I-WIN Community of Practice

Data Insights & Models

March 9, 2021

Education Systems Center
NORTHERN ILLINOIS UNIVERSITY

Who's here today?

Please write your name, title, organization

&

Yay or Nay to Daylight Saving Time?

- Please mute computers and/or phones during the presentations
- There will be time for Q&A after each presentation
  - Use the chat to provide any comments or questions throughout

Plan for Today

- Presentations
  - Lessons & Insights from the Great Lakes Partnership (GLCCPP)
    - *Emily Rusca, Education Systems Center*
  - Review of Emerging ISBE Expectations
    - *Heather Strom, Illinois State Board of Education*
- Breakout Group Discussions
- Closing and Next Steps

Goals of I-WIN

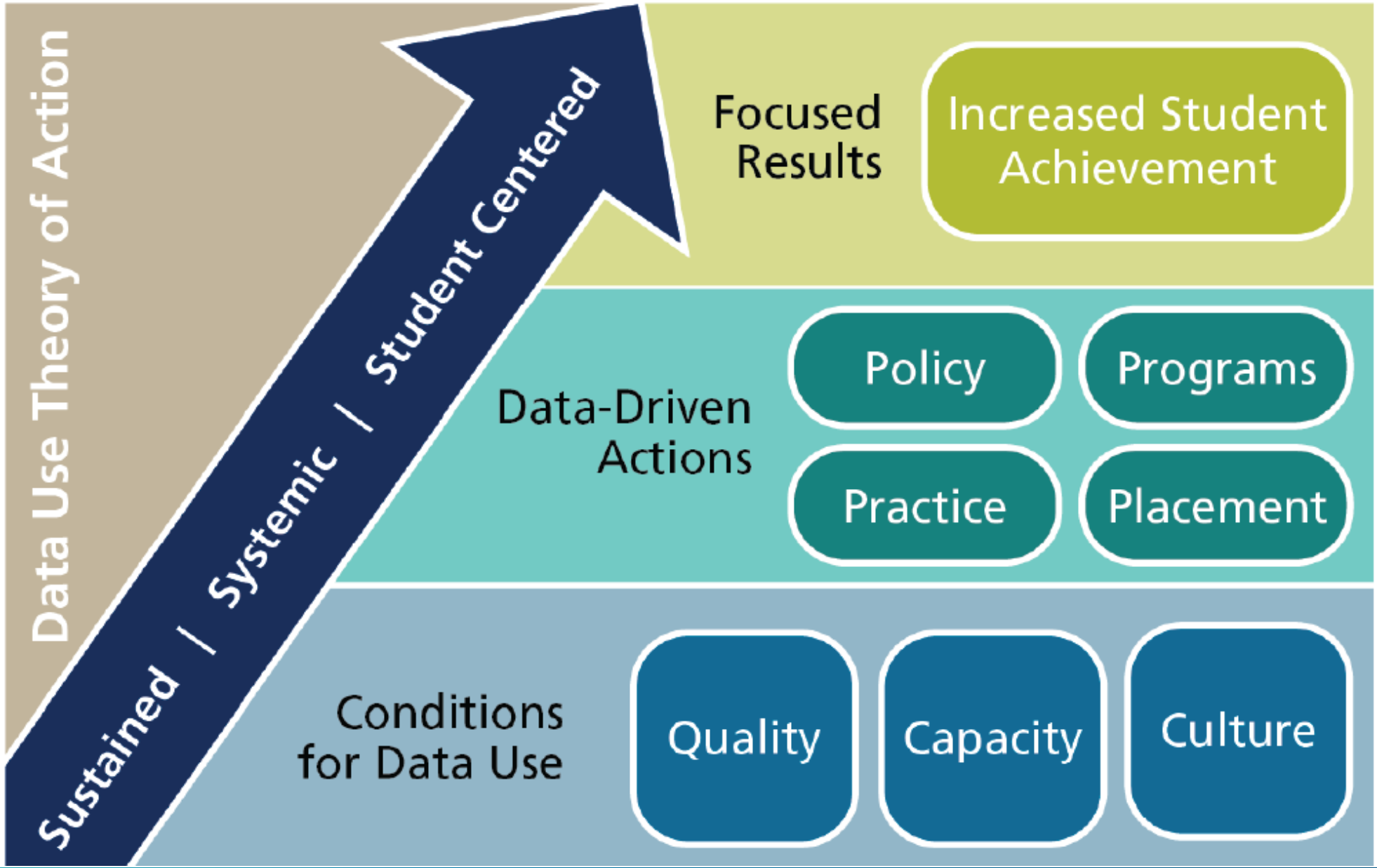
- Highlight and explore innovative models for work-based learning with a focus this first year on virtual work-based learning
- Engage in conversations on creating sustainable, high-quality models that ultimately provide broader and more equitable access to work-based learning with a focus on building social capital for Black and Latinx students
- Build connections among communities to share best practices, learnings and resources
- Identify needs for state policy changes or support systems

Lessons from the Great Lakes College & Career Pathways Partnership

Data can both serve as a window *looking out* to develop insights into students, schools, districts, and the region as a whole…

…and as a mirror to *look in* and gather insights about our own practices and systems.

Which tool to use?


Data Use Theory of Action
Sustained | Systemic | Student Centered
Focused Results
Increased Student Achievement
Data-Driven Actions
Policy
Programs
Practice
Placement
Conditions for Data Use
Quality
Capacity
Culture

Using Data to Consider Equity Issues

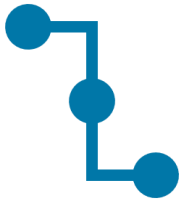
Levels of Questions

Observe

Making observations about numbers (including point-in-time, shifts over time, differences across subgroups, etc.)

