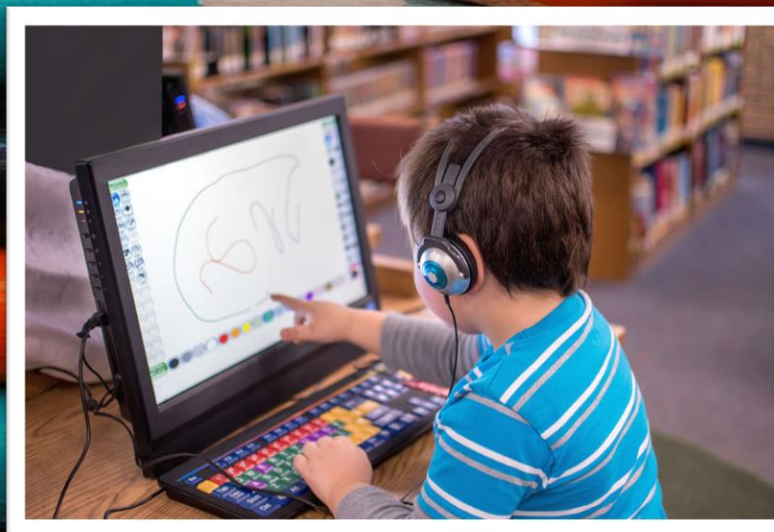
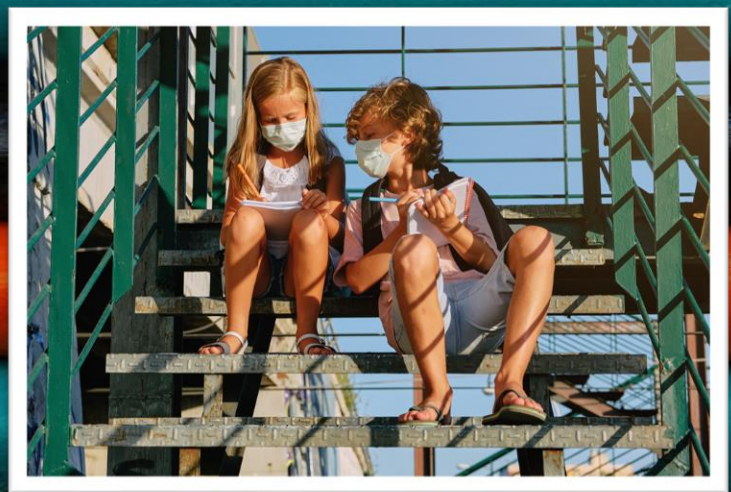
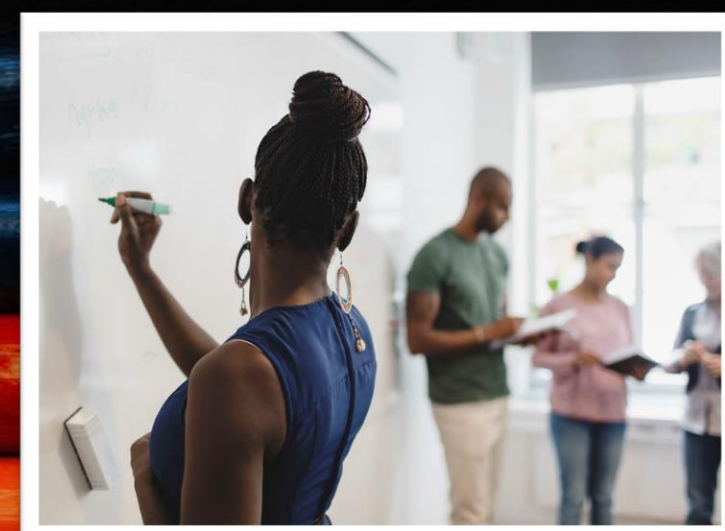




P-20 Council Learning Renewal Resource Guide

March 2021

Introduction | P-20 Learning Renewal Resource Guide

Dear readers of this guide,

On behalf of the P-20 Council, we welcome you to the Learning Renewal Resource Guide, a collaborative, living document that highlights a set of opportunities to invest in learning renewal and support our students, educators and broader community in these unprecedented times.

COVID-19 has had significant impact on our students and educators that calls for immediate and thoughtful action. The abrupt shutdown of in-person school has led to measurable learning losses and social-emotional needs have increased due to the economic slowdown, social isolation and the threat of the virus itself, with a disproportionate toll on students of color and students with higher needs. Practitioners, caretakers and organizations have faced exhaustion from heroic efforts to serve their communities.

As we look ahead to addressing these near-term challenges and ways to build toward a better future, it will be critical to take a step back and dedicate thoughtful planning to how we can drive learning renewal. Our hope is that this guide can be used to help inform that planning, particularly as it relates to federal relief spending decisions.

This guide is not meant to be directive or read cover to cover, but informational and help quickly navigate to strategies that can be most impactful in your context. It offers implementation guidance and resources regarding academic, social emotional and mental health supports for P-postsecondary students and teachers, faculty and staff. It aims to help enable local leaders to make informed decisions and implementation plans at the pace necessary to address the needs of their communities. It also serves to inspire engagement and input in those spending decisions from those most impacted. Recognizing there will be no one-size-fits-all solution, it will be critical to include the voices of practitioners, students, caregivers, and community organizations in the learning renewal planning process to understand how to best serve our communities.

The creation of this guide has been a collaborative effort, that will continue to rely on input of those most impacted. Its content reflects evidence-based research grounded in the Illinois context, insights from focus groups, and learnings from the many impactful steps that have already been taken to support our students. We hope you will find this information useful to your communities, and we implore you to help us refine and add to this document over time. All input can be directed to iledrenewal@gmail.com or submitted through [this survey](#).

Thank you,

Deputy Governor Jesse Ruiz and the P-20 Council Learning Renewal Co-chairs

Jesse Ruiz
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State Superintendent
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ISAC



Before diving in...

Consider the ~3-5 biggest challenges facing your local education system*

*The following pages contain an immense amount of information and resources that are **not meant to be read cover to cover***

Focus on the chapters that align with your priority areas

* See introduction for guiding questions and ways to solicit input from your community



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P-20 Learning Renewal Resource Guide Introduction

An unprecedented time in education...

COVID-19 has significantly impacted the IL education system, and has exacerbated racial and socioeconomic inequities

Students have had fewer opportunities to learn and have suffered through severe challenges to their wellbeing, while educators, personnel, administrators and caregivers have faced exhaustion from heroic efforts to serve students

To address the pandemic's negative impacts, federal dollars have been allocated to education, the majority of which will flow directly to districts and higher ed institutions

...and a unique opportunity to invest in a better future



We now have a window of opportunity to take a step back, and dedicate focused attention to investing in learning renewal



The P-20 Learning Renewal Resource Guide

The P-20 Resource Guide is a collaborative document that details a **set of opportunities to invest in learning renewal**

This guide is meant to be informational, not directive, and **inspire actions that will drive learning renewal**

The detail within this guide is meant to help inform spending decisions of **not only new federal dollars, but also existing funding** that will continue in the longer term and future federal aid

This content has been developed by administrators, educators/staff, agencies, students and caretakers to showcase the universe of potential actions, and will continue to rely on **continuous input and advocacy from those most impacted** to help it evolve over time

It is **only one part of the broader collaborative effort** that this unprecedented time calls for, and ultimately aims to help build a network of people and resources dedicated to learning renewal

How to use this guide



Start by reviewing chapter topics: Work with all local stakeholders to identify ~3-5 priority areas that are most relevant to your needs and the populations you serve - *We do not recommend reading the guide cover to cover!*



Focus on a few key initiatives: Each will take time and focus to execute well. Planning and implementation cannot be rushed, and it is not possible to do it all. In parallel, there is also a need to revisit fundamentals (e.g., realignment of curriculum)



Meet with your team to review priority initiatives: Encourage everyone to read the introduction and relevant chapters/initiatives prior to the meeting. Assume ~30 minutes per priority area



Leverage case studies, implementation guidance & sources: Use this guide to further understand how initiatives could be deployed in your community - *Please feel comfortable reaching out to leaders of the resources provided*



Provide feedback and contribute additional content: Submit any additional sources, case studies, etc. to the guide through this [survey and focus groups](#)

Update survey if email address changes

Core principles of this guide

Guidance maintains a strong equity focus

- Initiative details include equity considerations for underserved populations to ensure equal opportunity to all students by serving their individual needs

The guide is living and evolving

- Guide to be reviewed and updated by P-20 Council as the landscape evolves
- Continuous feedback and input will be critical to the usefulness of the guide ([Link](#) to feedback survey), and focus groups (Sign up for focus groups [here](#))

Update survey if new email address

Mackenzie to finalize link once P-20 commitment to run

Content is informed by those most impacted

- Chapter topic areas derived from robust prioritization by P-20 Council working teams which represented over 50 agencies and organizations
- Details within the guide reflect input from focus groups with agencies, educators/staff, administrators, caregivers and students
- As users consider ways to deploy federal aid, they should seek input from local stakeholders to identify specific needs of community

There is no 'one-size-fits-all' approach

- Despite the same end goal, the journey will look different for everyone
- Users of the guide must make decisions relevant to their community, particularly those most impacted by racial/socioeconomic inequities
- Guide does not assume many of these initiatives are not already being done but rather details priority areas for new or further investment

Initiatives are aligned with broader state goals

- Content built with state education agency strategic goals in mind
- Topic areas have near-term and long-term solutions to position IL on the 'Road to Renewal' and transformative change

Contributors to this guide (non-exhaustive)

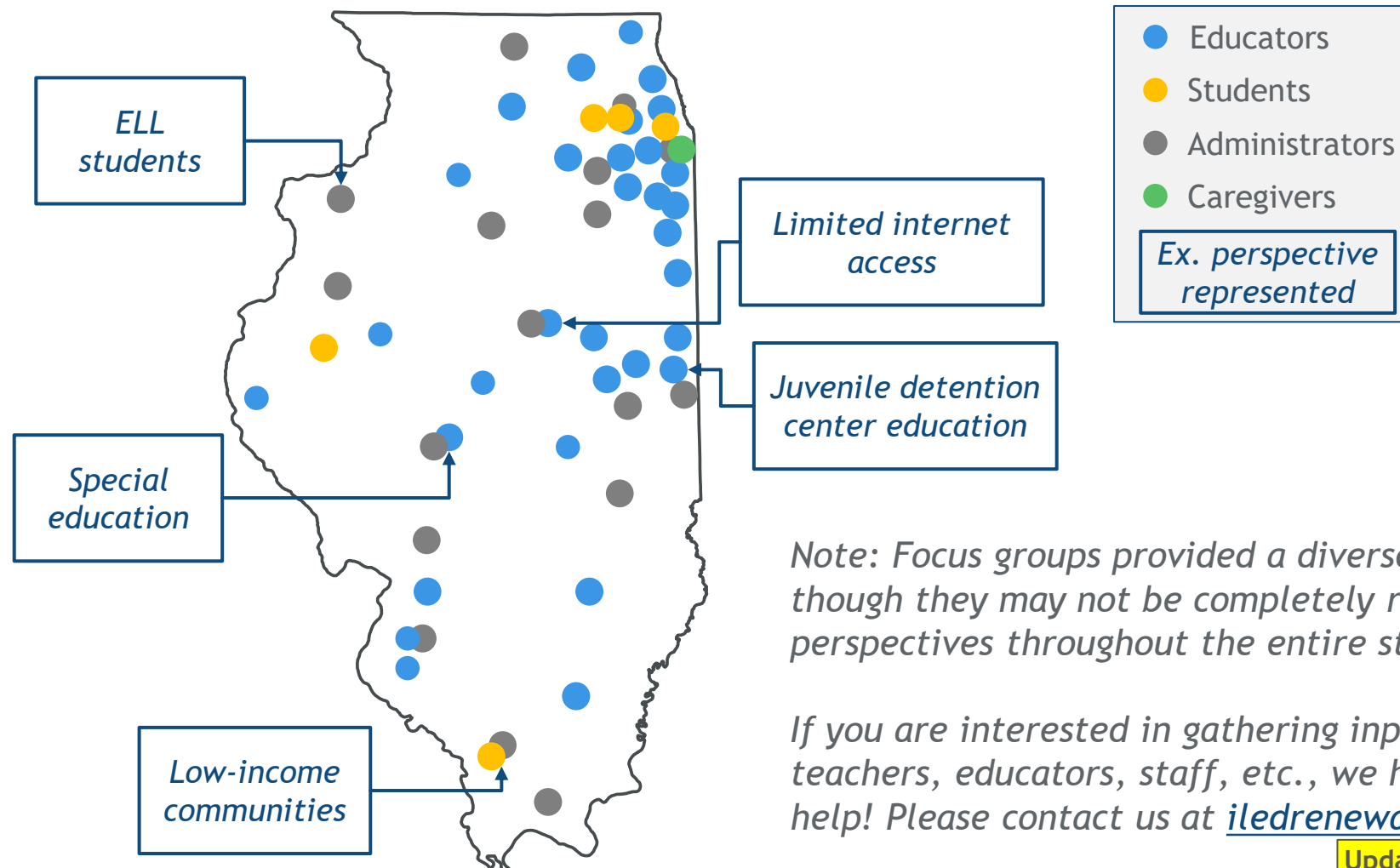
Don't see your logo? Please contact us at iledrenewal@gmail.com

if change e-mail address to gov,
update here



The above organizations participated in the development of this guide through working teams, focus groups and informal feedback.

