
 - What are the critical issues for engaging the business community in defining career competencies?
 - What should be expected in terms of alignment to community college programs and attainment of dual credit?
 - What role should industry-based certifications play in determining career competencies?
 - What other issues does this committee need to address in the area of defining career competencies?
 - Professional learning expectations
 - What professional learning activities should be explored for inclusion in a career pathway endorsement model?
 - How can the State establish a consistent model for assessing “foundational professional” skills?
 - How can employers be engaged at the state and regional levels to meet demand for work-based learning?
 - What other issues does the committee need to address in the area of professional learning expectations?
 - Consistent state models and scaling
 - What processes should be used at the state and regional levels to define or adapt career competencies and professional learning expectations?
 - How can a consistent state system be established for awarding endorsements, while still respecting regional differences and priorities?
 - What state- and regional supports are most critical to supporting local implementation?
 - What other issues does the committee need to address in the area of consistent state models and scaling?
- Small Group Report-out
- Wrap-up and Next Steps

December 8, 2015, 10:00 am – 12:30 pm, ISU Bone Student Center

- Welcome and Introductions
- Recap of Last Meeting; Goals for Today
- Deeper Dive Discussion: Employability Assessment Models and FFA Supervised Agricultural Experiences
 - Leslie Beller, CEO & Founder, MHA Labs
 - Jennifer Waters, Facilitating Coordination in Agricultural Education
- Overview of DRAFT Recommendations for College and Career Pathway Endorsements
- Small Group Discussion
 - Are the recommendations framed correctly?
 - What's missing?
 - Wrap-up and Next Steps

January 19, 2016, 1:00-3:30 pm, Video Conference between IDHS Springfield and IDHS Chicago

- Welcome and Introductions
- Overview of Recommended Revisions Since Last Meeting
- Discussion
- Next Steps

APPENDIX 2

ADVISORY COMMITTEE MEMBERSHIP

Education and Career Development and Planning Committee

- Rich Baldwin, High School Teacher, Bloomington School District 87
- Deanna Blackwell, Director for Student Services, Illinois Community College Board
- Ben Boer, Deputy Director, Advance Illinois
- Eddie Brambila, Managing Director, Partnerships, Illinois Student Assistance Commission
- Mark Burgess, Workforce Development, Department of Commerce and Economic Opportunity
- Larry Frank, Research Staff, Illinois Education Association
- Lesley Frederick, Vice President, Student Services, Lincoln Land Community College
- Jonathan Furr, Executive Director, Education Systems Center, Northern Illinois University
- Gretchen Guffy, Director, Policy Development, ACT
- Nancy Harrison, Executive Director, Econ Illinois
- Eric Hiatt, Senior Fiscal Analyst, Illinois Board of Higher Education
- Rick Johnston, Superintendent, Mahomet-Seymour CUSD 3
- Janet Kacvinsky, Administrator, Nachusa Campus School
- Linda King, College and Career Readiness Committee, Illinois State Board of Education
- Jeanne Kitchens, Associate Director, Center for Workforce Development, Southern Illinois University
- Jeff Mays, Director, Illinois Department of Employment Security
- Sherri McLaughlin, President, Illinois School Counselors Association
- Andrea Messing-Mathie, Deputy Director, Education Systems Center, Northern Illinois University
- Liz Monge-Pacheco, Postsecondary Leadership Coach, Network for College Success
- Jacqueline Moreno, Managing Director, College Access Initiatives, Illinois Student Assistance Commission
- Jeff Newell, Deputy Director for Information Technology and Student Services, Illinois Community College Board
- Michelle Pickett, Director, Academic Advising Center, Northern Illinois University
- John Rico, Chair, College and Career Readiness Committee, Illinois P-20 Council
- Leigh Robertson, Senior Account Executive, Hobsons
- Franciene Sabens, Regional Board Representative, Illinois School Counselors Association
- Stewart Sikora, Executive Board Vice President, Illinois Federation of Teachers
- Barbara Tartaglione, Employer Relations Coordinator, DuPage Workforce Board
- Sharon Teefey, Union Professional Issues Director, Illinois Federation of Teachers
- Flecia Thomas, Dean of Student Success, McHenry County College
- Richard Voltz, Associate Director, Professional Development, Illinois Association of School Administrators
- Dora Welker, Division Administrator, College and Career Readiness, Illinois State Board of Education
- Amanda Winters, Assistant Director of Academic Affairs, Illinois Board of Higher Education
- Steve Yaun, Senior Educational Sales Consultant, Career Cruising
- Gabi Zolla, Vice President and Chief Operating Officer, CAEL

