Every Student on PaCE to Thrive

College Changes Everything Conference
July 2017

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Debbie Pixton, Assistant Director, P-20 Center, NIU
What are you hoping to learn?
What is the Northern Illinois Regional P-20 Network?

Collective impact group of 12 community colleges, 17 school districts and 15 state agencies and education organizations

- Increase the proportion of Illinois adults to 60% by 2025
- Smooth transitions across the educational continuum from birth to the workforce

http://niu.edu/p20network
Regional P-20 Network Structure

Northern Illinois Regional P-20 CEOs
Monitor and Direct Five Work Groups in All Sectors

- Birth-3rd Grade
- Alignment of Standards
- Student Support Services
- Articulation & Adult Learners
- Workforce Development

NIU P-20 Center acts as backbone organization
What we learned (a sample)

FAFSA Completion → 50% more likely to enroll in and attend a postsecondary institution (University of Chicago)

<table>
<thead>
<tr>
<th>Community College</th>
<th>Completed FAFSAs (% of seniors) FY 14</th>
<th>Completed FAFSAs (% of seniors) FY15</th>
<th>Completed FAFSAs (% of seniors) FY16</th>
<th>College Going Rate 12 Months after Graduation</th>
<th>College Going Rate 16 Months after Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of DuPage</td>
<td>58%</td>
<td>60%</td>
<td>68%</td>
<td>79%</td>
<td>81%</td>
</tr>
<tr>
<td>Harper College</td>
<td>60%</td>
<td>61%</td>
<td>68%</td>
<td>76%</td>
<td>79%</td>
</tr>
<tr>
<td>Sauk Valley Community College</td>
<td>69%</td>
<td>68%</td>
<td>59%</td>
<td>64%</td>
<td>68%</td>
</tr>
<tr>
<td>Waubonsee Community College</td>
<td>63%</td>
<td>60%</td>
<td>60%</td>
<td>71%</td>
<td>75%</td>
</tr>
<tr>
<td>Totals</td>
<td>64%</td>
<td>64%</td>
<td>64%</td>
<td>71%</td>
<td>74%</td>
</tr>
</tbody>
</table>
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

http://pwract.org
What does it mean to be college and career ready?

ISBE’s Proposed College and Career Ready Framework

College and Career Ready Distinction

• GPA: 2.8/4.0
• 95% Attendance in high school junior and senior year
• College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act OR all of the following
  • One Academic Indicator in each of ELA and Math during the Junior/Senior Year (or Algebra II at any time)
  • Identify a Career Area of Interest by the end of the Sophomore Year
  • Three Career Ready Indicators during the Junior/Senior Year

https://www.isbe.net/Documents/ESSAStatePlanforIllinois.pdf page 70-74
What does it mean to be college and career ready?

Distinguished Scholar Designation

• GPA: 3.75/4.0
• ACT: 30 or SAT: 1400
• At least one academic indicator in each ELA and Math
• Three career ready indicators during the Junior/Senior Year [Algebra II can be in any year, if they earn an A, B, or C]
• 95% Attendance junior and senior year
## What are those indicators?

### Academic Indicators

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA AP Exam (3+)</td>
<td>Math AP Exam (3+)</td>
</tr>
<tr>
<td>ELA Advanced Placement Course (A, B, or C)</td>
<td>Math Advanced Placement Course (A, B, or C)</td>
</tr>
<tr>
<td>IB ELA Course (A, B, or C)</td>
<td>IB Math Course (A, B, or C)</td>
</tr>
<tr>
<td>IB Exam 4+</td>
<td>IB Exam 4+</td>
</tr>
<tr>
<td>College Remedial English (A, B, or C)</td>
<td>College Remedial Math (A, B, or C)</td>
</tr>
<tr>
<td></td>
<td>Algebra II (A, B, or C)</td>
</tr>
<tr>
<td>Minimum ACT Subject Scores of English 18,</td>
<td>Minimum ACT Subject Score of Math 22, + Math Senior Year</td>
</tr>
<tr>
<td>Reading 22</td>
<td></td>
</tr>
<tr>
<td>Minimum SAT Subject Score of Evidenced-Based</td>
<td>Minimum SAT Subject Score of Math: 530, + Math Senior Year</td>
</tr>
<tr>
<td>Reading and Writing: 480</td>
<td></td>
</tr>
</tbody>
</table>

