



**Illinois Postsecondary and Workforce Readiness (PWR)
Working Group
Steering Committee Meeting**

June 27, 2012



Agenda

- **9:00** Welcome & Introductions
- **9:15** Elements discussion
 - Review of previous meeting & survey feedback
 - Discussion & voting
- **9:45** Benchmarks discussion
- **11:15** Next steps
 - Scheduling
 - Subcommittees
- **11:30** Adjourn



Working Group mission

The mission of the P-20 Postsecondary and Workforce Readiness Working Group is to increase students' opportunities for success in college and careers by developing indicators and recommending policies to support and align transitions across the P-20 spectrum and with other stakeholders.



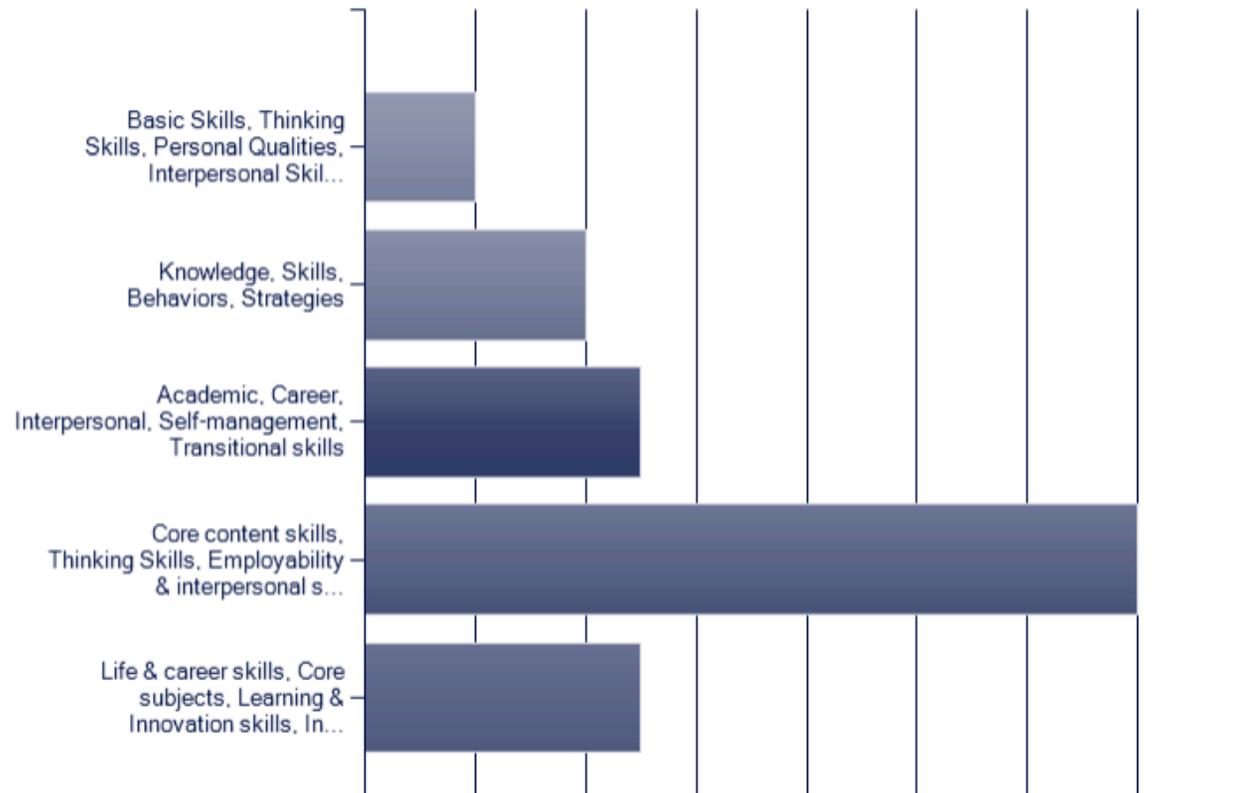
Objectives

- **Finalize initial working model for College and Career Readiness**
- Review and discuss benchmarks
- Review process for developing benchmarks using student transition points



Elements Survey results

1. Which of these groupings of "buckets" do you think best represents the full spectrum of college and career readiness elements?