Scaling of 12th Grade Developmental Education Models

- Malinda Aiello, Assistant Director, Illinois Board of Higher Education
- Marilyn Bellert, Associate Director, Center for P-20 Engagement, Northern Illinois University
- Ben Boer, Deputy Director, Advance Illinois
- John Bragila, Executive Board Vice President, Illinois Federation of Teachers
- Eddie Brambila, Managing Director, Partnerships, Illinois Student Assistance Commission
- Michelle Buhrow, Career and Technical Education Coordinator, Jacob High School, School District 300
- Meredith Byers, Project Leader, Center for Educational Innovation
- Dave Calisch, English Faculty, Hoffman Estates High School, School District 211
- Tony Capalbo, Director of Work Force Support Services, McHenry County College
- Amy Jo Clemens, Assistant Superintendent, Innovation and Improvement, Illinois State Board of Education
- Robert Coakley, District English Chair, Hoffman Estates High School, District 211
- Dan Cullen, Deputy Director, Illinois Board of Higher Education
- Carl Draeger, High School Teacher, Elgin High School, U-46
- Brian Durham, Deputy Director for Academic Affairs, Illinois Community College Board
- Mark Eichenlaub, Campus Operations, Southwestern Illinois College
- Martha Eldredge-Stark, Executive Director, NSERVE
- Laurie Elish-Piper, Acting Dean, College of Education, Northern Illinois University
- Jonathan Furr, Executive Director, Education Systems Center, Northern Illinois University
- Brian Gordon, System Director, Three Rivers Education for Employment 100
- Brian Houser, College and Career Readiness Division, Illinois State Board of Education
- Tammi Kostos, Mathematics Department Chair and Instructor, McHenry County College
- Mark Lanting, Vice President of Instruction, Kishwaukee Community College
- Laz Lopez, Chairman of the Board, Illinois Community College Board
- Judith Marwick, Provost, Harper College
- Amy Maxiener, Executive Dean, Math, Science, and Health Professions, McHenry County College
- Tony Miksa, Vice President of Academic and Student Affairs, McHenry County College
- Jacqueline Moreno, Managing Director, College Access Initiatives, Illinois Student Assistance Commission
- Edith Njuguna, Director of Policy and Programs, Education Systems Center, Northern Illinois University
- Juletta Patrick, Assistant Vice President, Academic and Student Affairs, McHenry County College
- Sara Pohl, Dean, Career Technologies Division, Kishwaukee Community College
- John Rico, Chair, College and Career Readiness Committee, Illinois P-20 Council
- Elizabeth Roeger, Dean of College Transitions and Developmental Education, Elgin Community College
- Diane Rutledge, Executive Director, Large Unit District Association
- Julie Schaid, Associate Dean, College Readiness and School Partnerships, Elgin Community College
- Cindy Schneider, Math Department Chair, Huntley High School, School District 158
- Terry Stroh, Science Divisional, Jacob High School, School District 300
- Bob Sompolski, Dean of Mathematics and Technologies, Oakton Community College
- Sharon Teefey, Union Professional Issues Director, Illinois Federation of Teachers

- Richard Voltz, Associate Director, Professional Development, Illinois Association of School Administrators
- Tamara Workman, Director, Office of the Registrar, Southern Illinois University Carbondale

Competency-based High School Graduation Requirements

- Jim Applegate, Executive Director, Illinois Board of Higher Education
- Kristine Argue, Project Leader, Center for Educational Innovation
- Ashley Becker, Director for Academic Affairs, Illinois Community College Board
- Ben Boer, Deputy Director, Advance Illinois
- Eddie Brambila, Managing Director, Partnerships, Illinois Student Assistance Commission
- Niketa Brar, Senior Policy and Program Manager, Advance Illinois
- Kristin Brynteson, Assistant Director, Center for P-20 Engagement, Northern Illinois University
- Amy Jo Clemens, Assistant Superintendent, Innovation and Improvement, Illinois State Board of Education
- Jamie Craven, Superintendent, Rochelle Township High School District 212
- Tim Farquer, Superintendent, Williamsfield School District 210
- Jonathan Furr, Executive Director, Education Systems Center, Northern Illinois University
- Debbie Hopper, Consultant, Illinois State Board of Education
- Melinda James, Vice President of Strategic Development, Waubensee Community College
- Jason Leahy, Executive Director, Illinois Principals Association
- William Marzano, Vice President of Transfer and Developmental Education, Waubensee Community College
- Alan Mather, Chief Officer - College and Career Success, Chicago Public Schools
- Travis McGuire, Superintendent, Hinckley-Big Rock CUSD 429
- Jacqueline Moreno, Managing Director, College Access Initiatives, Illinois Student Assistance Commission
- Suzette Murray, Assistant Vice President of Career and Technical Education, Waubensee Community College
- Edith Njuguna, Director of Policy and Programs, Education Systems Center, Northern Illinois University
- Don Owen, Superintendent, Urbana School District 116
- Jenny Parker, Associate Vice Provost, Northern Illinois University
- Dakota Pawlicki, Director, Strategic Partnerships and Projects, Office of College and Career Success, Chicago Public Schools
- Alissa Peltzman, Vice President for State Engagement, Achieve
- Jane Quinlan, Regional Superintendent, Regional Office of Education 9
- John Rico, Chair, College and Career Readiness Committee, Illinois P-20 Council
- Ryan Smith, Teacher, Naperville North High School, Naperville School District 203
- William Tammone, Provost and Interim President, Illinois Central College
- Sharon Teefey, Union Professional Issues Director, Illinois Federation of Teachers
- Robert Walser, Local 1211 Legislative Director, Illinois Federation of Teachers
- Dora Welker, Division Administrator, Illinois State Board of Education
- Matthew Wendt, Superintendent, Oswego CUSD 308

