

## POSTSECONDARY AND WORKFORCE READINESS ACT

P.A. 99-0674 (HB 5729)

The Postsecondary and Workforce Readiness (PWR) Act (HB5729) passed the Illinois House and Senate unanimously in May 2016, and the Governor signed it on July 29, 2016. The PWR Act implements strategies identified through a multi-year process led by the P-20 Council's College and Career Readiness Committee to better align the transition from high school into college and careers.

All four of the strategies within the PWR Act place **learners at the center** of efforts to support their preparation for college *and* career, and require **coordinated and aligned community systems** involving school districts, postsecondary education providers, employers, and other public and private organizations.



**Establish a Framework for Postsecondary and Career Expectations (PaCE):** Too often the expectations for what it means to be prepared for college and career are inconsistent and unclear. Under the PWR Act, education agencies must adopt a framework that outlines what students should know about college and career each year from 8th to 12th grade. The framework must address, in an integrated way: 1) Career exploration and development; 2) College exploration, preparation and selection; 3) Financial literacy and accessing financial aid opportunities. The bill does not mandate implementation of the framework. **Timeline:** Education agencies must jointly adopt a similar framework by July 1, 2017.

**College and Career Pathway Endorsements on High School Diplomas:** The PWR Act 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, and 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 internships or similar experiences. State agencies will coordinate with employers in prioritized areas for state economic development to identify minimum career competencies to incorporate into endorsement programs. **Timeline:** School districts can offer endorsement programs for year 2020 high school graduates.

**Transitional Math Instruction to Avoid Remediation:** A major barrier to postsecondary persistence and completion is remedial education, which adds expenses and time for additional coursework. Approximately half of Illinois high school graduates require remedial education in community college, with the overwhelming majority of such remediation occurring in math. The PWR Act establishes a structure for students to take math during the senior year of high school that, if they successfully complete the instruction, ensures they will go into credit-bearing math at any Illinois community college. **Timeline:** A school district may elect to implement transitional math by the 2019-2020 school year.

**Pilot of Competency-based High School Graduation Requirements:** A high school diploma should be provided based on a student's competency rather than the amount of time spent in class. The PWR Act establishes a pilot program for voluntary school district participation in moving from "seat-time" graduation requirements to competency-based high school graduation requirements. The PWR Act includes a streamlined waiver process for pilot districts of laws and regulations that may restrict the competency-based system's implementation. The PWR Act limits the pilot to 12 school districts per year in the first two years of implementation, and 15 school districts per year after that. **Timeline:** State superintendent publishes initial application for pilot cohort by June 30, 2017; school districts begin implementation 2018-2019 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:**

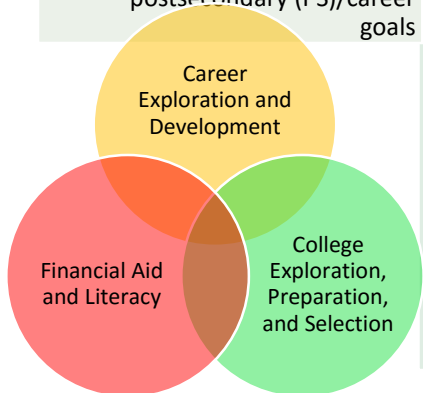
- completed 3 or more admission applications to PS institutions
- met with a school counselor to ensure all steps in the PS admission process are completed on time
- attended a FAFSA completion workshop
  - completed the FAFSA

**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



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

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	11 <sup>th</sup> or 12 <sup>th</sup>
<b>Individualized Plan</b> 	Individualized plan for college, career, and financial aid; resume; personal statement			
<b>Career-focused Instructional sequence</b> <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)	 <p><b>District and local CC certify articulation to cert./degree with labor market value</b></p>
*2022-23 SY: Include at least 6 hours of early college credit				
<b>Professional Learning</b> 	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				
<b>Academic Competencies</b> 	Ready for non-remedial coursework in Reading and Math by high school graduation through criteria defined by district and local community college			

# Transitional Math: A Student's Perspective