Voices and perspectives from 300+ educators, students and administrators across the state have been incorporated into resource guide



Many intended users for this guide



Government

Agencies, cabinets, law makers, appropriation committees



Local leaders in education

Superintendents, Presidents/ Chancellors of higher ed, principals, trustees, county boards



Families and students

PTAs, individual caretakers and students



Educators

Professors, teachers, IFT, IEA, local teachers' unions



Schools and institutions

Staff/Faculty



Community Organizations

Non-profits, foundations, libraries, local faith/health/ recreation orgs

Use of / contribution to guide

To inform funding allocation/ policy decisions

To inform fund deployment decisions at local level

To further understand and advocate for ways to support learning renewal and inspire engagement and input in funding decisions

To provide guidance/feedback for updates to the guide

The guide consists of chapters detailing 12 priority topic areas and underlying initiatives to consider deploying for learning renewal

Chapter contents

Chapter overview | Description of topic and initiatives

Topic High level topic

Support students with structured engagement in transition periods (including focus on those that have unmet needs)

Primary stakeholders impacted

Students: Initiatives geared to engage and support students during transition to ensure success, students to also play a role as mentor to other students

Families: Family engagement will be critical for post-secondary planning. Financial implications, mental, support through preparation, etc.

Faculty/Staff: Educators, advisors and staff play key role in engagement through our curriculum support services

Community Orgs: Partners/health community orgs to serve as trusted messenger to engage families and students, community orgs/institutions to also serve as mentors

Relevance

	Low	Medium	High
Academic Support			
Social Emotional Support			

Fact Pack | What we are hearing from stakeholders

1 We need to encourage students to engage in activities about their interests, who can build relationships with faculty. There can't be an initiation (focus). We could encourage engagement with extra credit for just showing up. - Educator

2 During [outreach] information, they showed an interest about their interests, who can build relationships with faculty. There can't be an initiation (focus). We could encourage engagement with extra credit for just showing up. - College student

3 High school students need to be involved in college regarding their cultural identity. They need to go to the bathroom to having complete autonomy. - College student

4 I changed my mind about it, and I'm still after. We need to normalize this, I don't always have my sign together and that's ok. - University Professor

Work in progress

Fact Pack | Why we know addressing this topic can make an impact

1 Harper Launch Program

- Summer bridge program to help students develop academic identity, sense of belonging
- College regarding their cultural identity
- They need to go to the bathroom to having complete autonomy
- College student

2 Success SA Corps

- Group of recent college grads who help students and their families navigate the process of applying to and entering college
- Extensive low cost option for college and career readiness programming
- 50 recent grads trained over 6 weeks to serve as peer mentors and partner with local schools, businesses, and nonprofit organizations to deliver low cost and college planning and preparation services
- Provides workshops, presentations, and one-on-one mentoring on career exploration, college selection, loan pros, scholarships, gap completion, and financial aid programs
- Recent graduates (seniors) can request support from SA Corps to having a workshop
- In 2019 over 7,000 students reached with financial aid and loan pros
- 1,000 events throughout the state of IL
- Created through College Access Challenge Program from the U.S. Department of Education

3 Research: College Forward

- Focus based on career readiness program designed to help low income, first-generation students complete the college application process
- College access in high schools, where they work with a group of first generation or low-income students, starting junior year
- Offers services like college visits, entrance exam prep, after school workshops on living from college, continuing through college
- Offers emergency software "College" which empowers students' data and is shared to parents, university, and 11 help from coaches continuing through college
- Provides emergency software "College" which empowers students' data and is shared to parents, university, and 11 help from coaches continuing through college
- Provides emergency software "College" which empowers students' data and is shared to parents, university, and 11 help from coaches continuing through college

Chapter summary

Focus group quotes

Case study examples

Work in progress

Fact Pack | What the estimated cost is relative to the potential impact

1 Provide staff support and services during end of year and into next steps, particularly with targeted support for at-risk students

2 Develop peer /near-peer/ mentoring program for secondary students

Cost

- Additional staff or time for existing staff to provide support to students (\$100/qualified counselor per yr)
- Summer Transition/Leader Position (\$4,500/summer, \$15/hr for 18hrs/week for 20 weeks)
- High school, 1:1 support programs can cost as much as \$4000/student

Impact

- Increased mental health of students to post-secondary plans
- Increased graduation rates

Work in progress

Implementation- Initiative 3 | Provide staff support and services during end of year and into next steps, with targeted support for at-risk students

Primary implementation activities

- Provide support to staff to qualified counselors/staff to offer summer support to students
- Summer Transition/Leader Position (\$4,500/summer, \$15/hr for 18hrs/week for 20 weeks)
- High school, 1:1 support programs can cost as much as \$4000/student

Proposed timeline and milestones

- Develop summer transition strategy involving existing staff (March 2021)
- Staff summer transition for the summer (April 2021)
- Form partnerships with intermediary orgs (April 2021)
- Connect with and provide information to college advisors (May-June 2021)
- Meet with students, provide summer support resources (June-Aug 2021)

Resourcing

- Qualified staff to provide summer support resources
- Faculty/staff to provide summer support resources
- Faculty/staff to provide summer support resources

School population

School population	Equity
Low Income	Students with limited resources
High Income	Students with limited resources

Metrics to evaluate success

- Summer transition strategy involving existing staff (March 2021)
- Staff summer transition for the summer (April 2021)
- Form partnerships with intermediary orgs (April 2021)
- Connect with and provide information to college advisors (May-June 2021)
- Meet with students, provide summer support resources (June-Aug 2021)

Work in progress

Additional Resources | Provide staff support and services during end of year and into next steps, particularly with targeted support for at-risk students

Summer Transition Handbook

- Best practices to support high school students planning for and transitioning to college
- Details on CPS Summer Transition Coordinator Positions (Job description)
- Summer Transition Survey Checklist (Link)

FACT Framework

- Framework to identify experiences/information a student needs to make informed decisions about college and career planning
- Student checklist to prepare for college: career planning, financial planning, college selection and application (Link)

ICC: Creating a Successful Bridge Program

- Practical guide for investigating/responding to students that are knocked off course from enrolling in college over the summer
- Example letter: Exit for way and summer checklist starting on page 40

One Million Degrees

- Model of program that provides wrap-around supports to community college students to help them succeed in transition and persist
- Community resources listed on their website regarding employment, housing, finances, health and general wellness (Link)

Pose Foundation

- Model for an afterschool program for traditional college pathways
- Program that identifies high potential high school students who might be missed by traditional admissions criteria, offers a "bridge" college training to group, continues to meet through college and connects with professional development opportunities

College of DuPage enrollment checklist

Work in progress

Implementation | Implementation risks and mitigation strategies

1 Severe shortages of educators and staff will limit the amount of support that can be provided to students

2 Time / resources to develop and coordinate summer transition strategies is overwhelming and costly

3 Mentors will be ill-equipped to support the students adequately

4 Existing resources and models (e.g., community orgs, frameworks) should be scaled rather than building from scratch

5 Cohort models can be used to not only build community but also deploy services and resources efficiently

6 Mentors should reflect the communities they serve and have a deep understanding of their needs

7 Mentors should not be the only form of support for students, especially in communities that have experienced high trauma which will need adequate counseling services

8 Developmental/transition courses and/or bridge programs must be made available to students to set them up for success in their post-secondary pathways

9 1:1 advising and tutoring services should be prioritized for students who have returned from being disengaged

Cost and impact estimates*

Implementation guidance*

Relevant resources*

Key risks & mitigation strategies

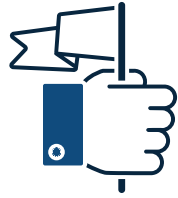
*Throughout chapters, please note that vendors have not been vetted, approved or endorsed by the state, they are included as example resources

Consider a set of
discussion questions
while navigating the
chapters

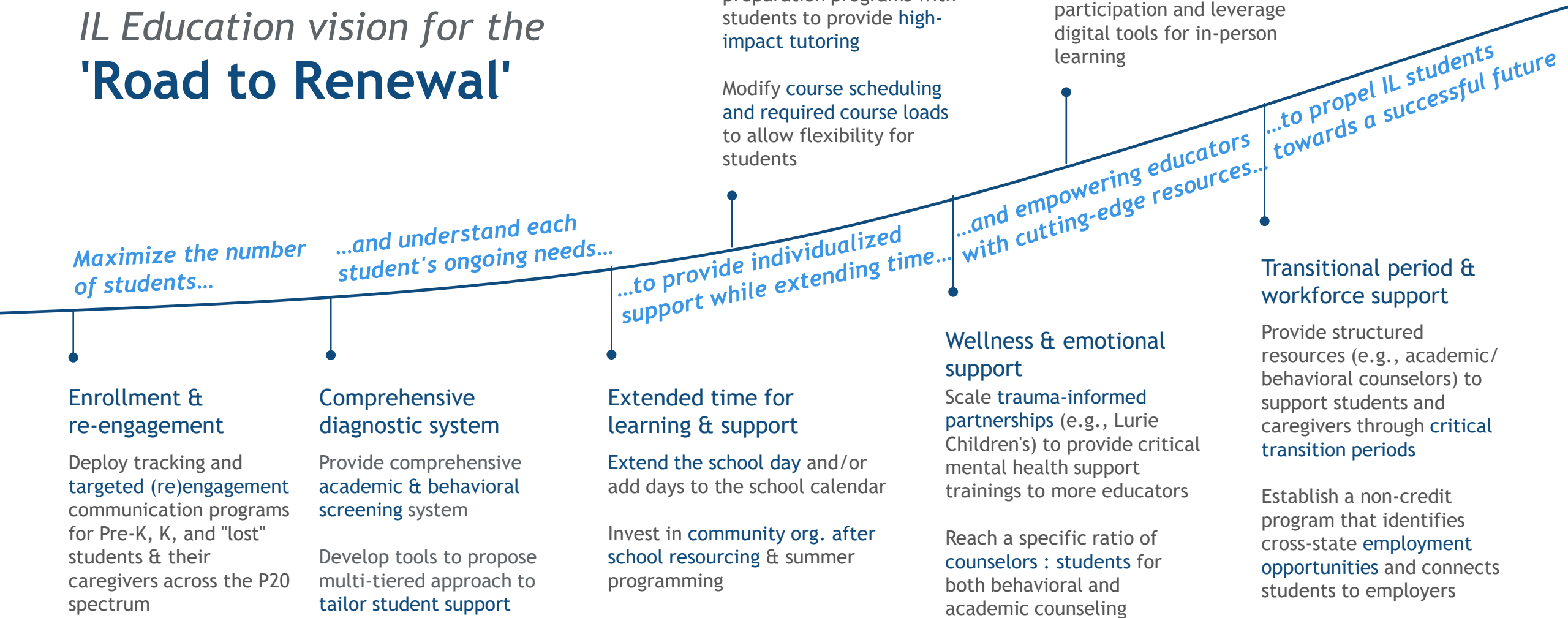
- What do the data and voices of those most impacted tell us about the needs of our students, caregivers and educators?
- What existing initiatives have driven meaningful impact in our community? Is there an opportunity to scale?
- What might implementation and necessary resources for initiatives look like beyond the 1-2 year federal aid timeline?
- What might the unintended consequences of implementation be, particularly regarding racial and socioeconomic inequity?
- Which orgs could serve as valuable partners in implementation of these initiatives? What resources do we need / have access to?
- How can we ensure we are not overburdening faculty, staff, student and family workloads / stress levels?
- How can we ensure that the input of students, families, unions and the faculty and staff are part of the planning and decision-making process?
- How do these initiatives address student needs equitably?
- How will we ensure our decision-making is humanizing, trauma-informed, and culturally responsive?
- In what ways can we utilize these funds to build on our district/institution/community strengths?