Relate

Trying to identify connections between things observable in the data



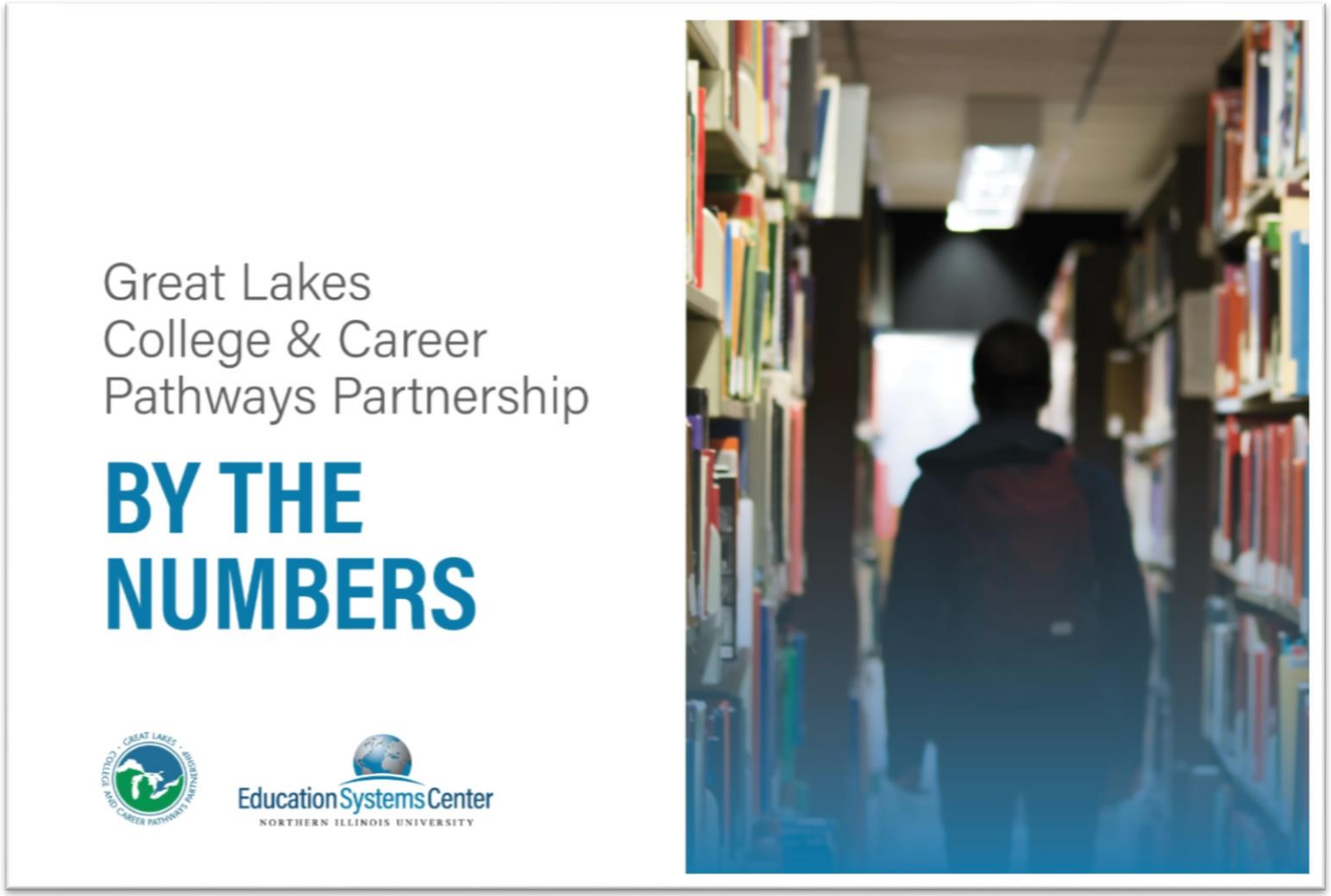
Infer

Beginning to connect relationships between data and actions, programs, etc.

While very compelling, can be challenging to get to depending on available data

Goals of Data Work

- Highlight stories using data collected from the communities
- Identify opportunities for learning and growth to meet student needs
- Share process lessons from data-related work from Coordinating Team & communities



Ongoing Data Capacity Growth

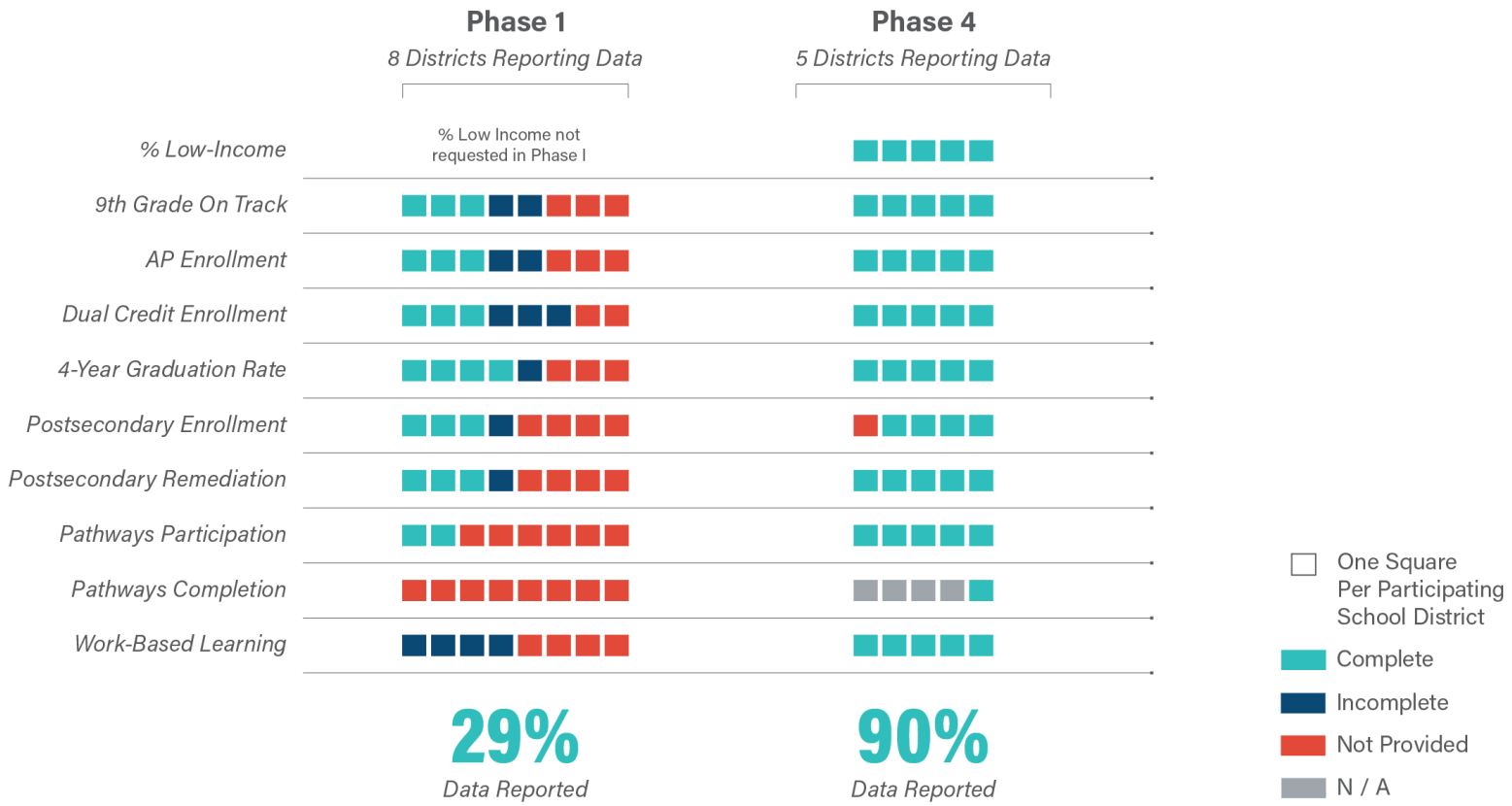
Challenges Included:

Definitional Differences

Collection Mechanisms

Multiple Systems

GLCCPP COMMUNITIES CONTINUE TO DEMONSTRATE GROWTH IN DATA TRACKING AND REPORTING CAPACITY



WBL Data Collection in GLCCPP

What we hoped to gather

- Disaggregated participation data by experience type and student demographics
  - Career Exploration
  - Career Development

What we were able to gather

- Variable by community & district
- Largely aggregate data (WBL generally, overall student participant #s)
- WBL tied to specific courses or large events

