Understanding the *Postsecondary and Workforce Readiness Act* and Updates on its Implementation

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PWR Act

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

- **Four components:**

  1. Postsecondary and Career Expectations (PaCE)
  2. Pilot of Competency-based High School Graduation Requirements
  3. Scaling of 12th Grade Transitional Courses
  4. College & Career Pathway Endorsements on High School Diplomas
PWR Act Background

P-20 Council PWR Steering Committee
- Met from 5/2012 to 7/2013
- Joint committee of College & Career Readiness and Data, Assessment, and Accountability
- Developed college & career readiness framework and key success factors

HB 3196
- Filed 2/15
- Resulted from over one year of meetings with agency leadership in context of PWR key success factors

HR 477
- Identified 5 aspects of PWR policy agenda where there was greater consensus for moving forward
- Adopted by House on 5/30/15
- 4 advisory committees with over 120 stakeholders each met 3 times; delivered recommendations on 2/1/16
Model Postsecondary and Career Expectations

- By end of 8th grade
  - ISBE, ICCB, IBHE, ISAC
  - 7/1/2017
- By end of 9th grade
- By end of 10th grade
- By end of 11th grade
- By end of 12th grade

- **Activities** to complete
- Related **knowledge** students should possess
  - *Supported by school districts, parents, community*
Illinois PaCE: Postsecondary and Career Expectations

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

By the end of 8th grade
A student should be supported to:
- complete a career cluster survey
- attend a career exploration day
- complete a unit on education planning
- be exposed to a 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

By the end of 9th grade
A student should be supported to:
- revisit career cluster survey and take a career interest survey
- complete an orientation to career clusters
- attend a postsecondary (PS) options workshop
- meet with a counselor to discuss coursework and postsecondary/career plans
- begin determining eligibility for AP courses
- outline a plan for community service/extracurricular activities related to PS plans
- 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

By the end of 10th grade
A student should be supported to:
- visit at least one workplace aligned to career interests
- complete an orientation course to a particular career cluster or cluster grouping
- select a career pathway (CP) within a career cluster of interest
- begin determining eligibility for AP courses
- identify 2-3 adults to support him/her through the college and career selection process
- attend a college affordability workshop with adult family member

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

By the end of 11th grade
A student should be supported to:
- revisit the career survey
- participate in a mock job interview
- create a resume and personal statement
- identify an internship opportunity related to CP
- determine readiness for college-level coursework in Math/ELA and enrolled in either "catch up" or "speed up" course
- complete or enroll in at least one early college credit opportunity
- attend a college fair
- 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(s) related to CP
- complete one or more team-based challenges or projects related to CP
- attend a financial aid award letter workshop

By the end of 12th grade
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

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 related to CP
- attend a financial aid award letter workshop

A student should know:
- how CP courses and experiences articulate to degree programs at PS options
- estimated cost of each PS option
- affordability of PS options in relation to expected entry-level career salary and anticipated debt
- terms and conditions of any scholarship or loan
Opportunities for Leading Communities

HBR Career Readiness Plan

Hinckley-Big Rock CUSD #429 defines career ready graduates as having the skills and motivation to pursue a self-directed goal, adapt to challenges along the way, and know the options to obtain their post-secondary career. It is our goal that all graduating seniors will have a defined plan and be career ready when they complete high school. This list of benchmark expectations will act as a guide for HBR staff, students, and parents as we plan and prepare for our students to be ready to go.

- skills and motivation to pursue a self-directed goal
- adapt to challenges along the way
- know the options to obtain their PS career

**By the end of 5th grade**

A student should be supported to:
- identify and set personal and academic goals
- consistently apply the SEL (Grit/Growth/Grit Salting) in daily practices
- gather information regarding training and education for jobs in field of choice
- create an inventory of interests and possible careers

A student should know:
- the jobs and/or careers their parents hold
- the learning behaviors consistent with successful students

**By the end of 8th grade**

A student should be supported to:
- complete a career cluster survey
- engage in annual career day
- take part in a financial literacy exercise
- attend a day with parent/guardian at work

A student should know:
- the concept of career clusters for further exploration
- possible career clusters they are currently interested in
- the relationship between the skills acquired in community service and extracurricular activities and postsecondary career goals

**By the end of 9th grade**

A student should be supported to:
- revisit/update the career interest inventory
- complete orientation to career clusters
- attend a PS options workshop
- complete 4 year plan with counselor
- outline a plan for school and community engagement aligned with PS goals

A student should know:
- at least one career cluster for further exploration
- the relationship between coursework, school and community engagement, and outcomes to PS goals
- general cost ranges of various PS options

**By the end of 10th grade**

A student should be supported to:
- complete orientation to a chosen CP
- chose a CP related to a career cluster
- identify 2-3 adults to support him/her through the PS planning/selection process
- attend a PS financial workshop with an adult family member

A student should know:
- educational requirements, cost, entry level, and median salary for chosen CP
- different types of PS credentials and institutions
- general timing of exams and applications aligned with chosen CP
- benefit of early college credit related to PS goals
Outreach Status

- On PaCE to Thrive Guide and webinar
- Professional Development modules coming soon!
- Several examples of community adaptations, employer resources, and crosswalk to social science and SEL standards on [www.pwract.org](http://www.pwract.org)
Why?