Elements Survey results

3. Which arrangement of “buckets” do you prefer?

B

- Knowledge
 - Basic academics tied to CCSS
 - Understanding of postsecondary system & how to access
 - How to transition to workplace
- Skills
 - Critical thinking
 - Communication
 - Collaboration
 - Creativity
 - Tech
- Behaviors
 - Interpersonal behavior
 - Ownership of learning
 - Learning techniques
 - Comfort with technology
- Strategies
 - Research & scientific method
 - Commitment to precision & accuracy
 - Facility w data interpretation & manipulation
 - Formulating & stating problems

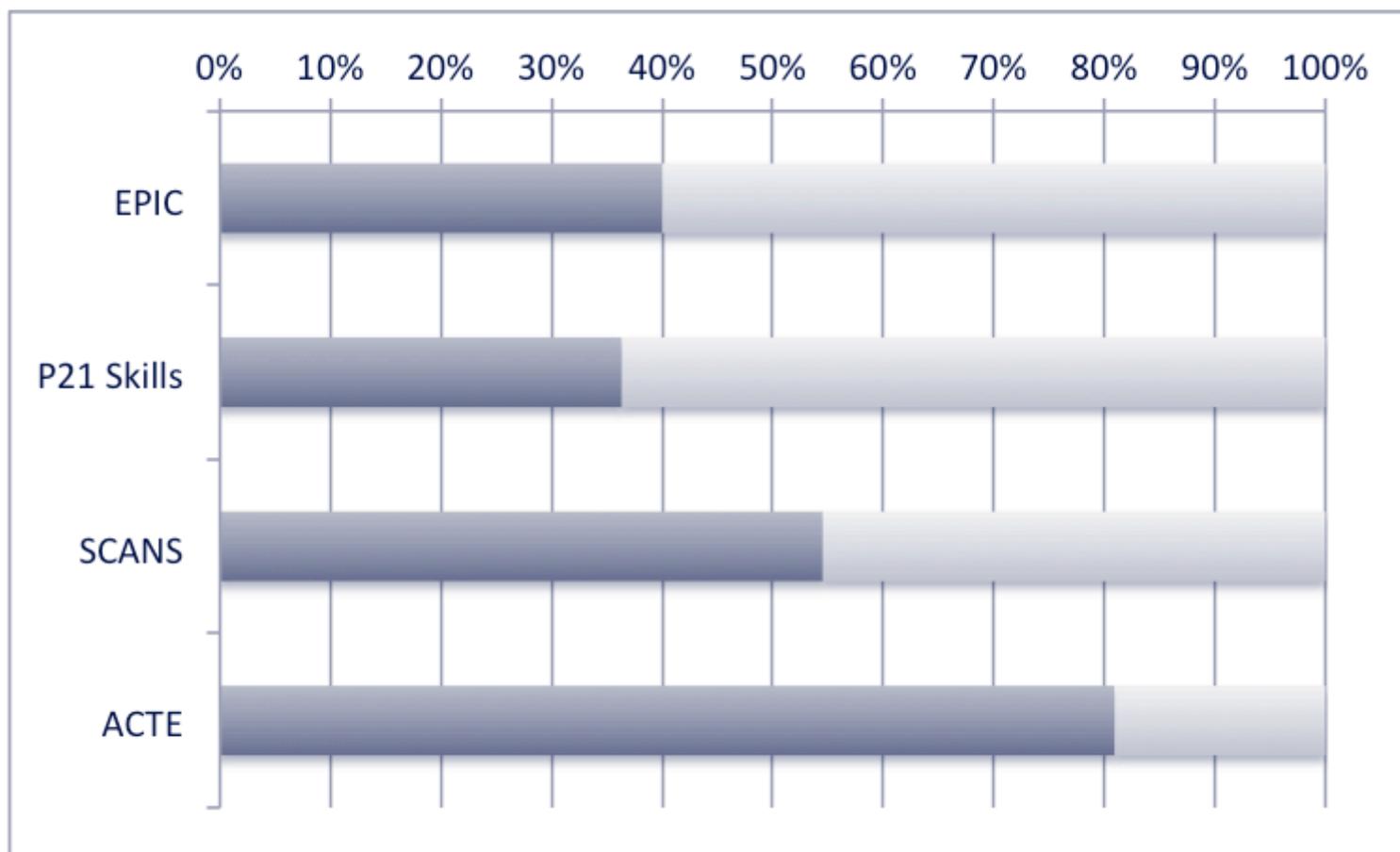
C

- Core content (career & academic) skills
- Thinking skills
- Employability & interpersonal skills
- College & career knowledge & navigation