IL 'Road to Renewal' vision and Chapter Summary



IL Education vision for the 'Road to Renewal'



Resource Guide Chapters

12 priority topic
areas to inform
spending decisions
along the 'Road to
Renewal' vision

DRAFT - Not for distribution

- 1 Support **enrollment, retention, and re-engagement** initiatives to ensure academic progression across P-20 spectrum
- 2 Build **individualized student fact base** with academic and behavioral diagnostics and progress monitoring
- 3 **Reimagine school calendar** and expand school day / year
- 4 Provide **out-of-classroom learning experiences** through tutoring, after school, summer camps, etc.
- 5 **Connect** districts/institutions with **community organizations** that connect students to comprehensive support
- 6 Enhance accessibility of **academic & behavioral counseling resources**, especially for at-risk students (including year-round support)

- 7 Invest in infrastructure for **mental wellness** and trauma-informed, culturally responsive schools, including educator P.D. and support
- 8 Evaluate and improve hybrid/remote learning models to develop long-term **digital strategic priorities**
- 9 Improve **quality of learning** through altered classroom structures, educator professional development, and digital tools
- 10 Increase **flexibility** of secondary, post-secondary environment to **accommodate for other responsibilities**
- 11 Support students with structured engagement and enhanced communications in **transition periods**
- 12 Design an integrated **education/ workforce strategy** and playbook and offer work-driven credit opportunities

Schools and institutions are already implementing innovative practices across IL

*Please provide additional case study examples from your school/institution via this form ([Link](#))

Update feedback form w/ new email address

1 Targeted Student Retention Strategies

Sauk Valley CC, Lee County

- Developed a model to ID summer dropout risks and target them for retention efforts
- Called de-matriculated students to motivate to reregister
- Bolstered IT and guaranteed laptop access

6 Telemental Health

Lincoln Land CC, Sangamon County

- Partnership with Talkspace to provide telemental health counseling for all students
- 1 session/month free, add'l at reduced rate

12 School-wide Dual Credit Program

Vienna HS, Johnson County

- All students take a placement test to place into regular or dual enrollment
- 45% of students are in dual credit courses (10% IL avg.) and 3% are in remedial (44% IL avg.); student body is 49% low-income (28% IL avg.)

2

KIDS for Kindergarten Readiness

DeKalb County

- KIDS assessment determines young children's Kindergarten readiness
- Grant \$ for educators creating toolkits for learning experiences that improve readiness
- Community program informing parents on key nurturing practices for pre-K children

5

Kuumba Lynx Arts Partnership

Uplift Community HS, Cook County

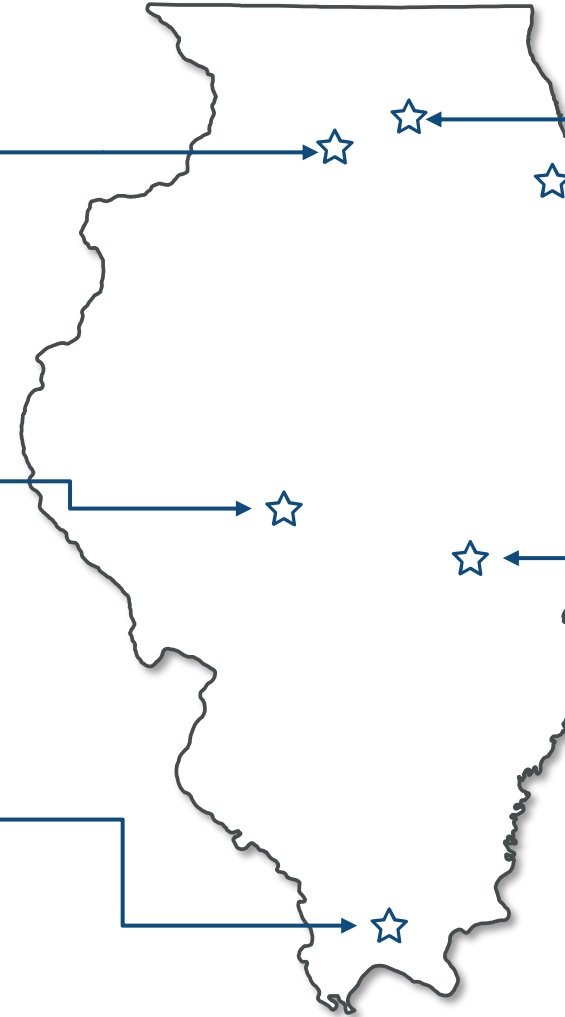
- Kuumba Lynx (KL) is a non-profit urban arts youth development program based out of Uplift Community HS
- Integrates arts education with a restorative justice lens into curriculum

10

Student Financial Assistance

Eastern Illinois University, Coles County

- EIU assembled a group of faculty, staff, and administrators charged with identifying need and directing assistance to minority, first-generation, and low-income students
- \$250K of GEER funding was allocated to relieve outstanding balances for 237 students



Chapter # - see chapter for additional case study detail

Please note that not all case studies may be relevant to each district/institution or may require modifications to scale and implement



Early ed



K12



Higher ed



Rural



Disabilities



ELL

Underlying initiatives for potential implementation (I of III)

Resources/information to help serve¹ :

Chapter 1: Enrollment, retention, and re-engagement	1A Boost Pre-K & K enrollment	Deploy targeted (re)engagement strategy and communication program to boost enrollment in Pre-K and K	 	
	1B Boost post-secondary enrollment	Deploy targeted (re)engagement strategy and communication program to boost enrollment in post-secondary	    	
Chapter 2: Individualized student fact base	2A Diagnostics & screens	Coordinate with vendors to provide timely, age-appropriate diagnostics and screens and support districts in administration	 	 
	2B Student support	Create a multi-tiered approach to tailor student support and address opportunities for development	 	 
	2C Behavioral screens	Conduct behavioral health screens for students along P-20 spectrum to identify underserved students and targeted opportunities for district/institution-specific support	  	
Chapter 3: Reimagine school calendar	3A Add school hours	Add school hours per year by either adding days to the school year or expanding the length of the school day	 	 
	3B Shift school calendar	Shift school calendar to spread out days (e.g., asynchronous days, short breaks) and minimize length of summer break	 	  
Chapter 4: Out-of-classroom learning experiences	4A High-impact tutoring	Provide high-impact tutoring, prioritizing students with greatest learning loss or demonstrated need, to minimize achievement gap	   	
	4B After-school programming	Offer and subsidize school programming outside of instructional hours across range of topics to provide students with additional structured learning environments	 	  
	4C Summer programming	Provide structured summer programming to minimize summer learning loss, make-up valuable lost learning time for P-12, & provide scheduling flexibility in higher ed	 	  

1. While all initiatives can be adapted to serve rural populations, students with disabilities and English language learners, this guide is still evolving and may not yet contain information on each. Stars indicate where that population-specific information is included in the guide. If you have add'l information/resources that address these populations, please contact us at iledrenewal@gmail.com, this document is not meant to impede or circumvent the rules and regulations provided within the Individuals with Disabilities Education Improvement Act (IDEIA) and The Americans with Disabilities Act Amendments Act (ADAAA). Additionally, this guide has attempted to take a racial and socioeconomic lens to all initiatives.



Early ed



K12



Higher ed



Rural



Disabilities



ELL

Underlying initiatives for potential implementation (II of III)

Resources/information
to help serve¹ :

Chapter 5: Connections to community organizations	5A Community volunteers	Provide additional individualized connection and supports to students through assembling volunteers	
	5B Community partnerships	Establish close partnerships with a few, local organizations that offer support directly through the school to meet all student needs (academic, mental, physical)	
Chapter 6: Academic & behavioral counseling resources	6A Academic advisors	Hire additional academic advisors and expand year-round staffing and access to resources	
	6B Behavioral counselors	Hire additional behavioral counselors and expand year-round staffing and access to resources	
	6C Prioritized support for at-promise students	Screen student population to identify most at-promise student populations and prioritize counseling	
Chapter 7: Mental wellness	7A Trauma-informed practices	Scale trauma-informed partnerships and practices to provide critical mental health support	
	7B Cultural awareness	Establish training program to build cultural awareness and responsiveness	
	7C Educator/staff wellness	Invest in behavioral/mental health resources and support systems for educators/staff	
	7D Educator/staff diversity	Scale & improve programs to achieve equity, excellence & diversity in the educator pipeline	
Chapter 8: Digital priorities	8A Digital priorities	Identify ~3-5-year digital priorities and leverage existing services to build necessary skillsets	
	8B Digital partnerships	Scale digital learning partnerships to provide access to supplemental learning materials and tutoring	

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Underlying initiatives for potential implementation (III of III)

Resources/information to help serve¹ :

Chapter 9: Quality of learning	9A	Competency-based education	Scale competency-based education for B-12 curriculum, continuing education, and credentials						
	9B	Educator development	Individualize educator development through improved feedback evaluations and personalized training plans						
	9C	Online resources	Increase usage of online resources (e.g., e-textbooks, simulated environments for clinicals)						
Chapter 10: Flexibility to accommodate for other responsibilities	10A	Remove financial barriers	Support institutions in removal of financial barriers that prevent students from enrollment						
	10B	Course scheduling flexibility	Enable flexibility in course scheduling and required course loads to accommodate for students working, supporting family members, etc.						
	10C	College & career preparation	Facilitate college and career preparation process by embedding into existing curriculum/programing and robust implementation of the PaCE framework						
Chapter 11: Transition periods	11A	Support during end of year and summer	Provide staff support and services during end of year and continuing through summer/into next steps, particularly with targeted support for underserved students						
	11B	Peer/'near peer' mentoring	Develop peer/'near-peer' mentoring program for secondary students						
Chapter 12: Education/ workforce strategy	12A	Pathways-to-careers offerings	Support schools and institutions in embedding pathways-to-careers into course offerings						
	12B	Work-based opportunities	Build partnerships with employers and scale programs that create work-based career development experiences for students						
	12B	Employment placement	Scale programs that support employment placement and connect student and graduate talent with employer demand						

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In parallel with 'Road to Renewal' efforts, a focus on improving connectivity and closing the digital divide are critical

DRAFT - Not for distribution

Emphasizing connectivity and engagement within remote or hybrid learning context is an imperative to successful outcomes

Education leaders, in partnership with other community leaders, can gain support for **infrastructure and digital equity** through programming offered under the IL Office of Broadband ([Link](#))

Specific programming includes:

- **Connect Illinois Broadband Grants ([Link](#))**
 - Schools are not eligible to apply directly but can partner with communities and/or service providers
 - Deadlines: Rd 2, April 12, 2021; Rd 3, Fall 2021 TBD.
- **Digital Navigator Collaboration ([Link](#))**
 - Personal technical assistance to promote digital literacy, equity + inclusion built at community/organization level
 - Deadlines: Accepted on periodic basis throughout year
- **Illinois Connected Communities Collaboration + Grants ([Link](#))**
 - Capacity building + planning for broadband access, adoption, and/or use; 50+ hours of expert consultation/ facilitation to guide broadband engagement + strategy
 - Deadlines: Rd 3, TBD
- **Connect Illinois Computer Equity Network ([Link](#))**
 - Designed to collect, clean, upgrade, and redistribute used computers to families who need them



P-20 Learning Renewal Resource Guide

Chapter 1

Support **enrollment, retention, and re-engagement** through communication initiatives to ensure academic progression across P-20 spectrum