- Recognize and incentivize student attainment of knowledge and demonstrations of skills important for both success in both postsecondary and employment
- Encourage career exploration and development to improve decision-making
- Promote greater consistency of college and career pathway program structures
- Institutionalize college and career pathways as a key strategy for postsecondary and career success
## HB 5729 College & Career Pathway Endorsement Example: Manufacturing

<table>
<thead>
<tr>
<th></th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>11th or 12th</th>
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<tbody>
<tr>
<td>Individualized Plan</td>
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<tr>
<td></td>
<td>Individualized plan for college, career, and financial aid; resume; personal statement</td>
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<tr>
<td>Career-focused</td>
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<td>instructional sequence</td>
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<td>equivalent competencies)</td>
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<td></td>
<td>Manufacturing Orientation and Safety (OSHA 10-based competencies with industry focus)</td>
<td>Quality Practices and Measurement* (MSSC, NIMS, AWS)</td>
<td>Mfg. Processes &amp; Production (MSSC, NIMS, AWS)*</td>
<td>Advanced topics* in:</td>
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<tr>
<td>Professional</td>
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<tr>
<td>Learning</td>
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<td>60 cumulative hours of</td>
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<td>paid or for-credit</td>
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<td>supervised career</td>
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<td>with a professional</td>
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<td>skills assessment</td>
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<td>At least 2 team-based</td>
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<td>Competencies</td>
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<td>Ready for non-remedial</td>
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<td>coursework in reading</td>
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<td>and math by high</td>
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<td>school graduation</td>
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<td>through criteria defined by district and local community college</td>
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</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>High School Graduates Can Obtain College and Career Pathways Endorsements in the Following Sectors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFNR (Agriculture, Food, and Natural Resources)</td>
</tr>
<tr>
<td>Arts and Communication</td>
</tr>
<tr>
<td>Finance and Business Services</td>
</tr>
<tr>
<td>Human and Public Services</td>
</tr>
</tbody>
</table>

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

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

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

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

• **Kankakee & Proviso East**: Implementing competency-based education in the context of **wall-to-wall career academies**.
Why do I have to learn all this stupid MATH STUFF?

Because you'll need it for college.
Remediation Rates in Community College

<table>
<thead>
<tr>
<th>% Post-Secondary Remediation</th>
<th>Overall</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>49</td>
<td>17</td>
<td>41</td>
<td>22</td>
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</tbody>
</table>

**Class of 2014**

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

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

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

3. Results in developmental education **only 10-11% make it through a credit bearing course eventually**
A problem with the system?

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

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

<table>
<thead>
<tr>
<th>Student Ability</th>
<th>Placement According to Exam</th>
</tr>
</thead>
</table>
| Developmental   | ![Developmental Checkmark](checkmark):
| College Level   | ![College Level Checkmark](checkmark): Over-placed (English - 5%) (Math - 6%)
|                 | ![College Level Checkmark](checkmark): Under-placed (English - 29%) (Math - 18%) |
Predictors of Success: SUNY College B

ENGLISH

<table>
<thead>
<tr>
<th>Model</th>
<th>% Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA only</td>
<td>3.8%</td>
</tr>
<tr>
<td>Test only</td>
<td>1.0%</td>
</tr>
<tr>
<td>GPA + test</td>
<td>4.8%</td>
</tr>
<tr>
<td>Full model</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

MATH

<table>
<thead>
<tr>
<th>Model</th>
<th>% Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA only</td>
<td>9.9%</td>
</tr>
<tr>
<td>Test only</td>
<td>2.7%</td>
</tr>
<tr>
<td>GPA + test</td>
<td>12.0%</td>
</tr>
<tr>
<td>Full model</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

Dr. Elisabeth Barnett, Community College Research Center
A problem with the system?

2. Content needed is focused on **succeeding in college algebra**
   
   *few kids need unless they are going into a STEM field*
Reaffirming the role of Algebraic-Intensive Courses

Mathematical Association of America, 2004 CUPM Curriculum Guide

“Unfortunately, there is often a serious mismatch between the original rationale for a college algebra requirement and the actual needs of students who take the course.”

AMATYC Position Statement on the Appropriate Use of Intermediate Algebra a Prerequisite

“Prerequisite courses other than intermediate algebra can prepare students for courses of study not leading to calculus.”
Need for College Algebra: Who takes Calculus?