D

- Academic
 - Content knowledge
 - Critical and applied thinking
- Career
 - Technical knowledge
 - Employability skills
- Interpersonal
 - Communication
 - Collaboration
 - Civics
 - Cultural competency
- Self-management
 - (some of those academic and employability behaviors)
- Transitional skills
 - (transitional skills and strategies across the P-20 spectrum, from kindergarten to career)

4. Which, if any, of the existing structures would you agree could be adopted wholesale?





Proposed working model

Core content skills

- Core academics tied to the Illinois Learning Standards
- Technical knowledge & skills specific to career pathways *and/or*
- Technical knowledge & skills specific to in-depth academic pursuits
- Civics
- Communication

Thinking skills

- Critical and applied thinking
- Learning techniques
- Research & scientific method
- Formulating & stating problems
- Data analysis & interpretation

Employability & interpersonal skills

- Collaboration
- Ownership of learning & results
- Self-management
- Cultural competency
- Comfort with technology
- Civic awareness & engagement

College & career knowledge & navigation

- Understanding of postsecondary system & how to access
- How to transition to workplace
- Financial literacy and its application to college & career navigation



Objectives

- Finalize initial working model for College and Career Readiness
- **Review and discuss benchmarks**
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Benchmarks

1. Define benchmarks
2. Transition Points
3. Implementation



What is a benchmark?

Benchmarks are generally “specifications [of facts or processes] that can be compared as a basis for identifying...effectiveness, efficiency or transparency.”

Benchmarks are:

- Quantifiable
- Milestones



Benchmark Types

- Who
 - Individual Benchmarks: What benchmarks must a student meet that signal college and career readiness?
 - Organizational Benchmarks: How many students are meeting these benchmarks?
- When
 - Middle School/Base High School
 - High School/College Entry
 - School/Career Entry



Example: The ACT benchmarks

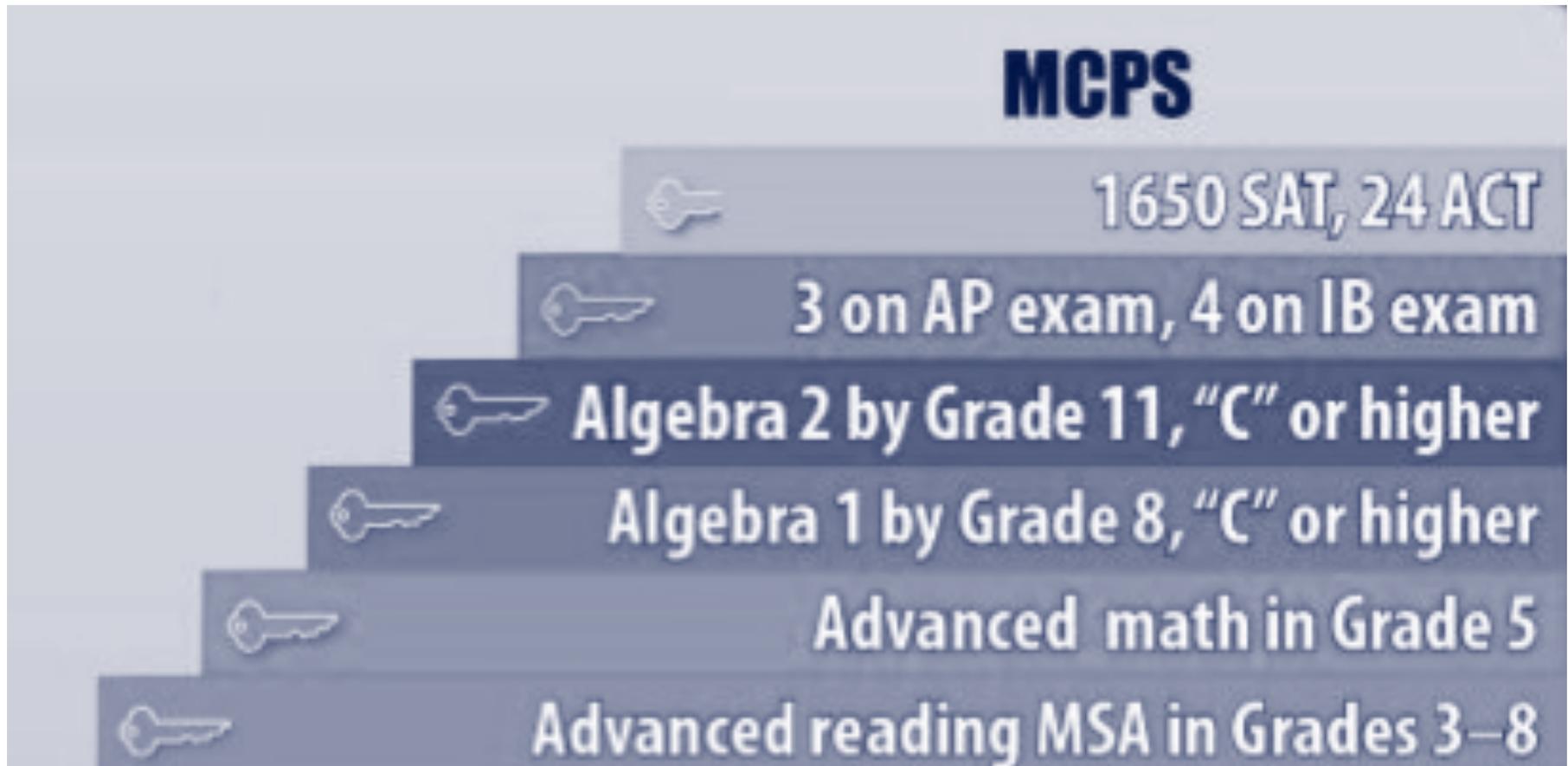
Through collaborative research with postsecondary institutions nationwide, ACT has established the following college readiness benchmarks*:

ACT Readiness Benchmarks for Entry-Level College Courses						
College Courses	EXPLORE (8th/9th) College Readiness Benchmarks		PLAN (10th) College Readiness Benchmarks		ACT Assessment (11th/12th) College Readiness Benchmarks	
English Composition	EXPLORE English	13	PLAN English	15	ACT English	18
Algebra	EXPLORE Math	17	PLAN Math	19	ACT Math	22
Social Studies	EXPLORE Reading	15	PLAN Reading	17	ACT Reading	21
Biology	EXPLORE Science	20	PLAN Science	21	ACT Science	24

* Minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or a 75% chance of obtaining a C or higher in the corresponding first-year credit-bearing college course.



Example: Montgomery County Public Schools' "7 Keys"





Example: Minnesota’s Road Map to College and Career Readiness

Subject	What does “ready” mean?	Examples of College Ready	Examples of Career Ready	Examples of Pathways to Readiness
<p>successful in virtually any career.</p>		<p>Develop self awareness through – understanding one’s strengths and weaknesses Seek and accept critical feedback</p>	<p>Information- acquire and evaluate data, organize and maintain files, use computers to access information Personal qualities- individual responsibility, self esteem, sociability, self management and integrity</p>	<p>Technical Clubs- HOSA, BPA, Skills USA AVID Admission Possible</p>
<p>College and Career Knowledge Being ready for college requires more than having the skills and knowledge needed to complete college courses and be successful in a career. You’ll also need “college knowledge” that will help you choose the college and program/major that are right for you as well as how much it will cost you to attend college and how to find any financial aid you may need.</p> <p>Career knowledge includes learning about an array of careers, especially as they relate to your strengths and interests. Knowledge about careers of potential interest also help you identify which courses you need to take in high school in order to “keep your options open” after graduation.</p>	<p>College Knowledge competencies include:</p> <ul style="list-style-type: none"> • Recognize the return of investment of a college education • Understand how a college system operates • Identify the norms of a college culture • Understand the range of college options and the steps and general timetable for admission to each • Know how to finance a college education <p>Career Knowledge</p> <ul style="list-style-type: none"> • Understand current labor market trends in the industry • Knowledge about high wage, high demand careers • Knowledge of educational requirements of the career • Recognize the career pathway option and stop in and stop out points 	<p>College Knowledge-</p> <ul style="list-style-type: none"> • range of options and degrees • career pathway information • financial aid, scholarships, grants, work study, 529 accounts • Labor market trends regionally, statewide and nationally • Understanding educational requirements for desired position • Identifying type of institution granting credentials for career field • Curriculum sequence for the degree • Extern and internship opportunities • Modern technology 	<p>Career Knowledge-</p> <ul style="list-style-type: none"> • Labor market trends regionally, statewide and nationally • Understanding educational requirements for desired position • Identifying type of institution granting credentials for career field • Range of stop in and stop out opportunities in the career pathway • Networking • Social Networking • Interviewing • Job Shadowing • Professional Business Etiquette and Dress • Modern technology 	<p>Job shadowing Mock Interviewing 5 year plan/My Life Plan/GPS Lifeplan Internships Clinicals Efolio Portfolio Work experience or co-op College visits Worksite visits PSEO/concurrent enrollment Bridge programs Jobs for Americas Graduates Upward Bound Talent Search</p>