Chapter overview | Description of topic and initiatives

High level topic

Topic

Support re-engagement, enrollment and retention through communication initiatives to ensure academic progression across P-20 spectrum

Primary stakeholders impacted

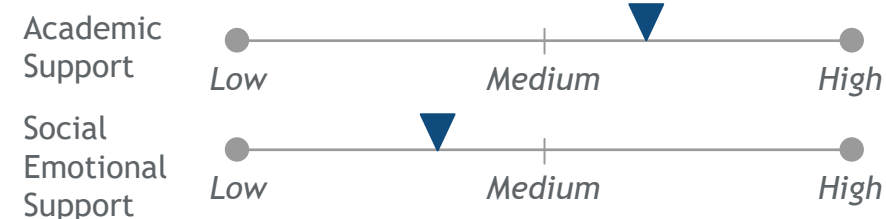
Students- Initiatives geared to identify and engage students to encourage enrollment and retention

Families- Family engagement will be critical in (re)engaging students and supporting their progression

Faculty/Staff- Educators, advisers and staff play key role in engagement through curriculum & support services

Community Orgs - Faith/health/community orgs to serve as 'trusted messengers' to engage families and students

Relevance



Recommended initiatives

- 1A Deploy targeted (re)engagement strategy and communication program to boost enrollment in Pre-K and K
- 1B Deploy targeted (re)engagement strategy and communication program to boost enrollment in post-secondary

Equity focus of initiatives

- Additional support services, advising and resources to be targeted to low income, first generation students and their families
- Work completed in collaboration with community-based/led organizations serving priority populations
- Funds to be focused on reducing financial barriers to enrollment that would disproportionately impact underserved communities
- Local context to be taken into account when developing post secondary pathway resources and support
- Early identification of special needs/ESL students to ensure individual support

Fact Pack | What we are hearing from stakeholders

“

It took a while for students to transition back to what was expected of them in the classroom. Now with the post-secondary transition, think of all the expectations that need to be outlined to help the student re-acclimate. The spring threw everything so off course that students aren't even aware of what their expectations are for graduation, much less plans for the future.

- High School Principal

“

We're going to see a huge increase in suspensions and challenging behaviors post-COVID. We need to figure out how to support those students beyond the code of conduct and how it's written now.

- High School Assistant Principal

“

We dedicate Wednesday's to smaller interventions for kids based on their needs. It's about making connections with educators and students. Kids are saying 'We love it because we feel like we were important or that we were listened to!' and almost all of our kids that we are worried about are showing up on that day

- Superintendent

“

Teaching me the basic core courses and telling me I need a 4.0 isn't going to make me a successful person

- High school student

“

We need more interventions, and we need them earlier.

- Educator

“

Class sizes have shrunk and it's really benefiting both students and teachers. How do we maintain this while improving enrollment?

- Educator

“

Students are experiencing a ton of anxiety heading back into the classroom 5 days a week. We really need to address this when reengaging

- Educator

Fact Pack | Case study examples of successful implementation

1

Spark Aurora

- Community partnership that helps underserved families connect to early education and childcare
- SPARK is not a direct service but rather leverages/coordinates resources for families
- Implements initiatives like parenting apps, marketing efforts, parent cafes, and training parent leaders to provide 'Incredible Years' workshops
- 'Shared Intake' program provides a single point of entry for families looking to connect to early childhood programs - leverages homeless shelters, food pantries and World Relief as points of service
- Fox Valley Montessori School combined a private grant childcare subsidy funds to serve 20 more underserved children at no cost to the families
- Spark served to identify low income families and helped them complete applications prepare student for smooth transition

2



Sauk Valley Community College

- Created a model for engagement with students to combat summer melt
- Called de-matriculated students to get them to register
- Used GeoFencing to recruit students
- Created a virtual tour of campus available to prospective students and parents
- Ensured all students have access to laptops where all courses, services, office hours, and tutoring can be accessed
- Expanded access synchronously that were previously unreachable such as multiple high schools banded into sections
- Made strategic personnel additions to assist with online course delivery enhancements, IT support, and website development

3

OneGoal. One Goal

- Program that equips educators with a robust curriculum, training, and tech to guide cohorts of student 'Fellows' to achieve postsecondary goals over 3 yr program amid COVID challenges
- Fellows engage with a rigorous, culturally relevant curriculum and teaching practices that affirm their identities while they pursue their postsecondary education
- 2020/2021 school yr: 12,500 fellows, 127 high schools, 6 regions
- Direct Partnership Program - Partner with districts to co-create postsecondary enrollment and completion goals
- Evaluation of Post-Secondary Readiness - NCAN-endorsed rubrics/roadmap to help evaluate/grow postsecondary readiness
- OneGoal increases college enrollment and college persistence rates by 10 to 20 percentage points as well as improves academic indicators and non-cognitive skill development
- 86% of OneGoal high school graduates enroll in a postsecondary institution
- 76% of those persist one year after high school graduation

1. <https://www.sparkaurora.org/covid-19-resources-and-updates/>

2. https://www.svcc.edu/students/future/index.html?utm_source=header&utm_medium=multiple&utm_campaign=Audience

3. <https://www.onegoalgraduation.org/join-us/bring-onegoal-to-your-school/>

Fact Pack | What the estimated cost is relative to the potential impact

- 1A** Deploy targeted (re)engagement strategy and communication program to boost enrollment in Pre-K and K

Cost

- Add'l staff or time for existing **staff to provide 1:1 outreach** to students (~\$130K/qualified counselor per yr)
- Time and **resources to partner with community organizations**

Impact

- Children who enter kindergarten ready to learn have an **82% chance of mastering basic academic and social skills** by age 11, **compared to a 45% chance** for those who enter unprepared²
- **Increased engagement** of students 'lost' in pandemic
- **Increased enrollment** in elementary education
- **Lifelong social emotional benefits** of early childhood education

- 1B** Deploy targeted (re)engagement strategy and communication program to boost enrollment in post-secondary

Cost

- Add'l staff or time for existing **staff to provide 1:1 outreach** to students (~\$130K/qualified counselor per yr)
- **Summer Transition Leader Position**¹ (\$4,500/summer, \$15/hr for ~15hrs/week for 20 weeks + benefits)

Impact

- **Increased engagement** of students 'lost' in pandemic
- **Increased enrollment** in post secondary education

1. CPS Transition Youth Leader Program as benchmark

2. <https://catalog.results4america.org/issue/education-youth-development/education-kindergarten-readiness>

1A Implementation | Deploy targeted (re)engagement strategy and communication program to boost enrollment in Pre-K and K

Primary implementation activities

- Collaborate deeply with 'trusted messengers' (e.g., community/ faith/ health orgs) to deploy outreach and high touch interactions (e.g., door-to-door, staff touch points, social media, etc.)
- Create systems of coordinated enrollment (e.g., health and social service orgs make referrals to early learning programs)
- Fund pop-up pre-school models in under-resourced areas to provide access to early learning and increase Pre-K/K enrollment
- Consider funding programs that employ families hit hardest by the pandemic as ambassadors for reengagement/outreach
- Cover financial barriers that delay enrollment (birth certificate fees, wages to staff for evening/weekend enrollment appointments, physicals/dentals, transportation, etc.)
- Host transition activities for P-K including visits to K classrooms, K educators visiting pre-K classrooms, orientations, parent/educator meetings, sharing student records, etc.
- Follow framework of Kindergarten Transition Advisory Committee to influence strategic plans and funding decisions ([Link](#))
- Leverage data from early care and/or KIDS ([Link](#)) to provide individualized support services to child as soon as possible

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- # of community orgs. involved with deployment of strategy
- # of families with high needs applying to early learning programs

Summative metrics (metrics to demonstrate overall success)

- Return to pre-pandemic enrollment levels for K
- Increased pre-K/K enrollment and on track % through elementary

Sample timeline and milestones

- Develop transition and comms strategy (messaging, check lists for families, timelines, etc.) to be deployed using state guidelines (~2 mos)
- Identify/develop community org partnerships to deploy comms strategy and coordinate identification/referrals of students to Pre-K/K (~3 mos)
- Design and initiate transition activities/outreach (e.g., classroom visits), ensure activities continue through summer (~3 mos, end of school yr)

Resourcing

- Cost of educators/staff to provide early learning programs and outreach, careful to respect the contractual obligations of districts / ed professionals
- Time to develop strategy, identify students and coordinate stakeholders
- Partnerships with community organizations to deploy strategy - consider partnerships with CCs who offer childcare services/education programs
- Funds for families to cover financial hurdles that delay enrollment

Equity considerations

- Work completed in collaboration with community-based/led organizations serving most under-resourced populations
- Early identification of students with special needs to start/continue services as soon as possible

Inter-related strategies

- Chapter 2 Individualized Student Fact Base: Use diagnostics and screens for early identification of individualized ways to best serve students
- Chapter 5 Connections to Community Organizations: Approaches to the formation of community partnerships

1A Additional Sources | Deploy targeted (re)engagement strategy and communication program to boost enrollment in Pre-K and K

Kindergarten Transition Advisory Committee Report ([Link](#))

- Framework designed to help those involved in the kindergarten transition and best practices for supporting kindergarten transitions and continuity of care

KIDS (Kindergarten Individual Development Survey) | ([Website](#), [Overview](#))

- Observational tool designed to help educators, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten
- Provides professional development and coaching on best practices around DAP (Developmentally Appropriate Practice), observational based assessments, and how to utilize data to inform instruction for ALL students
- Work with administrators (district & school level), K educators and other certified/non-certified educators that work with K students
- Website provides robust list of resources for schools, educators and families supporting K students
- Resource list based on suggestions from IL educators on remote learning and transitioning back to in-person - [MASTER Resource List](#)

The Center: Resources for Teaching and Learning (ECPL - Early Childhood Professional Learning) ([Link](#))

- Funded by the Illinois State Board of education (ISBE) to provide free professional learning opportunities, resources, and technical assistance to support state funded early childhood programs in their implementation of evidence-based practices
- Offers workshops, webinars and online modules that ensure high quality early childhood programming and outcomes as defined by the Early Childhood Block Grant (ECBG) requirements, the Early Childhood Environment Rating Scale-3 (ECERS-3), and evidence-based practices in early childhood education
- [ECPL PFA Project \(Preschool For All\)](#) ([Link](#)) - Grant program that provides at least 12.5 hours weekly of high-quality preschool, to provide children with a foundation of knowledge and skills that allows them to be successful throughout their school experience
- [Pre to K Project](#) - collaboration between the Preschool for All (PFA) Coaches and KIDS (see above) coaches that addresses the need for smooth transitions between Pre-K and Kindergarten. Collaborative approach to developing/implementing a plan for the transition that is based on three key areas: 1) aligned teaching and learning, 2) aligned assessments and data, and 3) strengthened cross-sector partnerships.

1A Additional Sources | Deploy targeted (re)engagement strategy and communication program to boost enrollment in Pre-K and K (cont.)

