

Postsecondary and Workforce Readiness Act Engagement Opportunity

We are requesting your input on the implementation of two important components of the [Postsecondary and Workforce Readiness Act \(PWR\)](#). Enacted in 2016, the PWR Act includes a set of strategies to support Illinois students in their transition from high school to postsecondary education, workforce training, and careers. As further described below, two of these strategy areas have launched survey processes where feedback is needed from IWIB members, LWIB members, and your employer networks. We have also scheduled a webinar for you to learn more about the PWR Act and these two strategies on **December 18, from 11:30 a.m. to 12:30 p.m.** Please RSVP for the webinar by emailing sgarza1@niu.edu, and on 12/18 you can connect to the webinar here: [Adobe Connect](#). We encourage you to share information on these surveys and the webinar with your colleagues and networks. While the webinar will provide useful background information, you can complete one or both surveys at any time. Should you have any questions, please contact Andrea Messing-Mathie at amessingmathie@niu.edu.

College and Career Pathway Endorsement Competencies

Feedback is being collected through an [online survey](#) that will inform the State's development of technical and employability competencies for College and Career Pathway Endorsements under the PWR Act. The PWR Act established a voluntary system for school districts to award College and Career Pathways Endorsements to high school graduates. Endorsements signify that a student is ready to pursue postsecondary education or enter a career related to a selected career interest area and incentivize career exploration and development, particularly in high-demand sectors. For the last six months, public and private committees representing employers from across the State have been working to identify draft industry-wide technical and employability competencies in four key sectors: (1) Finance and Business Services, (2) Health Sciences, (3) Information Technology, and (4) Manufacturing and Engineering. The current draft of the competencies can be reviewed [here](#). The commenting period will last through **January 15, 2018**.

Transitional Math Competencies

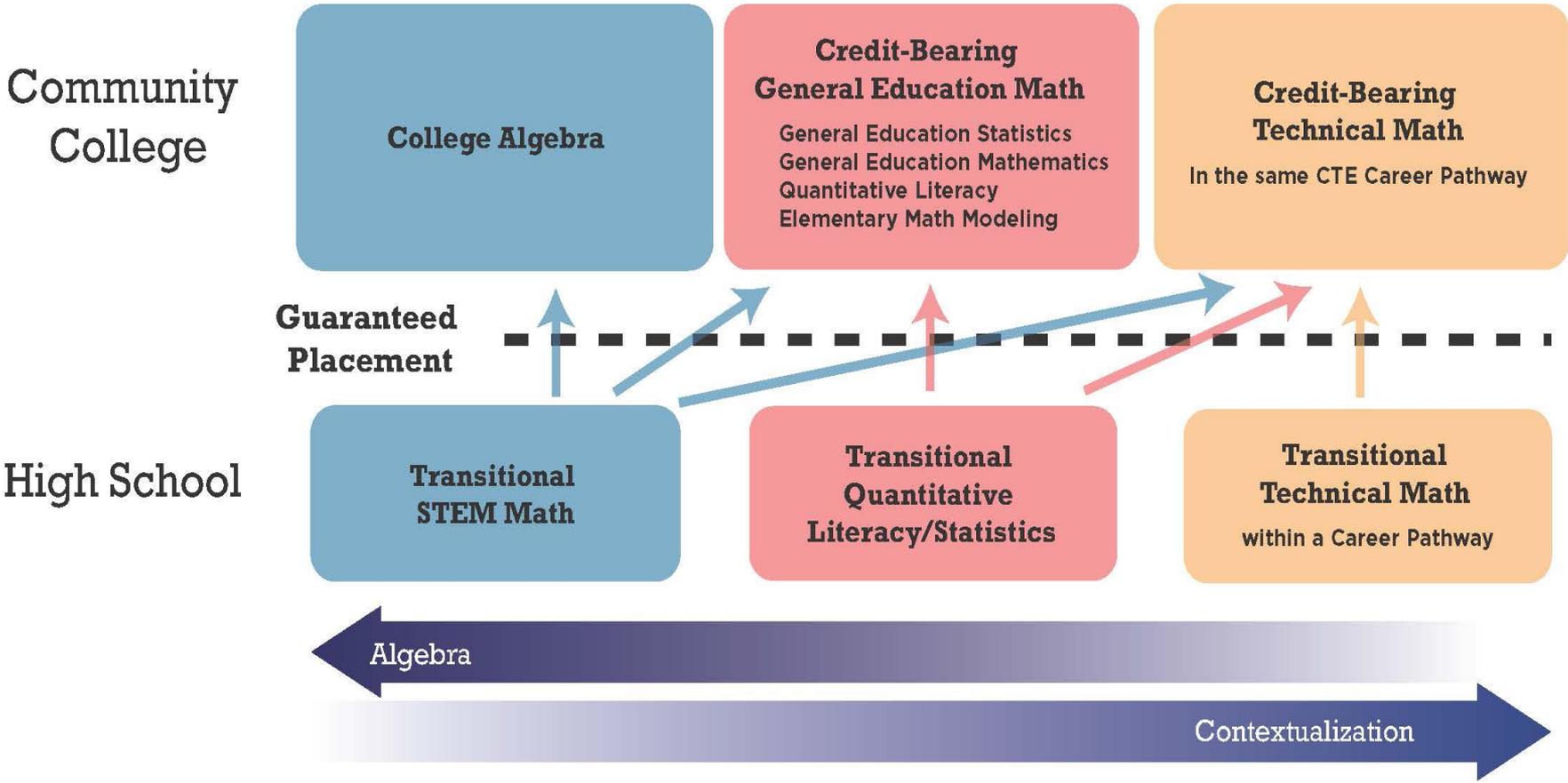
A major barrier to postsecondary persistence and completion is remedial education, and many Illinois high school graduates require remedial courses in math. The PWR Act includes provisions for providing math instruction, referred to in the legislation as transitional math, to high school seniors to support their readiness for credit-bearing college math courses corresponding to the student's career pathway of interest. Committees including high school teachers, postsecondary faculty, and employers have developed draft competencies for transitional math instruction in three pathways: (1) STEM, (2) Quantitative Literacy and Statistics, and (3) Technical. Public comments and feedback are invited for the transitional math competencies and policies through the online survey available at [this website](#). In particular, employer feedback is needed for the technical math competencies, as these competencies are intended to address the math knowledge and skills student should demonstrate for entry-level employment in technical fields. The commenting period will last through **January 8, 2018**.

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

	9 th	10 th	11 th	11 th or 12 th
Individualized Plan 	Individualized plan for college, career, and financial aid; resume; personal statement			
Career-focused instructional sequence <i>(consult with EFE; 2 years of coursework or equivalent competencies)</i> 	Manufacturing Orientation and Safety (OSHA 10-based competencies with industry focus)	Quality Practices and Measurement* (MSSC, NIMS, AWS) Mfg. Processes & Production (MSSC, NIMS, AWS)*	Advanced topics* in: 1. Manufacturing Processes & Production (pre-apprenticeship) OR 2. Maintenance Awareness & Automation (MSSC)	
	*2022-23 SY: Include at least 6 hours of early college credit			
Professional Learning 	At least 2 career exploration activities, or one intensive	60 cumulative hours of paid or for-credit supervised career development experiences with a professional skills assessment		
	At least 2 team-based challenges with adult mentoring			
Academic Competencies 	Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college			



Transitional Math Pathways



Students who change to a path requiring more algebra may take a placement test or use alternative options, such as bridge courses or co-requisite courses, to accelerate that change.