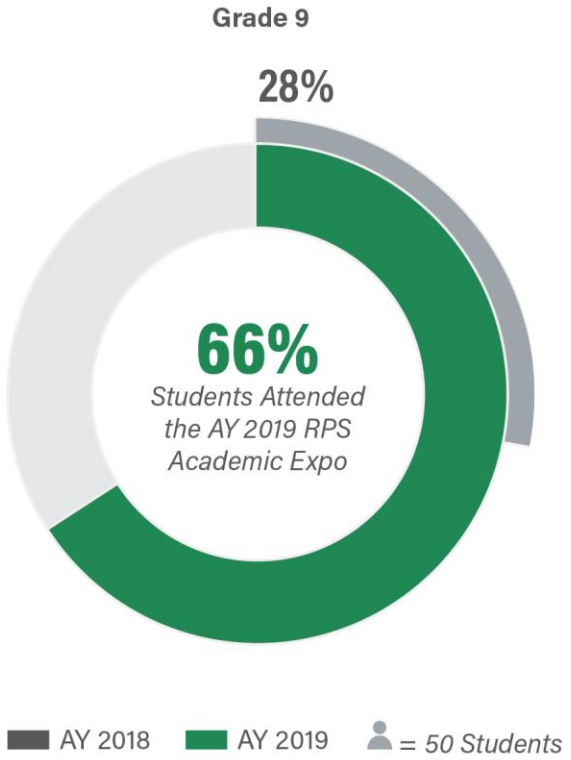
These were useful data to start, though they also prompted local work to enhance WBL data collection to dive deeper.

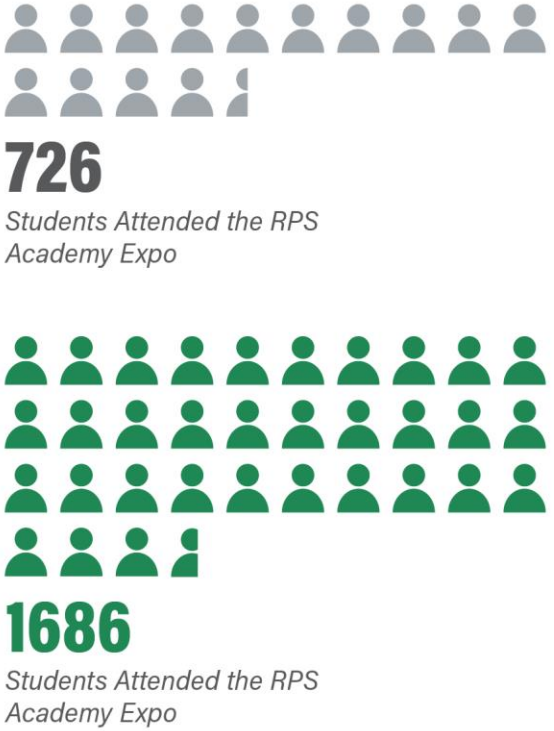
Example of WBL Data Collected

Rockford was readily able to report *aggregate* student attendance at their Academy Expo

PROPORTION OF ROCKFORD 9TH GRADE STUDENTS ATTENDING AN ACADEMY EXPO

Academic Years 2018–19





WBL Data Collection Implications

- Clearly define the type(s) of work-based learning you are offering, aligning to existing State definitions where possible
- Establish participant/student-level data collection as early as possible
- Build WBL tracking into existing systems (including SIS if at all possible)
- Leverage State data reporting requirements as “forcing event” to enhance collection processes
- Consider ways to incorporate student voice (through reflections on their experiences, tracking hours/participation, etc.)
- Consider implications of tying WBL tracking to specific courses vs. tracking each individual type of experience
- Use your data both as a window to reveal what students/participants are experiencing, and as a mirror to highlight how your organization’s practices are shaping participation and outcomes

General Implications for the Field

- Identify relevant and proxy measures across secondary, postsecondary, and workforce
- Where possible, leverage publicly available data
- Emphasize the use of disaggregated data
- Support communities and collaboratives to build their “data muscle”
- Engage a range of stakeholders in collaborative review of data
- Ensure data review is with a purpose

Illinois State Board of Education

I-WIN Presentation

Heather Strom, hstrom@isbe.net

School Counselor - Principal Consultant

CTE & Innovation

Equity • Quality • Collaboration • Community

Overview

- The College and Career Ready Indicator (CCRI) should serve as one part of a comprehensive approach to identifying next steps for a student in terms of identifying interests and experiences upon which a student can build.
- CCRI is composed of multiple points of data. Many data points are currently collected, while others will require additional collection efforts by districts.
- Data Points are mandatory for collection in the 2020-2021 school year.
- Only students in grades 9 – 12 will be able to enter a CCRI record.

Designations

Distinguished Scholar

1. GPA: 3.75/4.0
2. 95% attendance junior and senior year
3. ACT Composite Score: 30 or SAT Composite Score: 1400
4. One academic indicator in ELA and Math
5. Three career ready indicators

College and Career Ready

1. GPA: 2.8/4.0
2. 95% attendance junior and senior year
3. **EITHER**
   a) College and Career Pathway Endorsement; **OR**
   b) All of the following:
      i. One academic indicator in ELA and Math
      ii. Career area of interest
      iii. Three career ready indicators

General Readiness Indicators

- **College and Career Pathway Endorsement**
  - Students earn endorsements by completing an individualized learning plan, a career-focused instructional sequence, academic readiness and professional learning opportunities.
  - Students earning a College and Career Pathway Endorsement will not need to fulfill the criteria of the ELA and Math Academic Indicators, career area of interest by the end of the sophomore year, and three career ready indicators.
  - *After completion and approval of the application to ISBE, districts will provide ISBE the list of students that have been awarded a pathway endorsement. The names of students will then be shared with the SIS team.*

College and Career Pathway Endorsement

INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

9th	10th	11th	12th
At least 2 career exploration activities or 1 intensive experience		60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment	
At least 2 team-based challenges with adult mentoring			

Through these experiences, a student gains essential employability and technical competencies in their identified sector.

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.

9th	10th	11th	12th
Orientation / Introduction			
	Skill Development		
		Capstone / Advanced Courses	

ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college

College and Career Pathway Endorsement

Illinois State Board of Education

100 North First Street, C-215
Springfield, Illinois 62777-0001

FY 2021 APPLICATION FOR PARTICIPATION IN THE COLLEGE AND CAREER PATHWAY ENDORSEMENT

CTE AND INNOVATION DEPARTMENT

Under the Postsecondary and Workforce Readiness Act (P.A. 99-674), public school districts may choose to offer the College and Career Pathway Endorsements to certify the attainment of a pathways endorsement that supports students transitioning to college and a career, by a graduating public high school student in an endorsement area.

To offer the endorsements, the district must submit an application to ISBE and agree to all of the following requirements:

- Designate at least one individual to serve as coordinator (i.e. CTE Coordinator, School Counselor, etc.) of the College and Career Pathways Endorsement
- Inform parents and students about the endorsements by posting required information on the district's website, if the district maintains a website, and through other locally-determined means
- Utilize the state approved online platform to document the required course-work and professional learning experiences necessary to fulfill the pathway endorsement
- Maintain appropriate records in order to identify students who have earned the College and Career Pathway Endorsement
- Make the appropriate designations on the transcript and diploma (optional) (work with ISBE for the seal), of each student who earns the endorsement
- Enter information into Student Information System (SIS) annually no later than 30 days after the end of the school year

If your district intends to award College and Career Pathway Endorsements to the high school graduating class of 2021, please check below and provide all required information:

☐ The district plans to participate in the College and Career Pathways and agrees to adhere to the requirements included in the Postsecondary and Workforce Readiness Act and specified above.