HeadStart ([Link](#), [Link](#))

- Federally funded preschool program serving predominantly low-income families and promoting school readiness for children, ages three to five, Local implementation allows for flexibility in service design, leading to a wide variety of program models
- Offers educational, nutritional, health, social and other services including family engagement

Illinois Action for Children ([Link](#))

- Partnerships for Positive Outcomes (PPO) program provides training and consultation in engaging families and communities ([Link](#))

Chicago Connected

- Effort to get families connected to the internet, examples of family outreach through community based orgs ([Link](#))

Results for America | Education strategies to improve kindergarten readiness ([Link](#))

- Robust list of evidence-based interventions to support Kindergarten readiness



1B Implementation | Deploy targeted (re)engagement strategy/ communication program to boost enrollment in post-secondary

Primary implementation activities

- Collaborate with community orgs to provide high touch outreach to students, especially those that are disengaged/adult learners
- Develop communication systems for 1:1 staff outreach over summer - Note details of services to provide in initiative 11A
- Provide checklists regarding apps, housing, financial aid, etc. to facilitate preparation for next steps for students/families
- Promote early completion of FAFSA forms as funding is limited
- Provide guidance on resources to help students overcome barriers to reenrollment/progression (e.g., stipends for living expenses, developmental courses to fill knowledge gaps)
- Provide hands on, visual experiences to introduce college classes/life early (e.g., tours, orientation, mini courses, etc.)
- Long term - Implement Model Pathways ([Link](#)) to help students understand options/proactively plan for progression¹
- Engage families in pathways early to help them understand/plan key considerations (pathway options, financial implications, etc.)
- Invest in dual credit/enrollment expansion

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- # of community orgs. involved with deployment of strategy
- # of disengaged students identified and contacted on 1:1 basis

Summative metrics (metrics to demonstrate overall success)

- Return to pre-pandemic enrollment levels for post-secondary
- Increased post secondary enrollment and persistence

Sample timeline and milestones

- Partner with community orgs to reach disengaged students (~2 mos)
- Leverage partnerships to deploy targeted, high touch outreach (~3 mos)
- Understand needs of disengaged students and connect with relevant resources (~3 mos, in coordination with targeted outreach)
- Begin development of Model Pathways in existing curriculum, identify core pathways to be implemented first (6 mos - 1 yr)

Resourcing

- Community partnerships to identify/reach out to students
- Staff/counselors to meet/provide high touch engagement with students, careful to respect the contractual obligations of districts / ed professionals
- Time to develop outreach plan and longer-term transition strategy

Equity considerations

- Prioritize student identification and outreach in underserved communities
- Ensure identification of special needs/ELL students for individual support
- Take local context into consideration when identifying pathways to embed in curriculum to ensure students can thrive in their own communities, especially for rural communities

Inter-related strategies

- Chapter 5 Connections to Community Organizations: Approaches to the formation of community partnerships
- Chapter 10C and 12A: Embedding College and Career Preparation into curriculum through the PaCE framework and career pathways
- Chapter 10A Remove financial barriers: To include with (re)engagement
- Chapter 11A Support during EOY/Summer: Consider for targeted outreach

1B Additional Sources | Deploy targeted (re)engagement strategy/ communication program to boost enrollment in post-secondary (1 of 2)

Summer Transition Handbook ([Link](#))

- Best practices to support high school students planning for and transitioning to college

SDP Summer Melt Handbook - Harvard Center for Education Policy Research ([Link](#))

- Tactical guide for investigating/responding to students that are knocked off course from enrolling in college over the summer
- Example 'Senior Exit Survey' and summer checklist on pages 60-67

Education Strategy Group: Preventing a Lost COVID Cohort ([Link](#))

- Guidebook on what states can do to ensure we do not have a lost cohort of kids who fall off path from HS to post-secondary

IBHE "Stay the Course" website ([Link](#))

- Resources and messages about how/why to stay on track in higher ed

Information and relevant forms regarding FAFSA Mandate ([Link](#))

ISAC College Changes Everything Month ([Link](#))

- FAFSA and college application workshops hosted by schools and community organizations between Labor Day and Thanksgiving
- Schools and organizations can apply to be a CCE site and an ISAC representative will facilitate the workshops

Model Programs of Study - Education Systems Center at NIU (EdSystems) in partnership with ICCB and ISBE ([Link](#))

- Guidance, exemplars and frameworks for local programs as they develop programs of study
- Illinois State Board of Education Career Guide ([Link](#)) - Framework to explore career options
- Career Pathways Dictionary ([Link](#))

Continued on next page...

1B Additional Sources | Deploy targeted (re)engagement strategy/ communication program to boost enrollment in post-secondary (2 of 2)

PaCE Framework ([Link](#))

- Framework to identify experiences/information a student needs to make informed decisions about college and career planning
- Student checklist to prepare for college (career planning, financial planning, college selection and application) ([Link](#))
- On PaCE to Thrive Community Guide - Sample calendar of activities and guiding questions to be used by any organization looking to provide support outside of school hours ([Link](#))

Proprietary college and career prep software (Examples: [Xello](#), [Naviance](#), [Scoir](#)) - *Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.*

Summary of Performance (SOP) documentation for students with disabilities - ([Link](#))

- It is imperative that schools and higher education institutions elevate the importance of the Summary of Performance (SOP) as students progress beyond high school and transition from entitled protection under the law to eligible protection under the law
- The SOP can and should be used to help students leaving high school self-identify their diagnosis as well as self-advocate for their accommodations and modifications

Implementation | Implementation risks and mitigation strategies



Schools and institutions will face challenges in not only **identifying disengaged students** but also effectively contacting them



- Community orgs (faith, health, non-profit, philanthropy etc.) must be leveraged as 'trusted messengers' to provide targeted outreach
- Coordinated efforts between local organizations and schools to identify and refer disengaged students will be critical



Those already in **most underserved** are also hit hardest by the pandemic and therefore have even less time, money and resources to set themselves /their students up for success



- Funding must be directed to address the basic financial barriers to enrollment (fees, housing, transportation, food, etc.)
- Enrollment processes must be as streamlined as possible, and resources must be embedded in everyday life and curriculum (e.g., workshops through community orgs)



Level of **high touch outreach needed** to be effective is very time consuming and costly



- Existing resources and natural community networks should be leveraged and scaled rather than only working with school staff
- Mentorship models can both create extra leverage for support, as well as job/career experience opportunities for mentors



Time and **resources required to build out Pre-K and post-secondary prep** programming is overwhelming and costly



- Existing resources and models (e.g., community orgs, frameworks) should be scaled rather than building from scratch (e.g., PaCE framework and toolkit)
- Funding and time can be spent on upfront planning to target most at-promise students first and develop scalable programming to be built over time

Chapter 2

Build **individualized student fact base** with academic and behavioral diagnostics and progress monitoring

Chapter overview | Description of topic and initiatives

High level topic

Topic

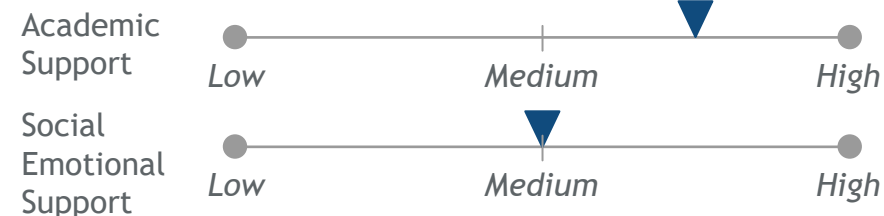
Build individualized student fact base with academic and behavioral diagnostics and progress monitoring

Primary stakeholders impacted

Educators- Supported through P.D. and armed with input to individualized student learning experience

Students- Learning environment is modified to better address needs; goals are set, and progress is evaluated

Relevance



Recommended initiatives

- 2A Coordinate with vendors to provide timely, age-appropriate diagnostics and screens and support districts in administration
- 2B Create a multi-tiered approach to tailor student support and address opportunities for development
- 2C Conduct behavioral health screens for students along P-20 spectrum to identify underserved students and targeted opportunities for district/institution-specific support

Equity focus of initiatives

- Reinforce purpose of diagnostic for informative support only, rather than 'tracking' purposes
- Involve parents, caretakers, families, etc. where possible to provide additional inputs and support goal setting and achievement

Fact Pack | What we are hearing from stakeholders

“

There is a lack of accountability at all levels. If my job as an educators is to push my students forward by a certain number of points, but then you never check back in with me ... you're going to waste a lot of money.

- Middle school educator

“

US education system is a one-size fits all. Having individual student fact bases would be really helpful and would build intrinsic motivation

- High school student

“

Post-pandemic we're going to have to re-examine where we expect a 3rd grader to be.

- Special Education teacher

“

We need to look at what are demotivators. A diagnostic is going to say we have an abysmally large group that says we are not meeting standards, but telling students they are behind is discouraging and will not re-encourage students to re-engage at all.

- K12 Superintendent

“

We need to look beyond standardized and letter grade scores. If we can't understand overarching mental, social emotional position, can't figure out how to make them successful.

- Associate Principal

“

If that profile is used as part of a holistic student growth tool rather than a snapshot standardized test, it could be very valuable as students move through school over the next 10 plus years post pandemic

- Teacher

Fact Pack | Case study examples of successful implementation

1 Chicago Public Schools' Freshman on Track initiative

- In partnership with University of Chicago and the Network for College Success, schools follow the Freshman on Track Toolkit which compiles student data and encourages individualized intervention and support strategies
- The tool kit has an entire section on understanding research and applying data which provides resources to train and support educators, students, and families on calculating On-Track and guides for developing and tracking success of intervention strategies
- The tool kit also provides a series of leadership tools to plan and strengthen the Success Team and offers strategies for developing and sustaining a successful, trusting, and collaborative team of educators
- The entire toolkit is accessible and downloadable [here](#)
- Students deemed 'On-Track' are proven far more likely to graduate from high school

2 Cincinnati Public Schools holistic student dashboards²

- As part of a broad turnaround effort in 2008, launched student-level dashboards that included data on interim assessments, benchmark assessments, coach logs, and student-data folders
- Educators created success plans for all students and reviewed with students/families quarterly
- Schools utilized a "data strategy room" where teams of educators met to discuss and display individual student data every 2 weeks following assessments
- Educators flagged students who would benefit from additional classroom support on dashboard, which connected students to tutors who also accessed the dashboards for alignment
- Broader turnaround resulted in 75%+ of schools improving on state performance index and overall gains in reading and math exceeding state averages at every grade

3 DeKalb County, IL uses KIDS as baseline for Readiness

- DeKalb County, in partnership with Northern Illinois University's, formed a Kindergarten Readiness Work Group to evaluate the importance of and assess current state kindergarten readiness, and develop a strategy to improve readiness
- DeKalb County uses the KIDS assessment, which includes both behavioral and academic components and can but used as an interim assessment, to assess readiness
- Based on the results from the KIDS assessment and research study, DeKalb County stood up a Kindergarten Readiness initiative which includes Kindergarten readiness toolkit grants for educators to provide toolkits for fun learning experiences to students pre-kindergarten age
- The Kindergarten Readiness initiative also stood up 'Basics DeKalb County', a community saturation program, which provides information about 5 evidence-based, nurturing practices critical for infants and toddlers

Fact Pack | What the estimated cost is relative to the potential impact

2A Timely, age-appropriate interim diagnostics and screens to students

Cost

- ~\$15-20+ / per student¹ annually for interim assessments

Impact

- Provides schools with **data points** to identify community norms and specific needs to drive targeted **intervention strategies**
- Impact and success is **dependent on data analysis capabilities** of districts and educators/staff

2B Implement professional development and cycles of inquiry to tailor student support & development opportunities

Cost

- \$150-450 in annual **professional development costs per educator** (assuming 4 hours of training throughout the year)
- Additional cost of 'educator time' spent in professional learning communities

Impact

- Hattie scores for topics addressed through tailored data analysis and support
- Evaluation and reflection: **0.75**
 - Appropriately challenging goals: **0.59**
 - Goal commitment: **0.40**
 - Student-centered teaching: **0.36**

2C Behavioral health screens to identify and support underserved students

Cost

- \$8-14+ / per enrolled student³ for behavioral screens

Impact

- Promotes a comprehensive **multi-tiered system of supports (MTSS)**
- Proactive approach to identify and implement strategies to **support the ~20% of students** who show signs of a mental health disorder each year
- Early identification of SEL difficulties and early intervention services are **less costly than reactive services**



2A Implementation | Provide timely, age-appropriate interim diagnostics and screens to students

Primary implementation activities

- Select interim assessment or revise current selection based on deep alignment to learning standards, pacing of instruction, alignment to evaluation standards, and district resourcing
- Partner with assessment vendor, as needed, to prepare reports for both educators and parents, ensuring user-friendly, easy to absorb, individualized output and recommendations
- Assign responsibility (principal, assessments coordinator, etc.) for navigating assessment results and ensuring each child receives proper guidance, communication, referrals, etc.
- Reconsider information provided through interim assessments and potential to consolidate or streamline other diagnostics
- Use interim diagnostics as a tool to intertwine with RTI/MTSS (Multi-tiered System of Supports) ([link](#))
- Consider financing with EBF allocation of \$27/student ([link](#))
- Launch communication campaign around uses of diagnostic:
 - Not to be used for accountability purposes
 - Ensure every child has individualized support to meet high academic standards

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- # of reports provided to educators and caretakers