2-YEAR COLLEGE STUDENT ENROLLMENT INTO PROGRAMS OF STUDY

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

4-YEAR COLLEGE STUDENT ENROLLMENT INTO PROGRAMS OF STUDY

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

Source: Burdman, 2015; Chen & Soldner, 2013
Where did those students go?

**College Algebra became the default gateway course.**


<table>
<thead>
<tr>
<th>Course</th>
<th>2000</th>
<th>2005</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra</td>
<td>173,000</td>
<td>206,000</td>
<td>19%</td>
</tr>
<tr>
<td>Statistics</td>
<td>71,000</td>
<td>111,000</td>
<td>56%</td>
</tr>
<tr>
<td>Math for Liberal Arts</td>
<td>43,000</td>
<td>59,000</td>
<td>37%</td>
</tr>
<tr>
<td>Calculus I</td>
<td>53,000</td>
<td>51,000</td>
<td>-4%</td>
</tr>
</tbody>
</table>

Source: College Board of Mathematical Sciences 2005 Survey.
Small set of pathways aligned to meta-majors
A problem with the system?

3. Results in developmental education
   only 10-11% make it through a credit bearing course eventually
Concerns about long developmental sequences

Student Progression Through the Developmental Math Sequence\textsuperscript{21}

\begin{itemize}
\item 100\% (63,650)
\item 26\% Did Not Enroll in Next Course
\item 15\% Level 3+ Course
\item 7\% Level 2 Course
\item 4\% Level 1 Course
\item 11\% Passed Gatekeeper Math
\item 22\% Did Not Pass/Complete Course
\item 9\%
\item 4\%
\item 4\%
\end{itemize}

\textit{Bailey, Jeong \& Cho, 2010}
Why?

Students Entering Remedial Courses

- 52% Two-Year Colleges
- 20% Four-Year Colleges

Students Completing Remediation and Associated College-Level Courses Within Two Years of Entry

- 22% Two-Year Colleges
- 37% Four-Year Colleges

Northern Illinois P20 Network Data

In the 11 community colleges within the P-20 Network
• 23% of students who were determined to be one level below “ready” end up completing developmental ed and successfully earn math credit
• 11% of students determined to be two levels below subsequently earn math credit.

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

Transitional Math in Illinois
Developmental math (DM) pathways

Courses other than beginning and intermediate algebra that accelerate developmental math*

- Use updated content based on contextualized learning and problem solving
- Look forward to college-level courses
- Develop critical thinking, literacy, college readiness, and 21st century skills
- Differentiate content based on STEM vs. non-STEM

**NOTE:** Developmental math refers to courses that remediate high school deficiencies such as prealgebra, beginning algebra (Algebra 1), intermediate algebra (Algebra 2), and geometry
Traditional Algebra vs. DM Pathways Approach
DM Pathways Augment Traditional Sequence

- Prealgebra
- Beginning Algebra
- Intermediate Algebra
- DM Pathways Course
- STEM & non-STEM College Level Math
- Non-STEM College Level Math (Statistics, Liberal Arts Math)
Illinois DM Pathways Option: PMGE

*Preparatory Mathematics for General Education*

- 3-4 semester hours
- Non-STEM intermediate algebra
- Develops conceptual understanding and problem solving abilities
- Satisfies the Common Core Standards for Mathematical Practice
- Flexible implementation
  - One approach: Integrated model of Beg. Alg. + PMGE called *Math Literacy*
Transitional math courses

Where we are

• Some IL high schools have been offering 4th-year courses for seniors not taking dual credit or AP courses to reduce college remediation

• Natural evolution of DM redesigns & pathways pilots

• Bridging the Gap (BTG) grant funds some existing transitions initiatives

• Doing so with local partnerships
  – Example: Rockford 205 & Rock Valley College Math Literacy pilot

Issues

• Not at scale
• No consistent requirements
• No portability
Postsecondary Workforce Readiness Act

1. Postsecondary and Career Expectations (PaCE)
2. Pilot of Competency-based High School Graduation Requirements
3. College and Career Pathway Endorsements on High School Diplomas
4. **Transitional Math Courses**
   - Provides urgency and portability
PWR Act Transitional Math Courses

Comprised of 3 pathways related to career pathways:
STEM, Technical Math, and QL/Statistics

• High school courses designed to provide guaranteed placement at IL colleges and universities

• **Reduce remediation** needed when students go to college

• Take existing 4th-year course pilots to portability beyond local colleges when they meet statewide criteria

• Designed for seniors to give them a different experience their last year (from first 3 years or DM)

• Integrate contextualized learning, problem solving, and **college and career readiness**

• Align with the Common Core and the New Illinois Learning Standards
Transitional Math: A Student’s Perspective