### Career Indicators

- Workplace Learning Experience
- Industry Credential
- Military Service (Including ROTC)
- Dual Credit Career Pathway Course (A or B grade)
- Completion of a Program of Study
- Attaining and maintaining consistent employment for a minimum of 12 months
- Consecutive summer employment
- 25 hours of community service
- Two or more organized co-curricular activities
Postsecondary completion is an equity issue

Since the 2008 recession, 99% of jobs recovered have gone to people with a postsecondary credential or degree (America’s Divided Recovery: College Haves and Have Nots, Georgetown)
Developed out of HB 5729, which became the Postsecondary and Workforce Readiness Act

Three Areas of Focus

- Career Exploration and Development
- College Exploration, Preparation and Selection
- Financial Aid and Literacy
On PaCE to Thrive

- Builds on the Postsecondary and Career Expectations Framework that will be adapted or adopted by the state agencies

- Includes
  - Process for analyzing gaps and opportunities
  - Suggested participants
  - Guiding questions to discuss in each area
  - Sample activities to jump-start brainstorming
  - Action planning template
  - Resources and references

http://niu.edu/p20network/resources
Priorities

- Extend learning and activities down into the elementary school
- Share the responsibility of college and career readiness across the community
- Promote all types of postsecondary education is worthy - apprenticeships, associate’s degrees, or beyond
- Align with state initiatives and priorities
Now Available - PaCE Professional Development

On PaCE to Thrive
Implementing Illinois' Postsecondary and Career Expectations

ISAC
Illinois Student Assistance Commission

NORTHERN ILLINOIS REGIONAL P-20 Network
Community Engagement in our goal work

Involvement in Waubonsee College and Career Readiness Partnership and the Northern Illinois Regional P-20 Network
Illinois PaCE

Our use of the document

definition n. 1. The teacher gave definition of the new words.

of an image (picture) on a TV screen.
Illinois PaCE

Our use of the document
On PaCE to Thrive
Illinois PaCE and On PaCE to Thrive

HBR CUSD #429 use of the documents
Community Engagement Changes

Mapping Your Network
identifying the needs, strengths and gaps in your community.

Tips:
- Place a star next to areas your organization fulfills.
- Circle areas that are already existing in your community.

Goal:

Partners:

Adapted from: The Forum for Youth Investment

25

60 by

NETWORK

FAFSA
U.S. Department of Education
Federal Student Aid
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/Goal Setting) 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
- 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 11th grade
A student should be supported to:

- identify and complete a virtual job-shadowing
- revisit/update the career interest inventory
- create a resume and personal statement
- attend a fair aligned to PS goals
- enroll in at least one early college credit opportunity
- identify the specialized skills necessary to be successful in their chosen CP by the end of 1st semester
- complete a self-assessment regarding their proficiency in relation to these specialized skills and utilize the results

### By the end of 11th grade
A student should know:

- if the CP lines up with observed academic behavior, results, and remaining time to achieve PS goals
- application deadlines, test timing, cost, financial aid deadlines, return on investment of options to achieve PS goals
- career attributes related to CP
- 3-5 options to achieve PS goals, one reach option and one safe option

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

- have an advanced understanding of the specialized skills necessary to be successful in their chosen CP
- complete an analysis of their pursuit/accumulation of these specialized skills and then utilize this analysis
- create a summer career readiness plan
- understand that the steps they have taken K-12 have prepared them to independently pursue a different CP if they choose to do so

A student should know:

- how CP courses articulate with PS goals
- estimated costs and return on investment related to further education for PS goals
- terms and conditions of any scholarship or loan for further education related to PS goals
Hinckley-Big Rock High School Class of 2017

My Goals

96.6%

98.3%
Actionable Steps
Time to Reflect

What are your personal postsecondary and career expectations for your students?

Are these in line with the expectations of your school/district?
Thank you!

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