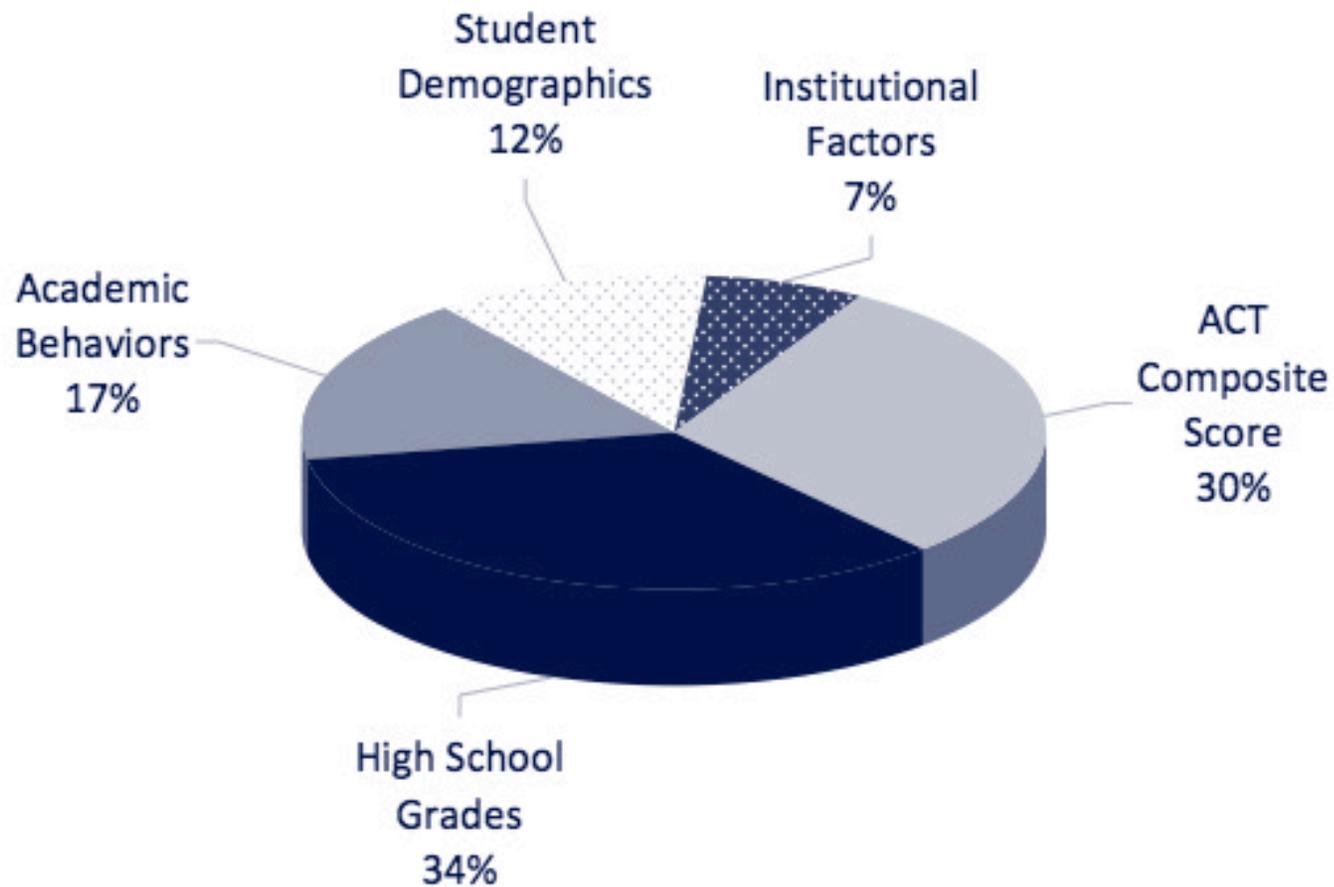
Table 2. Illinois' Multiple Measures Index: Elementary Schools (Grades 3–8)