Career Pathways Endorsements

- Michael Baker, Manager, Strategic Planning and Innovation, Office of Employment and Training, Illinois Department of Commerce and Economic Opportunity
- Gayle Banakis, Manager of Career Services, Northwest Educational Council for Student Success
- Brenda Barry, Assistant Vice President, Academy Development, National Academy Foundation
- Allie Barwise, Managing Director, Illinois Science & Technology Institute
- Stephen Bell, Director, Illinois Green Economy Network, College of Lake County
- Kate Blosveren Kreamer, Associate Executive Director, National Association of State Directors of CTE Consortium
- Ben Boer, Deputy Director, Advance Illinois
- John Braglia, Social Studies Department Chair, Conant High School, District 211
- Eddie Brambila, Managing Director, Partnerships, Illinois Student Assistance Commission
- Mitch Braun, Systems Director, Chicago Education for Employment 10
- Gregory Budzban, Chair, Department of Mathematics, Southern Illinois University Carbondale
- PJ Caposey, Superintendent, Meridian CUSD 223
- Amy Jo Clemens, Assistant Superintendent, Innovation and Improvement, Illinois State Board of Education
- Amanda Corso, Director for Career and Technical Education, Illinois Community College Board
- Anne Cothran, Systems Director, Des Plains Valley Education for Employment 30
- Kelton Davis, Regional Superintendent, Monroe Randolph Regional Office of Education 45
- Tom Dowd, Professor, Harper College
- Nick Elder, Systems Director, Education for Employment 330
- Martha Eldredge-Stark, Executive Director, NSERVE
- Tom Frazier, Area Career Center Director, Blooming Area Career Center
- Jonathan Furr, Executive Director, Education Systems Center, Northern Illinois University
- Cyndie Garcia, Executive Director, Northwest Educational Council for Student Success
- Jim Grimes, Faculty Member, Joliet Junior College
- Jason Hlavacs, Applied Arts Division Chair, Lyons Township High School District 204
- Bill Hook, Principal, Chicago High School for Agriculture Sciences
- Sue Isermann, Associate Vice President for Academic Affairs and Dean of Workforce Development, Illinois Valley Community College
- Linda King, College and Career Readiness Division, Illinois State Board of Education
- Laz Lopez, Chairman of the Board, Illinois Community College Board
- Amy Loyd, Pathways to Prosperity Network Director, Jobs for the Future
- Joan Matz, CompTIA
- Jeff Mays, Director, Illinois Department of Employment Security
- Travis McGuire, Superintendent, Hinckley-Big Rock School District 429
- Daryl Morrison, Agency Liaison, Center for Educational Change
- Andrea Messing-Mathie, Deputy Director, Education Systems Center, Northern Illinois University
- Beth Metzler, Lead, Finance Learning Exchange
- Jacqueline Moreno, Managing Director, College Access Initiatives, Illinois Student Assistance Commission
- Mary Jo Murphy, Corporate, Community and Continuing Education, Moraine Valley Community College
- Jim Nelson, Vice-President, Illinois Manufacturers' Association
- Steve Parrott, Principal Consultant, Illinois State Board of Education

- Freda Richmond, Early College Manager, City Colleges of Chicago
- John Rico, Chair, College and Career Readiness Committee, Illinois P-20 Council
- Julio Rodriguez, Deputy Director, Office of Employment and Training, Illinois Department of Commerce and Economic Opportunity
- Jess Smithers, FCAE Coordinator, Agriculture Food and Natural Resource Learning Exchange
- Sharon Teefey, Union Professional Issues Director, Illinois Federation of Teachers
- Rich Voltz, Associate Director, Professional Development, Illinois Association of School Administrators
- Jeff Waddy, Dean of Health Professions, English, Communications, and Humanities, South Suburban College
- Dan Weidner, Director of Career and Technical Education, District 214
- Dora Welker, Division Administrator, College and Career Readiness, Illinois State Board of Education
- Amanda Winters, Assistant Director, Illinois Board of Higher Education
- Steve Wroblewski, Superintendent, LaSalle-Peru Township High School District 120