Summative metrics (metrics to demonstrate overall success)

- Educators have data and skills to develop individualized plans
- Interim assessments delivered ~3 times per year, and student progress is reviewed

Sample timeline and milestones

- Start in ~winter/spring to prepare for fall diagnostic
- Select diagnostic based on deep curriculum alignment (~3 months)
- Contract diagnostic and review output for educators/parents (~2 months)
- Administer initial diagnostic, review initial benchmarks, and adjust teaching practices to meet student needs (~4 months)
- Administer subsequent interim assessment (2+ each year), evaluate progress, and revise individualized student plans (Ongoing)

Resourcing

- Cost of interim assessments and vendor contracting
- Potential staffing to coordinate, administer, and review diagnostic results and ensure students have proper referrals, communication, etc.
- Professional development to train educators and parents on how to interpret and modify practices on diagnostic output and data analysis ([link](#))

Equity considerations

- Reinforce narrative that diagnostic is not for accountability purposes
- Determine tools that are appropriate for English language learners and can be completed in native language ([Latino Policy Forum](#))
- Use assessments that have alternate assessments or modifications for student population with disabilities

Inter-related strategies

- Chapter 4 Out-of-classroom learning experiences: Leverage programs like tutoring, before/after school and summer programming to address opportunities for advancement identified through assessments

2A Additional Sources | Provide timely, age-appropriate interim diagnostics and screens to students

Types of assessments/testing ([link](#), [link](#), [link](#), [link](#)):

Summative assessments (for all students)

- Used for the purpose of evaluating the student, program, or school success at an end point in time

Formative assessments (for all students)

- An assessment process used by educators and students during instruction for the purposes of informing teaching and improving learning
- Provides information to guide the learning process rather than measure student performance
- Provides data to set goals and monitor the learning process

Interim assessments (for all students)- focus of initiative A/B

- Used by educators periodically throughout the school year for the purposes of predicting student success, evaluating ongoing progress, informing teaching, and improving learning
- Projects whether a student is on track to achieve proficiency benchmarks and what support could help address student needs

Progress monitoring assessments (for some students)

- Used to support underserved students by assessing academic performance, quantifying rates of progress towards goals, and how they respond to instruction

Selection of interim diagnostic tools:

Selection of local assessments is a local decision

- Selection should be influenced by alignment to learning standards, RTI/MTSS programming, local curriculum, pacing of instruction, alignment to evaluation standards, and district resourcing among other criteria

IL learning standards ([link](#)):

- Outlines critical concepts, instructional guidelines, priority standards, and benchmarks by grade level for core subjects including SEL/PE/Health, English and Language Arts, English Language Learning, Mathematics, Science, Social Science, and Fine Arts

RTI/MTSS programming ([link](#)):

- The state MTSS program has a component about 'Flexible Learning Content' which includes multiple measures of data analysis and assessment systems

2A Additional Sources | Provide timely, age-appropriate interim diagnostics and screens to students

Diagnostic support for Pre-K & K:

Kindergarten Individual Development Survey ('KIDS')

[Link](#), [Link](#), [Link](#)

- 'KIDS' is a comprehensive process and diagnostic tool designed to:
 - Provide information about children's competencies across developmental domains over time
 - To inform whether IL kindergarteners have the skills and knowledge necessary to succeed in school
 - In addition to many social emotional components, 'KIDS' evaluates several academic domains like Math and Science and Language and Literacy development
 - 'KIDS' is adaptable to a broad student population and has accommodations for English language learners

Most used interim assessments across the state for K-12 (non-exhaustive):

53% of districts report using Interim assessments in 2020 school year, a 9.1% increase from 2019 school year

Most used interim assessments across the state (% of schools using given interim assessment out of all schools using interim assessments)¹ (Source- ISBE):

- MAP: 58% of districts
- AIMSWeb: 48%
- Renaissance Star: 35%
- Others include Achieve 3000, DIBELS, Diagnostic Online Reading, Discovery Education Benchmark, Scholastic Reading Inventory, mClass Math

Other popular assessments used for performance evaluation (Source- ISBE):

- ASVAB, COGAT8, enVision Math Assessment, Gates MacGinitie, IOWA Test, ISEL, LAS Links, Otis-Lennon School Ability Test, STAMP (Standards-based Measure), SUPERA, Scantron Performance Series, TERRA NOVA

1. Some districts used multiple assessments, so %s won't sum to 100%

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.



2B Implementation | Create a multi-tiered approach to tailor student support and address opportunities for development

Primary implementation activities

- If already administering interim diagnostics or planning to complete initiative A, reflect on the extent to which:
 - You are supporting educators/parents with frequent and sustained professional development necessary to drive change based on the interim assessment output
 - You are seeing real, measurable change for students
- Establish or improve cycles of inquiry by creating regular touchpoints between educators and leadership to develop, revise, and adjust individualized student plans ([link](#))
- Provide frequent (6+/year) and continued (2+ years) professional development/coaching and Professional Learning Communities to equip educators with skills to personalize classroom, routinely review progress, and revise student plans ([link](#), [link](#))
- Consult ISBE for professional dev. support ([Strat. Plan 1.5](#))
- Engage support networks (family, community) in student plans
- Build student dashboards with academic and behavioral inputs (interim assessment results, ACES, attendance, engagement, etc.) for holistic student management ([link](#))

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of students with individualized growth plans
- Educator time spent per week in professional learning communities

Summative metrics (metrics to demonstrate overall success)

- Change in performance on diagnostic from start to end of year
- Share of educators who adjust teaching strategies quarterly

Sample timeline and milestones

- Begin in early summer to prepare for fall interim assessments
- Evaluate existing support systems and need for change (~2 months)
- Launch several P.D. workshops before 1st interim assessment (~3 months)
- Gather results, support educators in data analysis, and participate in discussions around targeted classroom modifications (~3 months)
- Continue P.D, repeat cycle for subsequent diagnostics, evaluate progress, and revise plans as needed (Ongoing)

Resourcing

- Professional development and training costs on data analysis, classroom modification, goal setting, cross-educator collaboration, etc.
- Time commitment for educators, principals, and superintendents
- Commitment to administer continued assessments to evaluate progress

Equity considerations

- Involve parents, families, caretakers, and students directly to supplement support network of educators/school leaders with limited time/resources
- Develop acceleration plan for all students, including those performing above standards (Tier 1), rather than approaching as remediation
- Prioritize cycles of inquiry and robust professional learning community discussions for underserved student populations, like English language learners or students with disabilities

Inter-related strategies

- Chapter 9 Quality of Learning, Initiatives A/B: Utilize tools like B-12 curriculum to shift to competency-based model based on assessment results and promote educator professional development best practices

2B Additional Sources | Create a multi-tiered approach to tailor student support and address opportunities for development

Effective educator Professional Development research and frameworks:

Research from the Learning Policy Institute ([link](#)):

- Effective professional development is structured professional learning that results in changes in educator practices and improvements in student learning outcomes
- Effective professional development includes elements such as: content focus, active learning, collaboration, models of effective practice, coaching and expert support, feedback and reflection, and sustained duration
- Article includes considerations and implications for practice and how to implement in school environment

Professional Learning Communities ([link](#)):

- Article covers what a professional learning community is, how they impact student achievement, how to build a high-functional professional learning committee, the importance of data, and the role of districts

Cycles of inquiry ([link](#), [link](#)):

- Encourages use of data-driven inquiry approach to link professional learning and instructional planning to the learning needs of students
- Four stages of the improvement cycle: Evaluate and diagnose performance successes and challenges, prioritize and set goals for improvement strategies, develop and plan improvement strategies to ensure successful implementation, implement and monitor selected improvement strategies; Resource includes a series of high-impact questions for each stage of the cycle of inquiry and strategies to execute
- Effective professional learning communities leverage cycles of inquiry for continuous improvement

Engagement monitoring in combination with behavioral screens ([link](#)):

- In the absence of standardized testing, considering monitoring other behaviors such as submissions of online homework to identify student learning gaps, engagement, etc.
- Ex: Von Steuben High School tracked student engagement in every class and put "all hands on deck" when a student fell behind in doing work. Administrators, educators, counselors, special ed assistants, and security guards made phone calls home to troubleshoot hurdles to learning. Educators also scaled back to keep work manageable and placed priority on social emotional check-ins

Examples of existing cycles of inquiry and support:

Peoria Public Schools educator Achievement Data Conversation Protocol:

- educators analyze data available for all students, check progress, and answer questions to plot students on 4-quadrant matrix (attendance & achievement)
- educators have regular check-ins with school leaders to review student placement and develop individualized plans for growth and acceleration



2C Implementation | Conduct behavioral health screens to identify underserved students and targeted opportunities for specific support

Primary implementation activities

- Reframe educator mindset to recognize importance of behavioral health / social emotional screening and support, and integrate critical social emotional learning time into class instruction
- Select or revise selection of behavioral screen based on student demographics/needs, school resourcing, intended output and use of output, etc.
- Screen should include trauma exposure information beyond ACES and incorporate COVID specific questions/discussion
- Provide educators with **professional development to identify student behavior that triggers behavioral health consideration or review. Triage students to provide behavioral health screens to those with 'underserved' behaviors or needs**
- Incorporate community factors (e.g., housing insecurity) and engagement monitoring to inform triage of students
- Consider sourcing information from caretakers to provide perspective on student behavioral experiences and needs
- Administer behavioral screen to students deemed 'underserved'
- Provide proper interventions based on results, continually revisiting to ensure ongoing, individualized support

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of educators trained to identify/flag students based on need

Summative metrics (metrics to demonstrate overall success)

- % of 'underserved' students who have taken behavioral screener
- Frequency with which 'underserved' students are re-evaluated

Sample timeline and milestones

- Start in ~winter/spring to prepare for fall screener
- Select screener based on district alignment (~3 months)
- Contract screener and review output for educators/parents (~2 months)
- Administer initial diagnostic, review initial benchmarks, and adjust intervention models to meet student needs (~4 months)
- Administer follow ups, evaluate progress, and revise intervention (Ongoing)

Resourcing

- Gathering/reviewing input from educators/parents to triage students
- Specialized staffing (school psychologists, social workers) to administer
- Vendor contracting for screener and resourcing to interpret results
- Time cost of evaluating progress and adjusting student plan accordingly

Equity considerations

- Acknowledge stigma of behavioral screening and provide training to educate caretakers on purpose and benefits of appropriate intervention
- Ensure screens not used to 'track' kids but to provide necessary support, including for students in early education
- Provide additional anti-bias/anti-racism training to address discrepancy in behavior perception for students of color

Inter-related strategies

- Chapter 6 Academic & Behavioral Counseling, Initiatives B&C: addresses resourcing/tools necessary to provide support based on screen results
- Chapter 7 Mental Wellness: References various strategies to provide behavioral support to students and necessary professional development for⁴⁶ educators based on results of behavioral screens

2C Additional Sources | Conduct behavioral health screens to identify underserved students and targeted opportunities for specific support

Types of assessments/testing:

American Institute for Research list of resources to assess Social and Emotional Learning and Development ([link](#)):

- Describes respondent and format for assessments (e.g., student, family, educator), response time, and setting (e.g., classroom, afterschool, etc.)
- Includes assessments relevant to evaluate competencies and conditions and includes exams relevant to Early Childhood, Elementary age, Middle/High school age, and Workforce

Collaborative for Academic, Social, and Emotional Learning (CASEL)'s catalogue of social emotional diagnostic tools ([link](#), [link](#)):

- Site requires an email to access catalogue
- Lists 25+ social emotional diagnostics and includes information like relevant grade level, languages, respondent, format, competencies evaluated, scoring information, and reporting information
- Resource also includes formative uses of SEL competency assessments and case studies of districts who have implemented and how they have used

Kindergarten Individual Development Survey ('KIDS') ([Link](#), [Link](#), [Link](#)):

- 'KIDS' is a comprehensive process and diagnostic tool designed to:
 - Provide information about children's competencies across developmental domains over time
 - To inform whether IL kindergarteners have the skills and knowledge necessary to succeed in school
- 'KIDS' evaluates many social emotional measures like relationships & social interactions with peers, self-control of feelings & behavior, relationships & social interactions with familiar adults, curiosity & initiative in learning, and engagement and persistence

