I-WIN Community of Practice

Data Insights & Models

March 9, 2021
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?
Using Data to Consider Equity Issues

Any system produces what it was designed to produce.
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

<table>
<thead>
<tr>
<th>Metric</th>
<th>Phase 1 (8 Districts Reporting Data)</th>
<th>Phase 4 (5 Districts Reporting Data)</th>
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<tbody>
<tr>
<td>% Low-Income</td>
<td></td>
<td>![Percentage Bar Chart]</td>
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<tr>
<td>9th Grade On Track</td>
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<td>![Percentage Bar Chart]</td>
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<td>AP Enrollment</td>
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<td>Dual Credit Enrollment</td>
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<td>4-Year Graduation Rate</td>
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<td>Postsecondary Enrollment</td>
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<td>Postsecondary Remediation</td>
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<td>![Percentage Bar Chart]</td>
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<tr>
<td>Pathways Participation</td>
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<tr>
<td>Pathways Completion</td>
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<td>![Percentage Bar Chart]</td>
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<tr>
<td>Work-Based Learning</td>
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<td>![Percentage Bar Chart]</td>
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29% Data Reported

90% Data Reported
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

- 28% of Grade 9 students attended the 2019 RPS Academy Expo.
- 66% of students attended the 2019 RPS Academy Expo.
- 726 students attended the 2019 RPS Academy Expo.
- 1686 students attended the 2019 RPS Academy Expo.

= 50 Students
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
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

Equity ● Quality ● Collaboration ● Community
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.

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

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<th>11th</th>
<th>12th</th>
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<tbody>
<tr>
<td>Orientation / Introduction</td>
<td>Skill Development</td>
<td>Capstone / Advanced Courses</td>
<td></td>
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**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

CTE Pathway Endorsements Flow Chart

School District reaches out to ISBE to indicate interest in offering Pathway Endorsements.

School District reports names of endorsed students to ISBE.

ISBE sends Letter of Approval with appropriate seal.

School District conducts internal review and approval process of students seeking endorsements.

Students demonstrate evidence of completion to local endorsement supervisor or administrator.

CTE Students and Teachers Start Here
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.
Search SID, Navigate to the CCRI tab at the top, and select Edit.
SIS Reporting

Complete Data and Submit Record

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

RCDT for Home: 50082189022
GPA (Only for grades 11 and 12)
Identify a Career Area of Interest by End of Sophomore Year
One academic indicator in ELA
Minimum ACT or SAT Subject Scores – English, Reading, and Writing
Minimum ACT or SAT 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
Two or More Organized Co-curricular Activities

Submit
Cancel
### 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.

<table>
<thead>
<tr>
<th>STD: 13456789</th>
<th>Legal Last Name: SMITH</th>
<th>Legal First Name: JOHN</th>
<th>Legal Middle Name:</th>
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#### RCDT for Home: 500218922

<table>
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<tr>
<th>GPA (Only for grades 11 and 12)</th>
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<tbody>
<tr>
<td>Identify a Career Area of Interest by End of Sophomore Year</td>
<td>Yes  No</td>
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<tr>
<td>One academic indicator in ELA</td>
<td>Yes  No</td>
</tr>
<tr>
<td>One academic indicator in Math</td>
<td>Yes  No</td>
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<tr>
<td>Minimum ACT or SAT Subject Scores: English, Reading, and Writing</td>
<td>Yes  No</td>
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<tr>
<td>Minimum ACT or SAT Scores-Math</td>
<td>Yes  No</td>
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<tr>
<td>Career Development Experience</td>
<td>Yes  No</td>
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<tr>
<td>Industry Credential</td>
<td>None</td>
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<td>Two or More Organized Co-curricular Activities</td>
<td>Yes  No</td>
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Last Updated By: [Name]  Date: [Date]

Submit  Cancel
# SIS Reporting

## Change History Link of Previous District Updates

<table>
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<tr>
<th>CCRI Record Change History</th>
<th>District Name</th>
<th>Updated Date</th>
<th>Action</th>
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<tbody>
<tr>
<td>S0082189022</td>
<td>East St Louis SD 189</td>
<td>Apr 22 2020 2:35PM</td>
<td>GPA = None; Career Area Interest = Yes; ELA Indicator = No; Math Indicator = No; ACT/SAT Scores - English = No; ACT/SAT Scores - Math = No; Career Dev Exp = No; Industry Credential = None; Military Service = No; Consistent Employment = No; Summer Employment = No; Community Service = No; CoCurricular Activities = No</td>
</tr>
</tbody>
</table>

**Illinois State Board of Education**

Equity ● Quality ● Collaboration ● Community
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<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tbody>
<tr>
<td>College and Career Readiness Indicator</td>
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<td>Home RCTDS Code</td>
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<td>Student ID</td>
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<td>Student First Name</td>
<td>Birth Date</td>
<td>Home RCTDS</td>
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<tr>
<td>123456789</td>
<td>Michael</td>
<td>01/01/2000</td>
<td>123456789123456</td>
<td>2019 00</td>
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**Illinois State Board of Education**
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


- 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)
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

EXPLORER RESOURCES

Career Exploration

EXPLORER RESOURCES

Team-Based Challenges

EXPLORER RESOURCES

Career Development Experiences

EXPLORER 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!