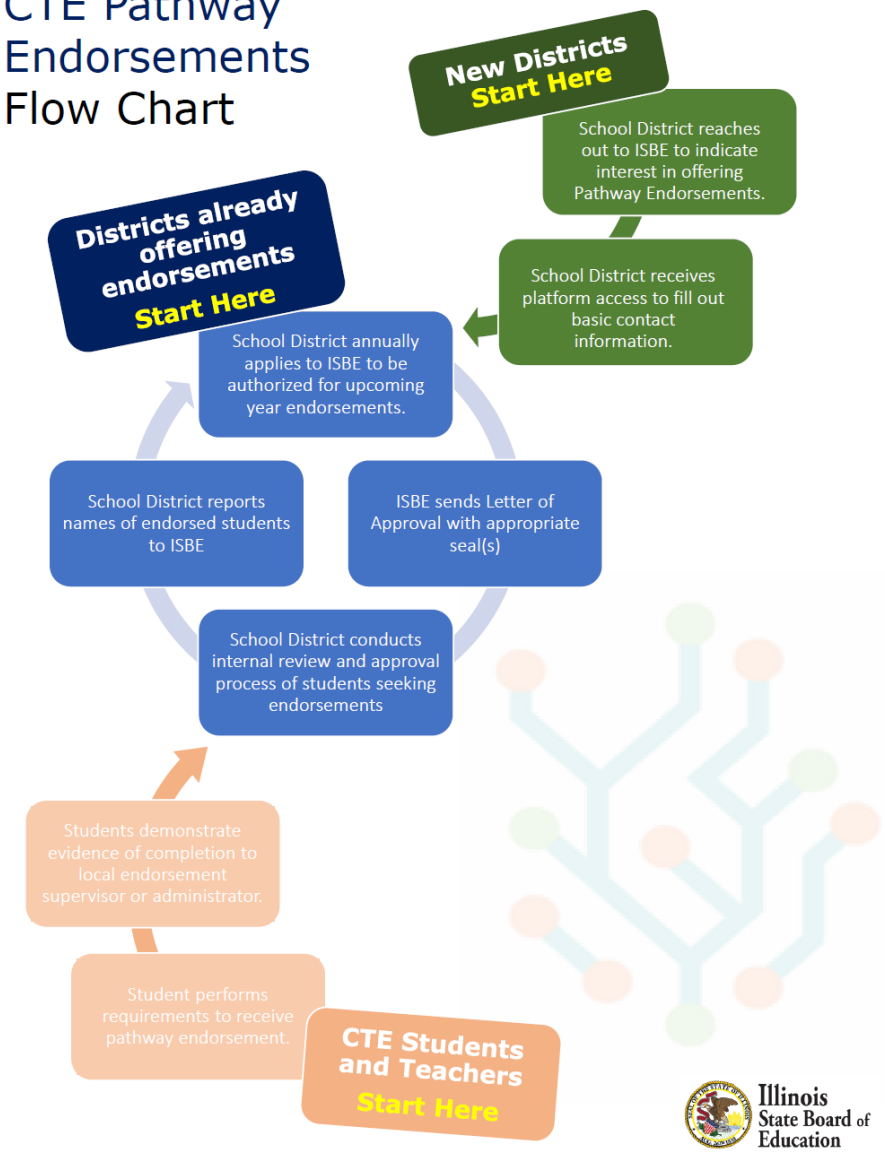
Provide projections of the number of graduates to receive the Pathway Endorsement. A template that districts may use for the application is posted on the College and Career Readiness webpage https://www.isbe.net/Pages/College-and-Career-Pathway-Endorsement.aspx.

DISTRICT NAME AND NUMBER	DISTRICT ADDRESS (Street, City, State, Zip Code)
NAME OF DISTRICT SUPERINTENDENT	SUPERINTENDENT'S E-MAIL
NAME OF COORDINATOR	WORK ADDRESS (Street, City, State, Zip Code)
TELEPHONE (Include Area Code)	COORDINATOR'S E-MAIL