Most common Social Emotional assessments used in IL, out of schools administering social emotional diagnostics (Source-- ISBE):

- AIMSweb: 39%
- Fountas and Pinnell Literacy Assessment: 18%
- FastBridge: 11%
- Others include Brigance, DRDP (desired Results Development Profile), ESGI, Panorama Education, SELweb, Teaching Strategies Gold, Woodcock-Johnson Battery

Implementation | Implementation risks and mitigation strategies



Educators and parents prefer to spend time on instruction rather than administering additional diagnostics



- Thoughtfully listen to any concerns and adjust approach to develop baseline while addressing feedback
- Identify ways to leverage interim diagnostic results to provide superior student information and decrease total time spent testing
- State encourages use of interim assessments to provide more information to guide individualized interventions, rather than for accountability (and eligibility for titled funds)



Professional learning communities and cycles of inquiry require too much professional development and individualized educator/school leader time



- Leverage digital tools in professional development to make trainings more accessible and less costly. Leverage local best practices to d optimize professional development and drive significant impact
- Devise templates and standard approaches to individualized plans to minimize 'leg-work' for each student



Parents express hesitation around behavioral health screens due to fear of school profiling or labeling students



- Listen to feedback, revise approach and professional development, and educate parents on behavioral screening process, intended uses of information, and data privacy safeguards to protect students
- Consider providing parents (of students up to a certain age) with updates or reports to involve parents in behavioral health discussion



Students aren't properly identified for behavioral screener or provided with appropriate behavioral support based on screener results



- Successful implementation has several interdependencies with 'Wellness' chapter and should also be reviewed
- Provide social emotional professional development support to educators and encourage class time focus on social emotional to identify students best served by screener
- Ensure robust data analysis mechanisms in place to triage students and provide support based on screener results

Chapter 3

Reimagine the **school calendar** and expand the school day / year

Chapter overview | Description of topic and initiatives

High level topic

Topic

Reimagine the school calendar and expand the school day / year

Primary stakeholders impacted

Students: School calendar designed to better meet learning goals and maintain consistent learning experience

educators: Provides additional time for content mastery and social emotional development

Caretakers: May minimize childcare burdens

Relevance



Recommended initiatives

- 3A Add school hours per year by either adding days to the school year or expanding the length of the school day
- 3B Shift school calendar to spread out days (e.g., asynchronous days, short breaks) and minimize length of summer break

Equity focus of initiatives

- Consider and mitigate barriers to adoption like transportation, childcare, sports, etc.
- Restructured school calendar shown to have the most significant impact on traditionally underserved student groups
- Consider extending time or restructuring school calendar for schools with greatest need, rather than the whole district

Fact Pack | What we are hearing from stakeholders

“

Asynchronous is hard developmentally for an 18-year-old to schedule their own day without anyone telling you how, especially when you also have a job, teach your sibling, etc. I don't know how these students pull this off ... Many of them don't

- University Professor

“

During COVID we got one extra day off of school per month for “mental health check-in” days. Keeping these after COVID ends would be amazing

- College student

“

We had asynchronous Mondays and it didn't work. People treated it as a 3-day weekend and we weren't able to serve our kids well.

- Board of Education member

“

I'm not opposed to shortening summer break. You always appreciate the little breaks more

- High school student

“

I myself get burnt out, so I would enjoy more frequent breaks

- Preschool educator

“

If rethinking the school calendar were state-supported, that would be huge

- Associate Principal

“

We have implemented asynchronous Wednesdays, and it's worked really well for our students.

- Educator

“

Consider shortening each day and extending days/year. My young students are productive, focused, and behaved with shorter days from COVID

-Educator

“

Historically, people would resist this but COVID has made us re-think our flexibility. However, you must think about the social emotional needs strains that extension can cause

- Educator

Fact Pack | Case study examples of successful implementation

1



Massachusetts extended learning time program¹

- Massachusetts provides grants to 'high need' districts who commit to adding 300 hours (~100 minutes per day or ~55 additional days)
- During extended time, schools must focus on additional support in core academic subjects, enrichment opportunities aligned with state standards, and/or educator professional development or planning time
- Urban, suburban, and rural school districts all eligible with priority given to schools with high % of low income students and those partnering with community organizations
- Districts responsible for tracking effectiveness and efficiency with metrics like student achievement, retention, higher education enrollment, etc.
- Cost: \$1,300 per student
- During pilot, most schools saw an increase in student performance metrics after extended school year

2



Socorro Independent School District, Texas²

- Socorro Independent School District in Texas has communities of color enrollment of 95% 25% English Language Learners, and 74% economically disadvantaged students
- Year round calendar has been in place since 1990s and was revamped in 2012 to better take advantage of its intersessions
- Remediation and enrichment are provided seamlessly
- Graduation rates of 93.5% outpace the state as well as a dropout rate of only 1%
- Given an "A" rating by the Texas Education Agency
- Students and educators have both expressed they are happy with the calendar

3



Brooklyn Generation High School staggered & extended year³

- Brooklyn Generation High School has a 98% communities of color student population and 82% of students receive free/reduced price lunch
- Brooklyn Generation lengthened the school year from 180 to 200 days and uses staggered classroom starts to keep the school open from September-July
- The school has also built in ~2 hours per day for educator collaboration time
- Each educator teaches 180 school days and still receive 3 months of vacation, the month of August and 2 separate four week breaks throughout the school year
- These 4-week breaks include 3 weeks of vacation and one week of professional dev.
- During the 4-week period while educators are out, students participate in month long intensives that connect core curriculum to career possibilities and expose the students to colleges. Intensives staffed by team of educators and guidance counselors who rotate grade levels

1. Massachusetts DOE (2020) 2. [Link](#), [Link](#) 3. [Link](#)

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Fact Pack | What the estimated cost is relative to the potential impact

- 3A Reimagine the school calendar by adding school hours per year

Cost

- **~\$400-600 per student per year** for an additional 3 weeks of the school year or ~25 minutes per day

Impact

- **Reading scores to improve by ~.05 standard deviations**, which is expected to translate to ~\$3.1K in additional future earnings per student (present value)

- 3B Reimagine the school calendar by shifting school days

Cost

- **\$0-50 per student per year** to cover additional operating costs

Impact

- Decreased summer learning loss has **greatest impact on most underserved student population**
- Impact is strongest when year-round calendar includes supplemental instruction in the 'intersessions' between instructional periods



3A Implementation | Reimagine the school calendar by adding school hours per year

Primary implementation activities

- Determine approach to add school hours per year
 - Do you want to extend the length of the school day and by how much time? How do you plan to use this extra time?
 - Do you want to add extra days to the year and how many days? How do you plan to use this extra time?
- Gather input from educators, school leaders, and unions on student needs and whether critical stakeholders feel extra time would be value additive
- Partner with the union early on for input and discussion
- Ensure early buy-in from educators, parents, and students
- Evaluate whether extension should apply to all districts or select, underserved school who would experience the most impact and communicate eligibility requirements to caretakers and students
- Draft specific proposal of intended use of addition school time, metrics to measure success, and estimates of funding
- Consider go-forward plan and maintained source of funding over several year time horizon
- Revisit bargaining agreement to negotiate addition

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- educator buy-in with educator champions to push forward efforts
- Initial discussions with educator's Union have begun

Summative metrics (metrics to demonstrate overall success)

- Measurable impact (learning loss, GPA rate, etc.) demonstrated in districts with extended school calendar

Sample timeline and milestones

- Gather educator input, interest, and buy-in (~2 months)
- Begin initial union discussions and engage students/families (~5 months)
- Identify participating schools, assess operation/calendar implications and resolution strategies, and renegotiate bargaining agreement (~4 months)
- Announce new school calendar and implement (~6 months)

Resourcing

- Salary for additional employment time (e.g., educators and administrators')
- Negotiation costs and time, and potential staff to drive process forward
- Facility costs (e.g., air conditioning) and support costs (F&R lunch)
- Communication strategy to get educator, family, and student support

Equity considerations

- Consider adding additional hours as targeted support for underserved students, rather than expanding an existing environment that contributes to the achievement gap
- Prioritize for schools underserved, rather than whole district
- With additional time, prioritize efforts to reshape school experience and encourage asset-based lens and culturally responsive pedagogical practices

Inter-related strategies

- Chapter 10, Initiative C: Consider supporting college and career preparation with additional hours for secondary students
- Chapter 4 Out of classroom learning experiences: If unable to add hours to the school year, reference chapter 4 for alternative 'learning time' efforts

3A Additional Sources | Reimagine the school calendar by adding school hours per year

Extended school year best practices, research, and frameworks:

Review of evidence base for expanded learning time ([link](#)):

- Provides an overview of extended learning time models and the similarities/differences among them
- Provides summary of key findings for different extended school day program models and alternatives to expand learning opportunities outside of the school environment
- Highlights programs "that work, that do not work, or that are promising"

The case for more time for learning ([link](#)):

- Research report from the Wallace Foundation outlines troubling facts and outcomes of the existing school environment and highlights ways that additional learning time through extended calendars, after school programming, or summer programming can serve as interventions
- Report highlights a series of case studies from schools like KIPP that have extended school days and other schools which have explored creative after school or summer school programming

Memo and research references that address the effect of extended learning time ([link](#)):

- Summarizes primary research by age range, including early childhood and elementary/secondary programs
- Also cites organizations to consult, such as Boston Public School's expanding learning time and the National Association for Year-Round Education

The National Center on Time & Learning ([link](#)):

- Includes brief descriptions around why expand learning time including student achievement and empowering educators
- Outline a series of school profile case studies, tools, videos, coaching, etc.

3A Deep Dive | Increase student learning time through extended instructional time in school year/day

Overview: Increase in-school learning time for students

Length: Short- and long-term

Target population: K-12

Equity focus: Has previously been targeted to districts/ schools serving low-income families

Potential IL insights & implementation ability:

- Potential to provide additional support for certain schools/districts (e.g., based on IL State Report Card data), or target certain student groups (e.g., homeless youth)
- Provide guidance/standards, but allow districts to tailor programs to local contexts
- Consider expanded school learning time programs that also support educator development



TIME is the major factor in accelerating learning & remediating learning loss. You need budget to enable this.

- Non-profit leader



Case vignette: Massachusetts Expanded Learning Time grant program

Intervention

- 2005 initiative providing grants for schools serving high-need students; now an annual state-funded program
- Schools must add 300+ hours of instruction to the school year (adding days, lengthening the school day, or both)
- Eligible districts must have schools that have currently approved ELT implementation plans that:
 - Provide high-quality instruction in core subjects (e.g., math, literacy, science)
 - Integrate enrichment opportunities that align with state standards
 - Give educators/staff more opportunities to plan, invest in professional development, & collaborate with CBOs
- Targets a mix of districts (rural, suburban, & urban,) though priority given to districts serving a high % of low-income families/those who partner with CBOs and academic institutions to redefine the school day
- Participating districts must measure and track ELT school effectiveness and efficiency
 - E.g., impacts on student achievement, retention, attendance, higher education attainment, etc.
- In response to COVID, schools will be able to reapply for unspent FY20 balances in FY21

Cost: \$1,300/pupil, with total grant allocation up to ~\$13,500,000 for FY2020

Funds allocated on a per pupil basis based on average SIMS¹ data, to be used for salaries, stipends, contracts, instructional materials, and other associated expanded school schedule costs

Impact: During pilot, most schools saw student achievement increase via state assessments 56

1. SIMS: Student Information Management System
Source: [Massachusetts DOE \(2020\)](#)



3B Implementation | Reimagine the school calendar by shifting school days and implementing creative scheduling techniques

Primary implementation activities

- Evaluate success of year-round school programming at schools who have implemented and consider implications of restructuring the school calendar
- Gather input from educators on if they feel a restructured school day would be of interest and improve student performance
- Consider re-calendaring school year to add in more frequent breaks while shortening summer break
- Partner with the educator's Union early on for input & discussion
- Ensure early buy-in from educators, parents, and students
- Think through and mitigate barriers, where possible, like childcare burdens and athletic impacts
- Consider and address impacts to local community economy like pools, parks, etc. whose revenue and staffing may be impacted
- Draft proposal of intended gains from re-calendared school year, metrics to measure success, and estimates of funding changes
- Identify schools (if not whole district) that would benefit most and have proper educator buy-in
- Revisit bargaining agreement to negotiate addition

