

HB 5729: POSTSECONDARY AND WORKFORCE READINESS ACT

The statewide P20 council has set a goal that 60% of Illinoisans have a high-quality post-secondary certificate or degree by the year 2025. However, too often the expectations for what it means to be prepared for college and career are inconsistent and unclear, and students in Illinois are graduating from high school unprepared for college, careers, and life. As a result, approximately half of Illinois high school graduates require remedial education in community college. What is more, Illinois employers report that recent high school and postsecondary graduates often lack critical skills necessary to succeed in high-demand and growing occupational areas, and that they are unable to find qualified workers to meet their industry needs. In Spring 2015, HR 477 established four advisory committees to build consensus around high impact strategies to prepare more students for meaningful career and college opportunities. HB 5729 reflects the recommendations of these committees and adopted by the P-20 Council's College & Career Readiness Committee. Aligning the expectations and supports from school districts, postsecondary education providers, employers, and other public and private organizations will lead to the development and implementation of a robust and coordinated postsecondary education and career readiness system in Illinois.

Establish a College and Career Expectations Framework

The HR 477 advisory committee adopted a model for college and career expectations with benchmarks from 8th grade through 12th grade for (i) career exploration and development, (ii) college exploration preparation, selection, and (iii) financial literacy and accessing financial aid opportunities. Under HB 5729, Education Agencies must jointly adopt a similar framework by **July 1, 2017** (presumably modeled after the advisory committee framework). HB 5729 does not impose mandates on the implementation of the framework.

Deliver High School Instruction That Will Place Students Into College Credit-bearing Courses

HB 5729 enables Education Agencies to establish the competencies required to enter credit bearing math course work in college (subject to funding) through a broad based panel (colleges and universities, business, and K-12). Using these competencies the Education Agencies will establish criteria (such as grades, test scores, and course completions) that identify students during their junior year of high school as on track for college credit coursework. Students meeting the criteria can choose whether or not to take math in their senior year. However, students that do not meet the criteria will receive transitional math instruction, co-developed by their high school and a community college. The transitional math instruction will be aligned with their selected pathway in math: (i) STEM, (ii) Technical or (iii) Quantitative Literacy/Statistics. A student successfully completing the transitional math instruction will be eligible for credit-bearing course work in the appropriate pathway in community college. The Education Agencies will adopt a multi-year, phased implementation plan, which is subject to funding for community colleges and which allows school districts to opt out through local board action.

| Key Implementation Milestones | |
|---|-------------------------|
| Statewide panel established to recommend competencies and other requirements for transitional math instruction | By June 30, 2017 |
| Statewide panel issues recommendations; followed by joint adoption of transitional math criteria by ISBE and ICCB | By June 30, 2018 |
| ISBE and ICCB establish a phased implementation plan and benchmarks leading to full statewide adoption of transitional math | By June 30, 2019 |
| Any school district may elect to implement transitional math | 2019 – 2020 School Year |

Provide for College and Career Pathway Endorsements on High School Diplomas

HB 5729 establishes a voluntary system for school districts to award college and career pathways endorsements on high school diplomas. The endorsement will demonstrate students’ readiness for college and careers and completion of instruction and professional learning experiences in a selected career interest area. The endorsement system will incentivize career exploration and development, particularly in high-demand career fields. College and career pathway endorsements require an individualized learning plan, career-focused instruction, career exploration activities and 60 hours of supervised career development experiences. State agencies will coordinate with employers in prioritized areas for state economic development to identify minimum career competencies to incorporate into endorsement programs.

| Key Implementation Milestones | |
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| Illinois Pathways Interagency Committee develops and adopts a comprehensive interagency plan for supporting College and Career Pathway Endorsement programs; defines the framework for Endorsement areas; establishes public-private steering committees for priority state-level industry sectors | By June 30, 2017 |
| Each steering committee recommends career competencies for particular occupational pathways within priority sectors | By June 30, 2018 |
| School districts submit information and certifications to ISBE and ICCB to offer endorsement programs for 2020 HS graduates | By June 30, 2019 |

Launch a Pilot For Competency-based High School Graduation Requirements

HB 5729 establishes a pilot program for voluntary school district participation to move Illinois from “seat-time” based high school graduation requirements to competency-based high school graduation requirements. A high school diploma should be provided based on what a student knows and is able to do – not the amount of time that the student sits in a class. Pilot districts will need to establish a plan for replacing existing high school graduation requirements with standards aligned competencies. In addition, districts will be encouraged to develop coursework that integrates academic standards with career coursework, leading to the development of rigorous and relevant courses. Districts must engage with teachers throughout the application development and implementation process. HB 5729 limits the pilot to 12 school districts/year in the first two years of implementation, and 15 school districts/year after that.

| Key Implementation Milestones | |
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| State Superintendent publishes application for initial pilot cohort | By June 30, 2017 |
| School districts selected for initial pilot cohort | By April 1, 2018 |
| School districts submit full implementation plan; commence implementation activities in 2018-2019 school year | By October 1, 2018 |
| State Superintendent can establish a new cohort | 2019 – 2020 and subsequent school years |
| State Superintendent evaluates the pilot and makes recommendations to State Board and General Assembly for elimination, modification, or expansion of program | 2021-22 school year |

Illinois PaCE: Postsecondary and Career Expectations

Each student should have an individualized learning plan to help them make career and college decisions, plan a course of study, and make financial aid assessments with family members.

By the end of 12th grade

By the end of 11th grade

By the end of 10th grade

By the end of 9th grade

By the end of 8th grade

A student should be supported to:

- complete a career cluster survey
- attend a career exploration day
- complete a unit on education planning
- be exposed to a finance literacy unit in a course or workshop

A student should know:

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

A student should be supported to:

- revisit career cluster survey and take a career interest survey
- complete an orientation to career clusters
- attend a postsecondary (PS) options workshop
- meet with a counselor to discuss coursework and postsecondary/career plans
- begin determining eligibility for AP courses
- outline a plan for community service/extracurricular activities related to PS plans
- complete a financial aid assessment with a family member

A student should know:

- one or two career clusters for further exploration and development
- the relationship between HS coursework, attendance, and grades to PS plans
- importance of community service and extracurricular activities to PS and career plans
- general cost ranges of various PS options

A student should be supported to:

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

A student should know:

- educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP
 - different types of PS credentials and institutions
- general timing of college entrance exams and apps
- benefit of early college credit opportunities to PS access and completion

A student should be supported to:

- revisit the career survey
- participate in a mock job interview
- create a resume and personal statement
 - identify an internship opportunity related to CP
- determine readiness for college-level coursework in Math/ELA and enrolled in either "catch up" or "speed up" course
- complete or enroll in at least one early college credit opportunity
 - attend a college fair
- visit at least 3 PS institutions
- take at least one college entrance exam

A student should know:

- app deadlines, test timing, cost, and prep for industry-based certification for CP
- career attributes related to career interests
- entrance requirements, including app deadlines, for expected PS program of study
 - 3-5 match schools, one safety, and one reach school for PS program of study
 - negative impact of remediation on PS goals
- financial aid deadlines for chosen PS options

By 12/31 of 12th grade

A student should have:

- completed 3 or more admission applications to PS institutions
- met with a school counselor to ensure all steps in the PS admission process are completed on time
- attended a FAFSA completion workshop
 - completed the FAFSA

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

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

A student should know:

- how CP courses and experiences articulate to degree programs at PS options
- estimated cost of each PS option
- affordability of PS options in relation to expected entry-level career salary and anticipated debt
- terms and conditions of any scholarship or loan