Signature of Superintendent

Date

CTE Pathway Endorsements Flow Chart



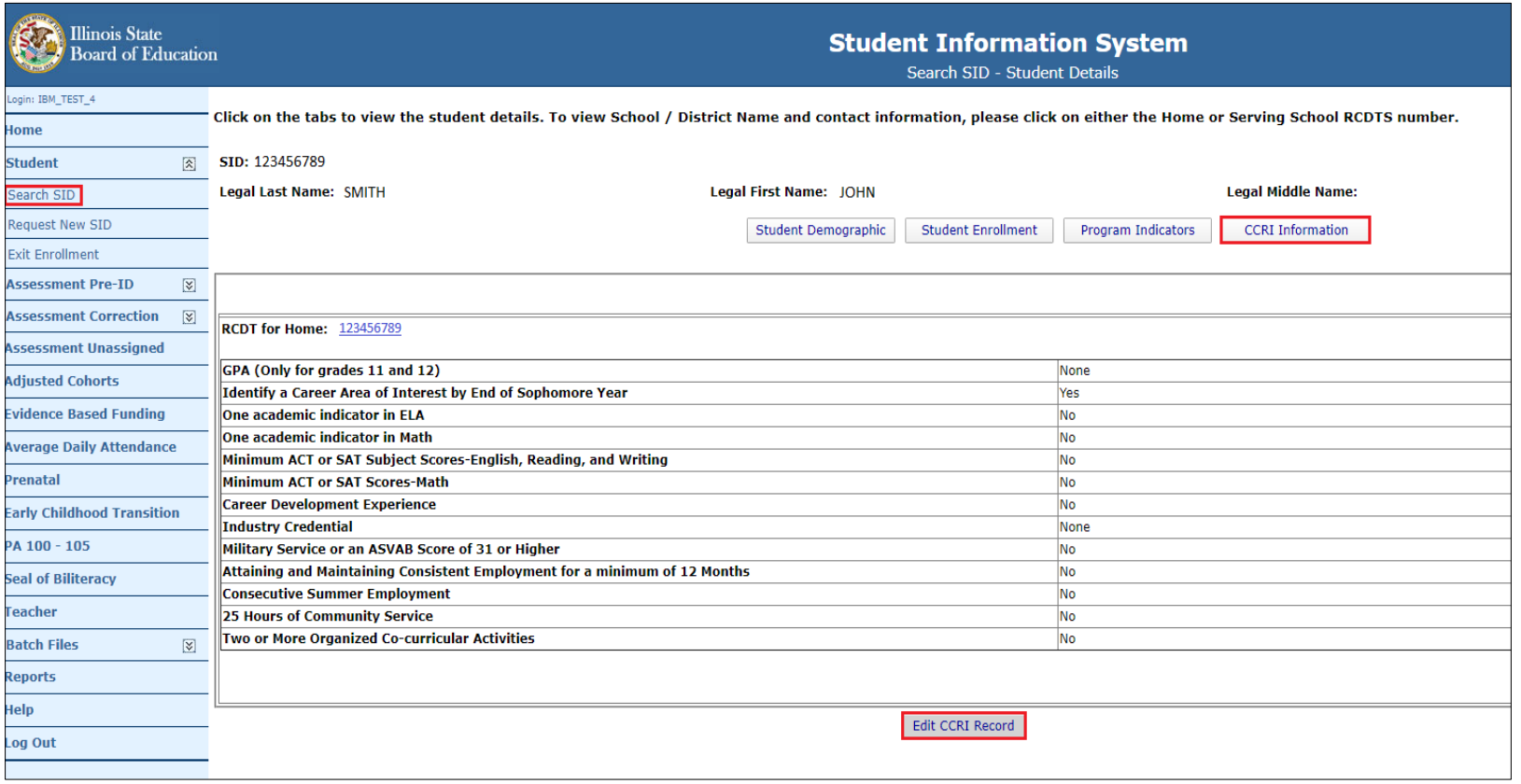
Illinois State Board of Education

Career Ready Indicators

- **Career Development Experience during high school career**
  - One component of the Pathway Endorsement
    - Occurs in a workplace or under other authentic working conditions;
    - Is co-developed by an education provider and at least one employer in the relevant field;
    - Provides compensation or educational credit to the participant;
    - Reinforces foundational professional skills;
    - Includes a Professional Skills Assessment; and
    - Takes place for a minimum of 60 total hours.
  - *Students whose experience was interrupted in March, April, or May of 2020 by COVID-19 related school and/or business closures or layoffs may receive credit on this indicator for the interrupted experience.*
  - *The district will collect and compile the initial data prior to submitting aggregate "yes" or "no" data to ISBE through the CCRI Report in SIS.*

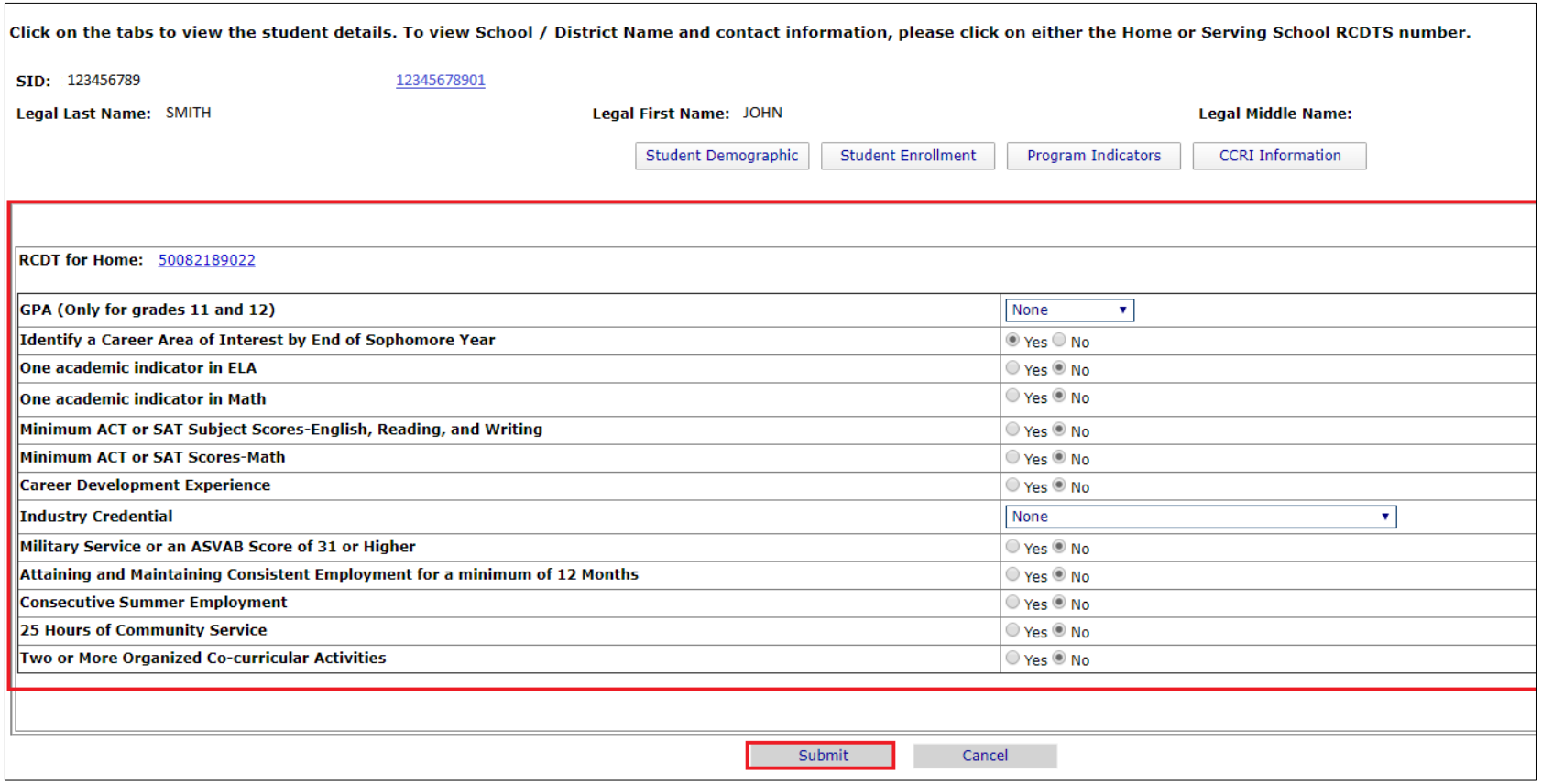
SIS Reporting

Search SID, Navigate to the CCRI tab at the top, and select Edit.



SIS Reporting

Complete Data and Submit Record



SIS Reporting

Change History Link of Previous District Updates

Click on the tabs to view the student details. To view School / District Name and contact information, please click on either the Home or Serving School RCDTS number.