11th Grade Projected Readiness Determination:
Use statewide criteria
Based on each student’s postsecondary math pathway

Not Projected Ready:
Transitional math co-developed by school district and community college

Projected Ready:
Student decides whether to take math in 12th grade

Successful Completion of Transitional Math:
Placed in college-level math course in applicable math pathway

Unsuccessful Completion or No Math Senior Year:
Subject to general placement processes

Successful Completion of Rigorous Math in 12th Grade:
Placed in college-level math course in applicable math pathway

Successful Completion of
Transitional Math:

Unsuccessful Completion
or No Math Senior Year:

Successful Completion of
Rigorous Math in 12th Grade:

Not Projected Ready:

Projected Ready:

Successful Completion of Transitional Math:

Unsuccessful Completion or No Math Senior Year:

Successful Completion of Rigorous Math in 12th Grade:

Not Projected Ready:

Projected Ready:

Successful Completion of Transitional Math:

Unsuccessful Completion or No Math Senior Year:

Successful Completion of Rigorous Math in 12th Grade:

Not Projected Ready:

Projected Ready:

Successful Completion of Transitional Math:

Unsuccessful Completion or No Math Senior Year:

Successful Completion of Rigorous Math in 12th Grade:

Successful Completion of
Transitional Math:

Unsuccessful Completion
or No Math Senior Year:

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Rigorous Math in 12th Grade:

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or No Math Senior Year:

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or No Math Senior Year:

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Successful Completion of
Transitional Math:

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or No Math Senior Year:

Successful Completion of
Rigorous Math in 12th Grade:

Successful Completion of
Transitional Math:

Unsuccessful Completion
or No Math Senior Year:

Successful Completion of
Rigorous Math in 12th Grade:
Postsecondary Math Pathways

**STEM**
Career goals that require application of calculus or advanced algebraic skills

**Technical**
Career goals in technical fields that do not require application of calc, advanced algebraic, or advanced stats skills

**Quantitative Literacy/Stats**
Career goals outside of STEM or Technical – focus on general stats, data analysis, quant. literacy, problem solving
Transitional Math Pathways into Credit-Bearing Postsecondary Courses - Draft

High School

- Transitional STEM Math
- Transitional Technical Math
- Transitional Quantitative Literacy/Statistics

Post-secondary

- College Algebra
- Guaranteed placement
- Guaranteed placement if student changes pathway
- Guaranteed placement

Credit-Bearing Technical Math in CTE Program

- Guaranteed placement

Credit-Bearing General Ed Math
- Gen Ed Statistics
- General Math
- Quantitative Literacy
- Elementary Math Modeling

Guaranteed placement if student changes pathway
Transitions Courses & Policy Development

Includes administration, faculty, policy experts, and agency personnel at the K-12, community college, and university levels

- Statewide Panel
- STEM
- Technical Math
- QL/Statistics
Meeting since March, again in August to work on recommendations for entrance, exit, and portability
Transitions Courses & Policy Development

Meeting since March, again in August to work on recommendations for entrance, exit, and portability

Faculty who are creating competencies to define required objectives in the courses

Statewide Panel

STEM
Technical Math
QL/Statistics
Status of IL Transitions Courses

• Statewide panel and subcommittees working since March
  – Public commenting period to come

• Illinois 60 by 25 Network supporting pilot implementation in 5 community college districts

• ICCB has issued new round of funding for additional support
  – BTG funded 10 colleges in FY17; 7 doing transitions
  – BTG is funding 15 colleges in FY18; 12 doing transitions
Leading and Emerging Models

- **McHenry College and Career Readiness Alliance**: Reduced % of entering high school grads needing developmental courses in math from 57% to 26% over 4 years; uses MCC developmental course sequence; moving to multiple measures placement.

- **Triton College**: Currently offers transitional courses leading to 3 math pathways (STEM, Technical, and General (consistent with Quant. Lit./Stats.)); developing MAT 055 course that includes assessment of career competencies to assist students to select appropriate math pathway.

- **Kankakee**: Designing a modular transitional math framework supported through an adaptive learning system (ALEKs); students complete conceptualized problem sets and real-world projects aligned to their chosen professional/academic pathway in the Kankakee High School academies model.
Leading and Emerging Models (continued)

• Many additional schools with transitions course or creating them

Examples include:

- Blackhawk College
- College of DuPage
- College of Lake County
- Harper College
- Highland Community College
- Illinois Valley Community College
- Joliet Junior College
- Oakton Community College
- Prairie State College
- South Suburban College
- Southwestern Illinois College
- Waubonsee Community College
What’s next?

• Sample materials and syllabi for transitions courses
• Sample Memos of Understanding between HS and colleges
• Professional development
• Support for high schools and colleges as they implement and scale

NOTE: Schools should not wait to develop and pilot transitions courses.