Multiple Measure Category	Multiple Measure Index Name	Multiple Measure Index Definition	Multiple Measure Index Target
Achievement	College and Career Readiness	Percentage meeting and exceeding standards on ISAT (Grades 3–8), IAA (Grades 3–8), and EXPLORE ^a (Grade 8) in mathematics, reading, and science	Reduce by one half the percentage not proficient within 6 years
	College and Career Mastery	Percentage exceeding standards on ISAT (Grades 3–8), IAA (Grades 3–8), and EXPLORE ^a (Grade 8) in mathematics, reading, and science	Reduce by one half the percentage not exceeding (yet proficient) within 6 years
	Achievement Gap Reduction	Percentage achievement gap reduction on ISAT (Grades 3–8), IAA (Grades 3–8), and EXPLORE ^a (8) in math, reading, and science	Reduce by ½ one half the % achievement gap within 6 years
Progress	Growth in Content Proficiency	Growth on ISAT/EXPLORE (Grades 4–8) and IAA (Grades 4–8) in mathematics and reading	Reduce by one half the percentage not attaining expected growth within 6 years
	Progress in English Proficiency	Percentage making progress (.5 increase or max score of 6.0) on ACCESS	57.4% in 2012; increases by 3% each year
Context (Bonus)	Climate Survey	School rating of an “excellent” climate for learning ^a	Reduce by one half the percentage of schools not excellent within 6 years

Example: Benchmarks

		An Elementary School performance	Schools with similar students <i>Performance range of schools like yours</i>	Illinois average	An Elementary School performance 2007-2011									
					07	08	09	10	11					
OUTCOMES: WHAT ARE STUDENTS ACHIEVING?														
Readiness & Success	3rd graders <u>exceeding</u> IL state standards on exams	R 10% M 5%	R 13% to 22% M 18% to 30%	R 14% M 18%	2	10	5	7	10	10	8	10	5	
	3rd graders meeting IL state standards on exams	R 45% M 90%	R 35% to 42% M 72% to 85%	R 40% M 48%	38	65	45	85	45	90	40	65	45	90
	5th graders <u>exceeding</u> IL state standards on exams	R 10% M 15%	R 13% to 22% M 18% to 30%	R 15% M 22%	2	10	5	7	10	10	10	8	10	15
	5th graders meeting IL state standards on exams	R 44% M 85%	R 35% to 42% M 72% to 85%	R 40% M 68%	38	65	45	85	45	90	40	65	44	85
PROGRESS: ARE STUDENTS MAKING SUFFICIENT PROGRESS?														
On track	Students entering Kindergarten ready to learn <i>Helps identify whether children entering Kindergarten are developmentally prepared to succeed in school</i>	To be included when data are available												
Performance	All students <u>exceeding</u> IL state standards on exams	R 10% M 5%	R 10% to 17% M 5% to 6%	R 15% M 5%	38	65	45	85	45	90	40	65	45	90
	All students meeting IL state standards on exams	R 45% M 90%	R 38% to 56% M 74% to 89%	R 45% M 70%	2	10	5	7	10	10	10	8	10	5
Growth	Students achieving expected growth <i>Will measure how much students progress in learning each year</i>	80%	75% to 85%	70%						80				

Predictors of college GPA





Discussion: PARCC & Benchmarks

- Partnership for Assessment of Readiness for College and Careers (PARCC)
- Caveats and Concerns with PARCC Benchmarks
 - Need to integrate into policy
 - Only measure academic readiness
 - However they evaluate argumentative and quantitative reasoning
 - Need to consider integration with subject and technical career content
 - Demonstrate integration with elements: core content, thinking, and employability/interpersonal



Excerpt Race to the Top – District

Learning: An approach to learning that engages and empowers all learners, in particular high needs students, in an age appropriate manner, through the use of high-quality content aligned with college- and career-ready standards (as defined in this document), frequently updated data about individual student progress, and intervention support options.

a) With the support of parents, teachers, and other educational support specialists and personnel, students:

- i. Understand the relevance of what they are learning to their lives and goals;
- ii. Define learning and development goals linked to college- and career-ready standards (as defined in this document), understand how to structure their learning to achieve them, and measure progress towards those goals;
- iii. Identify and access multiple ways of learning, such as self-driven, peer-driven, instructor-driven, and collaborative ways;
- iv. Are able to be involved in learning experiences in areas of personal interest; and
- v. Develop skills such as goal-setting, teamwork, critical thinking, communication, creativity, and problem-solving, in addition to mastery of critical content.

b) With the support of parents, teachers, and other educational support specialists and personnel, students are provided the strategies and tools to advance, track, and manage their learning, including:

- i. A variety of high-quality instructional approaches and environments matching learning and development goals with individual student performance, optimal learning approaches (e.g., discussion, project-based learning, videos, audio, manipulative), and interests;
- ii. High-quality content, including digital learning content (as defined in this document) as appropriate, aligned with college- and career- ready standards (as defined in this document);
- iii. Use of a personalized learning plan (as defined in this document) that includes the provision of ongoing and regular feedback
- iv. Accommodations and evidence-based strategies for high-needs students (as defined in this document) to ensure they are on-track toward meeting college- and career ready graduation requirements (as defined in this document).



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Developing Benchmarks using Student Transition Points

- Develop benchmarks across the student experience
- As with Common Core – start with end in mind
- Key considerations:
 - Leverage the Common Core in the definition
 - Examine elements of college and career readiness we've defined
 - Examine interventions for students who are behind (i.e. remediation in community college)
 - Examine non-competency based barriers to completion (i.e. affordability)
 - Consider tiered readiness measures with multiple pathways



Transition Points

Following are transition points and example questions to examine and consider as we develop benchmarks:

1. Middle School and High School Placement
 - How do we differentiate based on ability without tracking?
2. High School Pathway Selection
 - How do we ensure cohesive student programs of study?
3. High School Graduation
 - What knowledge should a student have at graduation?
4. Higher Ed Entrance/Higher Ed Program Entrance
 - How to differentiate developmental courses (i.e. remedial course taking) vs. program entry?
5. School to Career
 - What is a career?



Going Forward

- What other activities should we engage in?
- What other resources can we bring to the table?



Middle and High School Placement

- Activities
 - Investigate: When students are not academically or socially ready for a transition, what interventions or resources are available to support them?
 - Review: How are students currently placed in middle and high schools in Illinois? How are they tracked?
 - Investigate: How do other states place students in high school? How are they tracked?
- Resources
 - Career planning documents for other states



High School Pathway Selection

- Activities
 - Review: What pathways are currently available in Illinois high schools? What guidance is available to them in selecting their paths?
 - Investigate: What pathways are offered in other states? What pathways are offered internationally?
- Resources
 - Indiana example
 - Linked Learning example
 - High school pathways presentation by best practice district



High School Graduation

- Activities
 - Review: What must a student do receive a high school diploma in Illinois?
 - Investigate: What do other states require? What is required in other countries?
 - Analyze & Discuss: Credits vs. Competency
- Resources
 - Maryland example – End of course exams, Portfolio work
 - Texas example – End of course exams
 - Maine Example



Higher Ed and Program Entrance

- Activities
 - Review: What is required to gain entrance to community colleges and state universities in Illinois?
 - Review: What is required to gain entrance to specific college programs in Illinois? How do students select their program pathway and what supports are available along the way?
 - Investigate: What skills/content knowledge must students have to succeed once they are enrolled?
- Resources
 - Reach out to Illinois community colleges



- Activities
 - Review: What do employers want?
 - Review: How can students demonstrate mastery of the skills employers are looking for?
 - Investigate: What skills/content knowledge must students have to succeed once they are employed?
- Resources
 - Are They Really Ready To Work?
 - Reach out to Illinois employers



Working Groups

- Working groups will facilitate the research and analysis that will inform recommendations.
- Groups will conduct research, organized by specific transition points
- Discussion will include elements of college and career readiness
- Looking for staffing support



Next steps

- Scheduling next meeting(s)

Top dates in the Doodle poll:

- Tuesday, July 31, 2012 & Aug 28 & Sept 25

Close runner-up:

- Thursday, August 9 & Sept 6 & Oct 4

- Next steps summary