SID: 123456789 12345678901

Legal Last Name: SMITH **Legal First Name:** JOHN **Legal Middle Name:**

Student Demographic | Student Enrollment | Program Indicators | CCRI Information

RCDT for Home: 50082189022

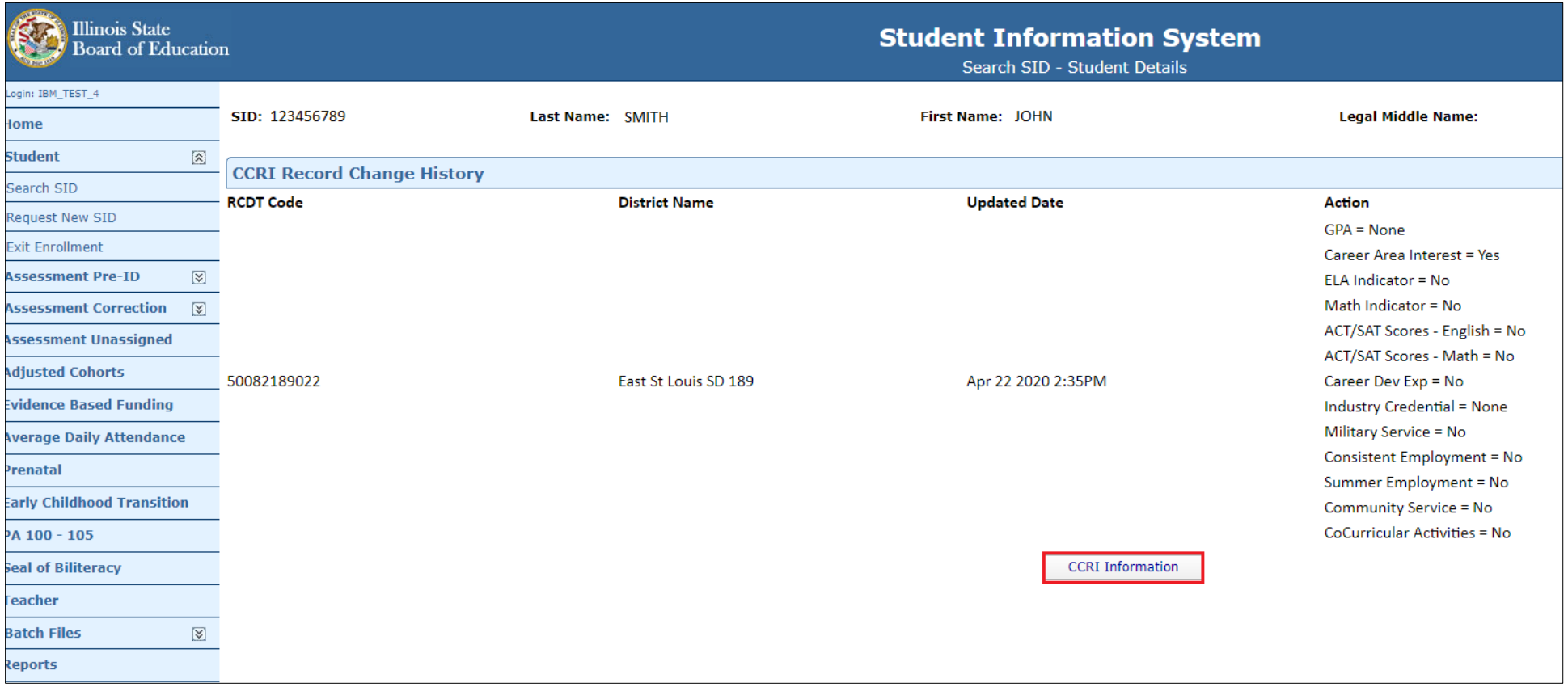
GPA (Only for grades 11 and 12)	None
Identify a Career Area of Interest by End of Sophomore Year	Yes No
One academic indicator in ELA	Yes No
One academic indicator in Math	Yes No
Minimum ACT or SAT Subject Scores-English, Reading, and Writing	Yes No
Minimum ACT or SAT Scores-Math	Yes No
Career Development Experience	Yes No
Industry Credential	None
Military Service or an ASVAB Score of 31 or Higher	Yes No
Attaining and Maintaining Consistent Employment for a minimum of 12 Months	Yes No
Consecutive Summer Employment	Yes No
25 Hours of Community Service	Yes No
Two or More Organized Co-curricular Activities	Yes No

Last Updated By East St Louis SD 189 Apr 22 2020 2:35PM
See Change History

Submit Cancel

SIS Reporting

Change History Link of Previous District Updates



SIS Reporting

A3 | 123456789

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
1	College and Career Readiness Indicator	Student Count	College_and_Career_Readiness_Indicator_Win.csv	Current Date	Home RCTDS Code														
2	Student ID	SAP ID	Student Last Name	Student First Name	Birth Date	Home RCDTS	School Year	GPA (Only for Grades 11 and 12)	Identify a Career Area of Interest by the End of the Sophomore Year	One Academic Indicator in ELA	One Academic Indicator in Math	Minimum ACT or SAT Subject Scores-English/Reading/Writing	Minimum ACT or SAT Subject Scores-Math	Career Development Experience	Industry Credential	Military Service or an ASVAB Score of 31 or Higher	Attaining and Maintaining Consistent Employment for a Minimum of 12 Months	Consecutive Summer Employment	25 Hours of Community Service
3	123456789	12345	Smith	Michael	01/01/2000	123456789123456	2019	00	02	02	02	02	02	02	00	02	02	02	02
4																			
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Virtual WBL Platform Pilot Opportunity

Practera as a Model for Virtual WBL

Practera is a customizable, technology enabled platform for structured virtual and hybrid work-based learning.

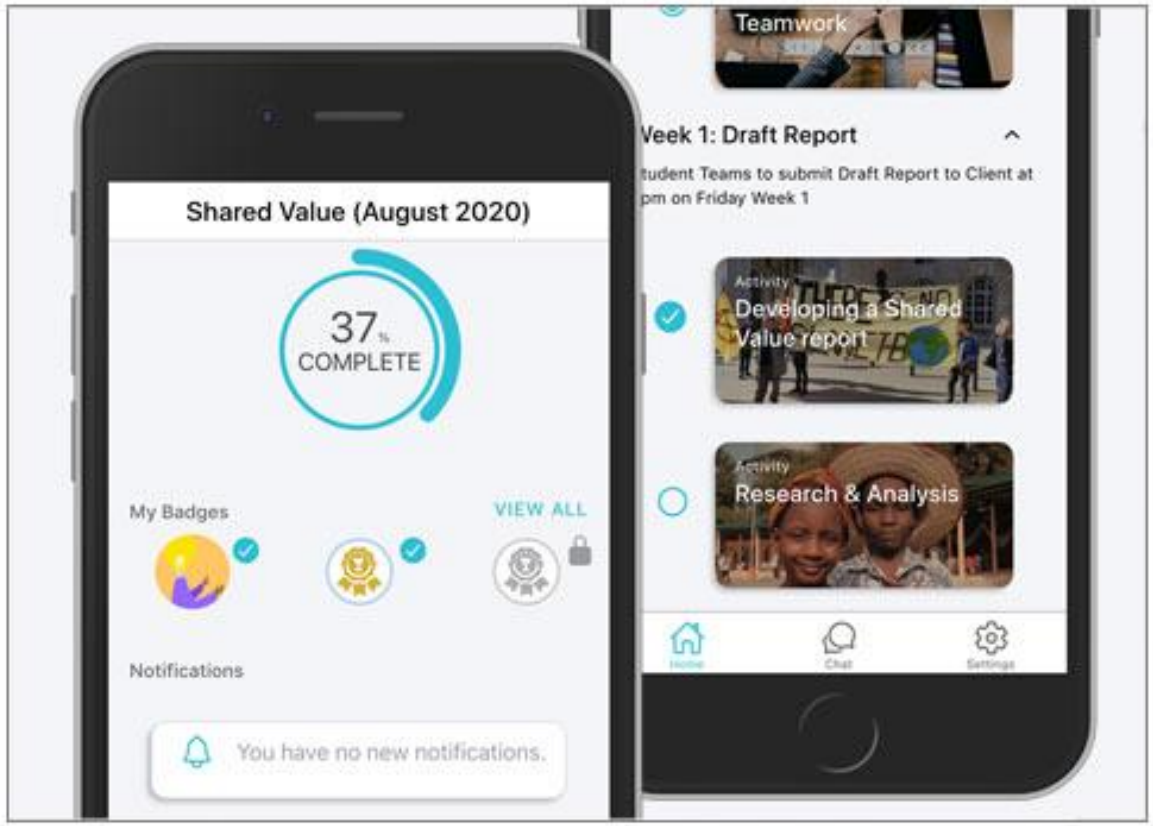
Illinois communities are piloting Practera to:

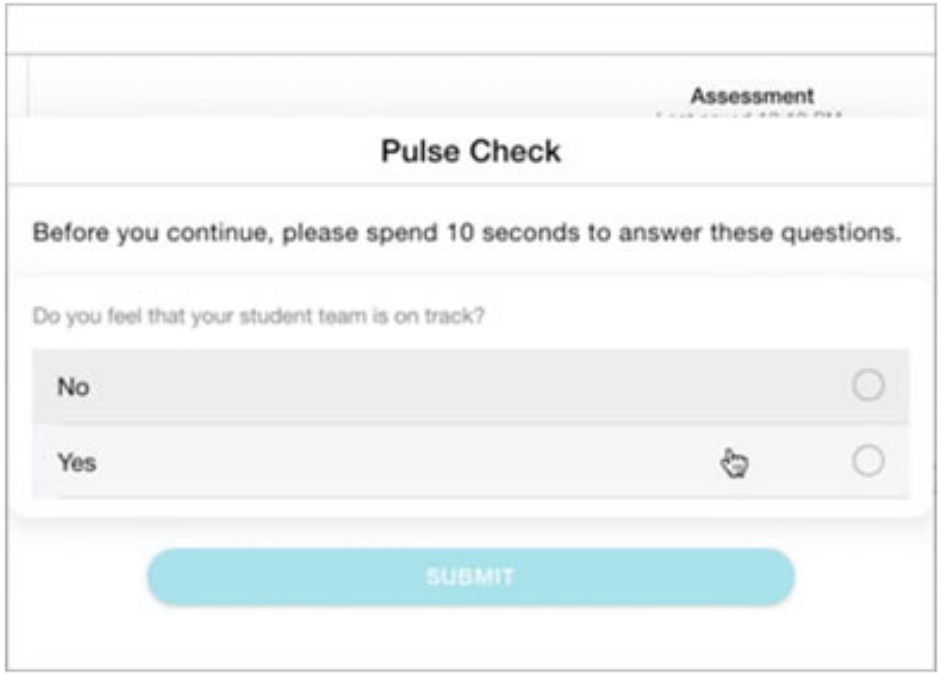
- Ensure equity and expand access to WBL
- Support a Team-based Challenge or Career Development Experience

Through a partnership with Practera, I-WIN communities have free access to pilot Practera through SY21-22.
Participation as a pilot site includes:

- Professional development opportunities
- Support and inspiration through regular community of practice sessions, and
- Technical assistance throughout

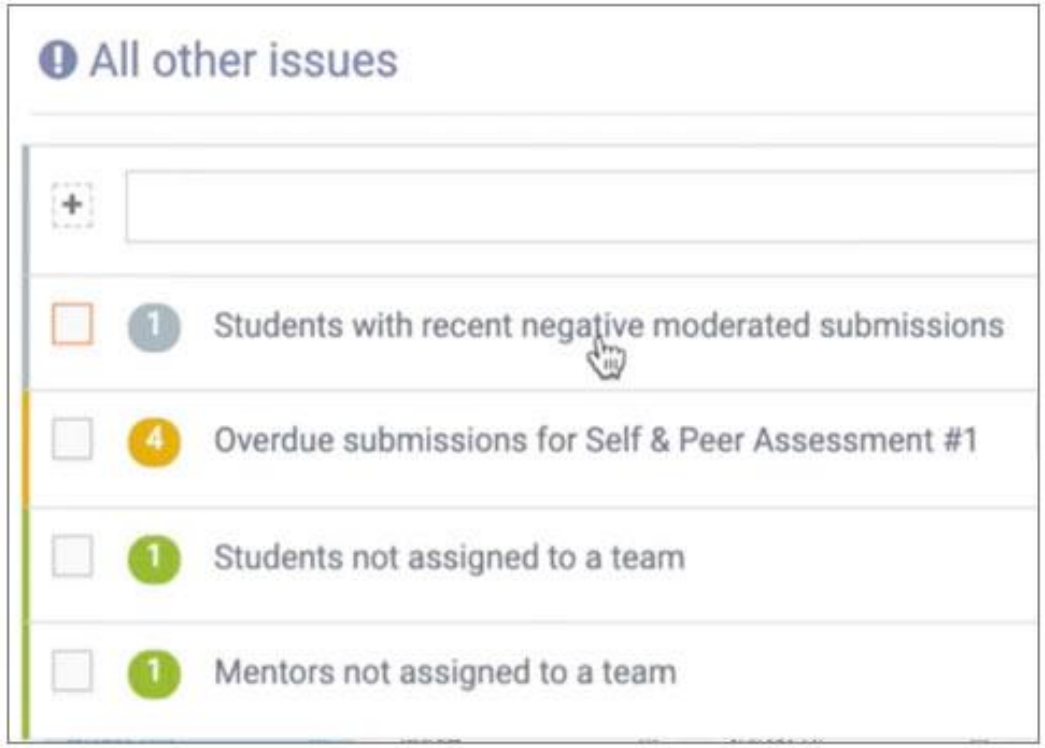
Student Experience on Practera

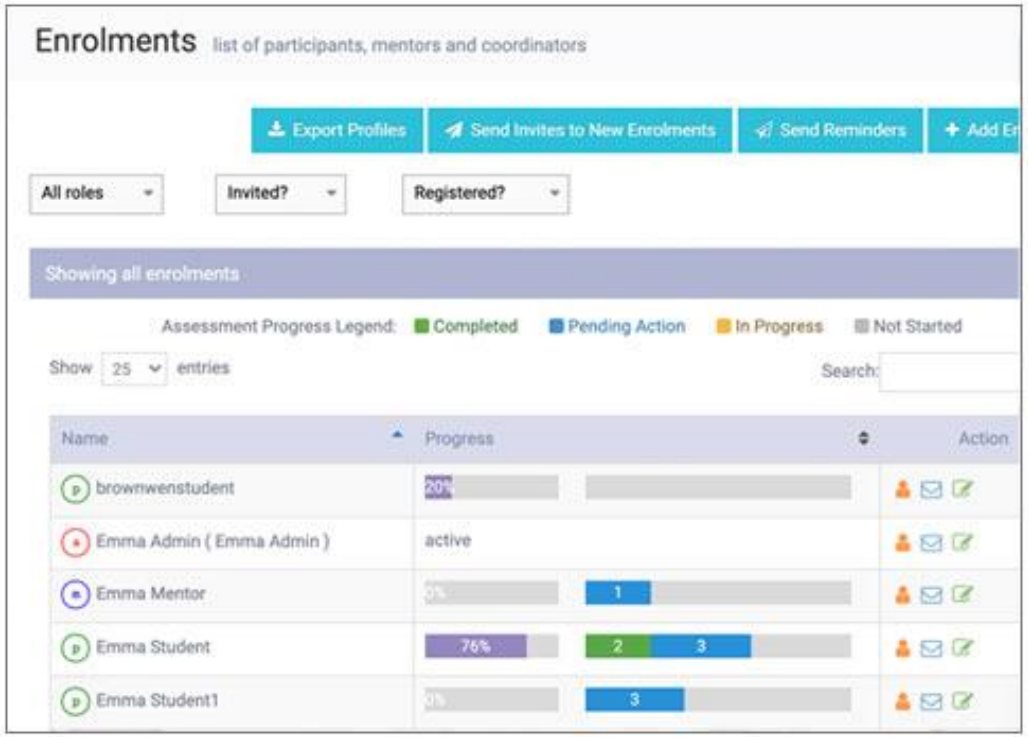




Link to additional details: [Platform Overview]

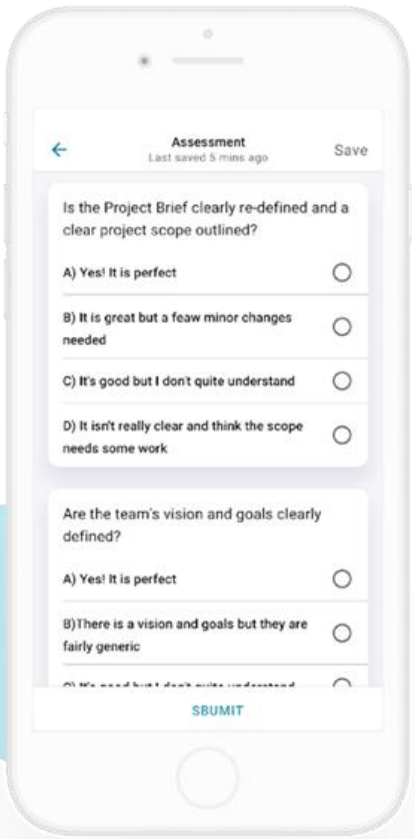
WBL Coordinator “Air Traffic Control” on Practera

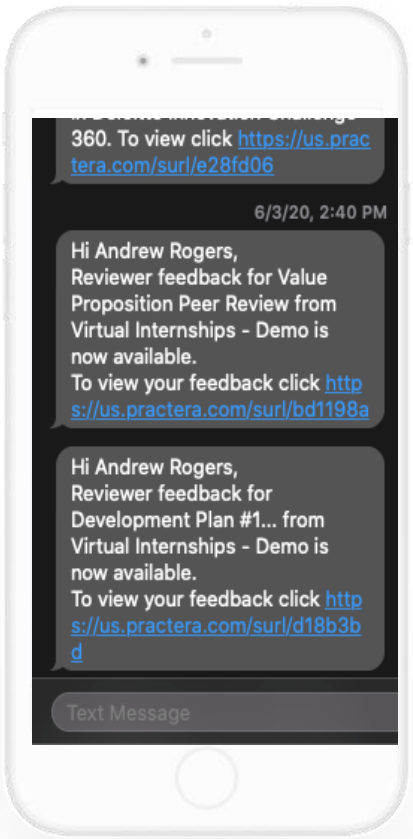


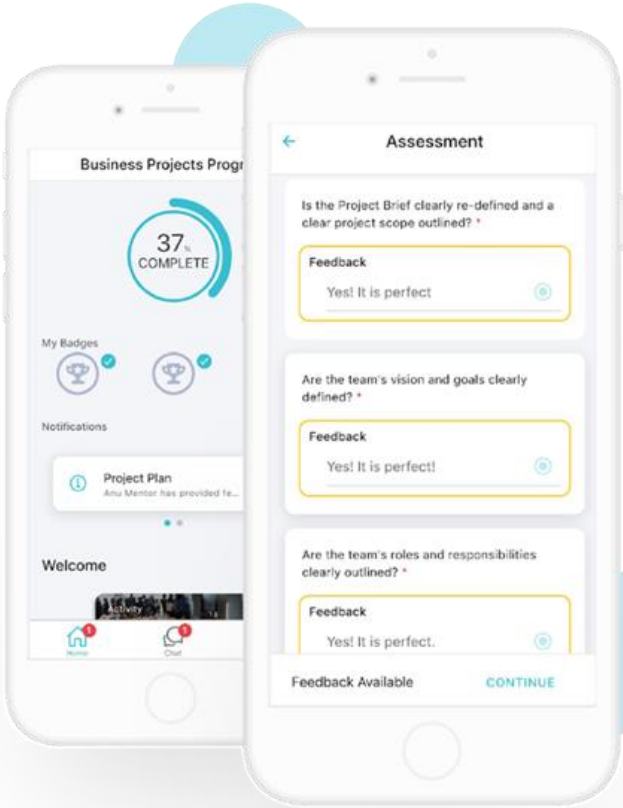


Link to additional details: [Platform Overview]

Student – Supervisor Feedback Loops







1. Student submits work for review
2. Supervisor provides feedback
3. Student reflects on feedback and develops their skill

Practera Pilot Information Session

Join for an overview from the Practera Team of their new model designed for Illinois high school students on **Tuesday, March 23rd 12-1p**

Register at the following link: Practera Information Session

Please feel free to forward this information to anyone on your team/in your networks to attend. This session will be recorded and sent out to I-WIN.

Social Media Project

&

One-Pager for Partners

Closing and Next Steps

Additional Resources

- 60 by 25 conference session: Workshop on Strengthening Collaborative Data Capacity – recording, presentation, and protocol packet

- JFF – "Promising Trends and Challenges in Work-based Learning: A Market Scan of Organizations and Tools"

- Platform recordings: ***Neither the CCR Committee, ISBE, nor EdSystems endorse any particular technology platform****; these webinars are an opportunity to learn about a variety of potential resources in relation to the CCRI. Recordings* - (1) Naviance (2) Xello (3) MajorClarity. If you'd like to connect with Transeo regarding their platform, you can visit gotranseo.com or reach out to Ken Broermann (ken.broermann@gotranseo.com)

Link to all recordings

Sessions focused on WBL:

- Best Practices and Innovative Models for Work-based Learning (recording & presentation)
- Implementing Team-based Challenges in College and Career Pathway Endorsements (recording & presentation)
- Connecting Opportunity Youth with Jobs and Education (recording & presentation)
- The Commerce Connection: Collaborating with your Chamber of Commerce to Reach Local Employers (recording & presentation)

I-WIN Site to Share and Access Resources

Have a resource, model, or activity to share?

Name *

Name

Email *

Email

School/Organization *

File Upload *

Choose Files No file chosen

SEND

Virtual Resources, Models, and Activities

We seek to provide high-quality work-based learning opportunities whether we are meeting with students in-person or remotely. Virtual experiences can create equitable environments for students to access these opportunities, but where to begin? Explore the resources we've curated for introducing virtual activities and experiences along the **work-based learning continuum**:

Career Awareness	Career Exploration	Team-Based Challenges	Career Development Experiences
EXPLORE RESOURCES	EXPLORE RESOURCES	EXPLORE RESOURCES	EXPLORE RESOURCES

Next Steps

- The recording and materials from today will be sent out shortly
  - Will send out recording of community model from Maine HS District
- Submit a resource through the I-WIN site or directly to hpenczak@niu.edu
- Plan for upcoming I-WIN sessions:
  - April – Partner Engagement
  - May – **Let us know in the chat, how do you want to close the school year?**
  - June, July, August – Workshop style sessions

Thank you all for joining and we look forward to convening again soon!