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- educator buy-in with educator champions to push forward efforts
- Initial discussions with educator's Union have begun

Summative metrics (metrics to demonstrate overall success)

- Measurable impact (summer learning loss, GPA rate, etc.) demonstrated in districts with extended school calendar

Sample timeline and milestones

- Gather educator input, interest, and buy-in (~2 months)
- Begin initial union discussions and engage students/families (~5 months)
- Identify participating schools and renegotiate bargaining agreement (~4 months)
- Announce new school calendar and implement (~6 months)

Resourcing

- Negotiation costs and time, and potential staff to drive process forward
- Facility costs (e.g., air conditioning) and support costs (F&R lunch)
- Barrier removal costs like providing childcare during breaks
- Communication strategy to get educator, family, and student support

Equity considerations

- Prioritize for schools underserved, rather than whole district
- Consider impact on students with summer jobs and rural economy and what alternative model or source of income can offset this disruption
- Evaluate impact on underserved student populations (English language learners, students with disabilities, etc.) for whom summer slide is most extreme

Inter-related strategies

- Chapter 4, Initiative C: If unable to restructure hours to the school year, reference chapter 4 initiative C on providing summer school to students to minimize learning loss and continue acceleration efforts

3B Additional Sources | Reimagine the school calendar by shifting school days and implementing creative scheduling techniques

Adjusted school calendar best practices and frameworks:

Texas Education Agency Guidance on adjusting school calendars ([link](#)):

- Given the short-term disruptions and the high-student absenteeism from COVID, Texas highlights that building a calendar which plans for and anticipates these scenarios will minimize disruption and can adjust for learning loss
- Document provides several example calendars for potential modifications
- Document also highlights calendar redesign options with additional days

EdWeek addresses upside in year-round schooling model as pandemic continues ([link](#)):

- Outlines clear benefits of year-round school model in pandemic, including spreading attendance out across more months, opening additional space on campus for social distancing, recoup learning days, built-in time for remediation, etc.
- Provides specific examples about how to develop a year-round calendar schedule and considerations to make it work depending on local context
- Outlines pro/con list of restructured calendar

Example adjusted school calendar programs:

List of schools/districts in state of IL who have adopted year- round calendar ([link](#)):

- As of 2014, ISBE shared the list and contact information of all districts participating in year-round schooling in Illinois
- Consider researching/contacting districts for best practices and strategies to implement adjusted school calendar

Chicago Ridge School District:

- School year begins mid-July, with a 2-week fall break, a 3-week winter break, and a 2-week spring break
- Intersession is offered to families during fall break, winter break, and spring break which is a problem-based learning experience for students to expand their knowledge
- School's data demonstrates less of a "summer slide" than others in the district and are the only school in district rated 'exemplary' on 2019-2020 school report card

Case studies and examples of innovation school schedules and additional time ([link](#)):

- Includes example schools that have extended the school day, and includes details such as use of extended time, example schedules, operations and cost, and outcomes
- Guide also outlines practices to incorporate flexible instructional blocks to differentiate content to student needs and opportunities for small group instruction or student-directed learning

Implementation | Implementation risks and mitigation strategies



Limited resourcing and educator burn out creates staffing challenges to execute programs



- Evaluate educator interest and buy-in initially before designing program
- Partner with local organizations and community centers to supplement staffing where feasible
- Leverage online programs and non-profit support to pool resourcing



Families aren't sufficiently brought along and enrollment and engagement in programs suffers



- After ensuring educator buy-in, launch communication campaign that outlines benefits of program, different and individualized student support, and financial support programs
- Identify and minimize barriers like transportation, childcare, loss of income, etc. to offset burdens of program support



Negotiating the bargaining agreements poses challenges and setbacks



- Start discussions early and maintain open line of communication to all parties involved to receive feedback and modify path forward accordingly
- Bolster evidence base and detailed plan to support extended use of time



Revised or extended calendar creates logistical barriers (capital improvements, sports, childcare, etc.)



- Identify opportunities for cost savings (e.g., capital improvements during fall/spring vs. traditional summer bidding months)
- Coordinate with large daycare providers, transportation providers, etc. to mitigate challenges before formalizing plans
- Consider alternative sports calendars to minimize disruption and pushback

Chapter 4

Provide **out of classroom learning experiences** through tutoring, after school, summer camps, etc.

Chapter overview | Description of topic and initiatives

High level topic

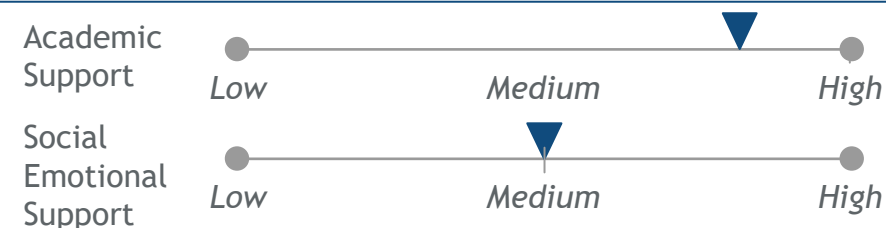
Topic

Provide out of classroom learning experiences through tutoring, after school, summer camps, etc.

Primary stakeholders impacted

Students: Engaged outside of classroom in smaller, more individualized setting to provide targeted support
Caregivers: Childcare burden lightened

Relevance



Recommended initiatives

- 4A Provide high-impact tutoring at regular and frequent intervals, individually or in small groups, to students. Provide tutoring to all students to avoid 'deficiency' lens, however in event of limited resources, prioritize tutoring for underserved students, to minimize achievement gap
- 4B Offer and subsidize school programming outside of instructional hours (e.g., before/after) across range of topics (academic, social emotional, athletic, etc.) to provide students with additional structured learning environments. Focus on accessibility of programming to ensure students have equal opportunity to engage and participate in opportunities
- 4C Provide structured summer programming to minimize summer learning loss and make up valuable lost learning hours for early ed and K-12 students

Equity focus of initiatives

- Targeted support to eligible students can provide individualized support and narrow achievement gap
- Digital tools can be leveraged to scale to broader student population and support implementation in rural communities (but must ensure broadband access and devices)

Fact Pack | What we are hearing from stakeholders

“

When I was a student in a high crime area, the things that made me personally successful were after school programs.

- Elementary school educator

“

To have specific, dedicated classroom time dedicated to educators having interventions vs. pulling kids out of the classroom or after school/before school has promoted a culture where it's ok to fail and where learning is more important than achievement. It also promotes that it's ok to get help when you need it whether it's academic or behavioral.

- Associate Principal

“

Reading scores have kept pace through COVID, but math has struggled because parents can support readers at home, but they don't teach math. The number of minutes matter.

- High School educator

“

My educators have found it difficult to stay on track for AP exams ... they're complaining but I'm like "wait, we're the ones who are going to have to take this test."

- High school student

Fact Pack | Case study examples of successful implementation

1



High-impact tutoring at south/west side Chicago Public Schools¹

- Studied high-impact tutoring across ~2,700 male 9th /10th graders across 12 public schools on the south & west side of Chicago
- 90% of students enrolled in program are Free/Reduced price lunch and 95% are black or Hispanic
- Students underwent daily math tutoring in 2:1 groups for an hour per day
- Tutoring cost \$2,500-3,800 per student depending on scale of intervention
- Saw increases in both math standardized testing scores and math grades in classes
- Saw failures in math classes decrease by 50% and saw decrease in non-tutored subjects as well

2



Chicago After School Matters program²

- After School Matters provided programming to 18,000+ CPS students annually across 4 program areas: Arts, Communication & Leadership, Sports, and STEM
- There are 3 types of programs, including apprenticeships (e.g., skill building), assistantships (introductory work experiences, students paid \$8.25/hour), and internships (industry-specific, professional experiences, students paid \$10.50/hour)
- Teens earn stipends to offset some of the programming costs
- Participating freshman were 'On-Track' 4% higher than peer average
- 92% of participating students graduated, while statewide graduation rate for low-income students is 80%
- Also demonstrated increased attendance and college enrollment

3



Denver Public Schools Summer Academy³

- Denver Public Schools (DPS) launched the Summer Academy designed for students whose reading assessment scores indicate they'd benefit from additional practice
- All students in K-3 who are reading below grade level are invited to attend Summer Academy for free
- All students enrolled are also provided with a free breakfast and lunch
- Transportation is provided for all students who live more than one mile from the assigned Summer Academy location
- DPS offers a series of other summer enrichment programs, like boys and girls club, scholars unlimited, and generation teach to elementary and middle schoolers and siblings of those enrolled in Summer Academy
- Summer Academy emphasizes opportunity for individualized instruction and focused lessons based on skills and needs

1. [Link](#) 2. [Link](#) 3. [Link](#) Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Fact Pack | What the estimated cost is relative to the potential impact

4A high-impact tutoring

Cost

- **~500-3,500 per student per year** for high intensity tutoring (depends on frequency, hours per session, and size of group being tutored)¹

Impact

- **Opportunity gap** in 'tutored' subject **closed by up to 50%**
- **Reduced failures** in 'tutored' courses **by 50-65%**
- **Reduction** in other course 'non-tutored' course failures

4B School programming outside of core instructional hours

Cost

- **\$2,500-4,000 per student per year** for 15 hours of after school programming a week²

Impact

Students attending after school programming have:

- 6% improved **attendance**
- ~11-12% increase in **positive and appropriate social behaviors**
- ~8-9% increase in both **school grades and test scores**
- Significantly **close achievement gaps**

4C Summer time programming

Cost

- **\$500-700 per student per year** for a 6 week summer programming, with class size between 11-15 students per educator³

Impact

- After 1 year of summer programming, students have a **moderate, near-term benefit in math**
- After 2 consecutive summers of programming, students **outperformed peers in math, ELA, and SEL**

1. [Link](#) 2. [Link](#) 3. [Link](#), [Link](#) 4. [Link](#) Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.



4A Implementation- Initiative A | Increase learning time through high-impact tutoring

Primary implementation activities

- Design or evolve program based on intended academic support (curriculum remediation, acceleration, reading recovery, etc.)
- Evaluate availability and qualifications of community programs, educators, college students, etc. to serve as tutors
- Answer a series of foundational questions (see case studies included for best practices) to design program:
 - What are the eligibility requirements to receive tutoring?
 - How frequently should each student receive tutoring?
 - What size groups should students be placed into?
- Support tutors with P.D., ensure close connections/feedback loops with educators, and provide routine, example-based feedback
- Ensure adaptability and personalization of programming to address individualized student needs
- Embed social emotional learning support into tutoring experience
- Conduct evaluation of tutoring program to ensure robust and diverse methodology used to support students
- Providing menu of options (In-person/online, before/during/after school, certified vs. non-certified tutors) to maximize impact
- Consider peer-tutoring programs for acceleration in higher ed

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of eligible students enrolled and regularly attending

Summative metrics (metrics to demonstrate overall success)

- % decrease in course failures for enrolled students
- % increase in enrolled students meeting grade level standards
- Results from student surveys on satisfaction, engagement, etc.

Sample timeline and milestones

- Begin in spring to launch initiative in fall when school returns
- Identify tutoring resourcing, capacity and program interest (~1 month)
- Develop tutoring program, logistics, and coordination (~1 month)
- Identify students eligible for program and launch outreach and communications strategy to maximize enrollment (~2 months)
- Enrollment period and professional development for tutors. Launch program and evaluate of early milestones (~4 months)

Resourcing

- Cost of tutors/staff to coordinate and provide services, and routine P.D.
- Technology (hardware, software, broadband) to support menu of options
- Communication strategy for caretakers/students to boost enrollment
- Reference Title IV under ESSA & 21st Century Grants for grants and support

Equity considerations

- Leverage online tutoring programs in rural districts to minimize transportation burden (connectivity/devices critical)
- Minimize 'opportunity cost' by considering what you are pulling students from (e.g., sports, arts, classroom instruction)
- Change focus towards acceleration rather than addressing deficiencies

Inter-related strategies

- Chapter 2, Individualized student fact base: Tailor and individualize tutoring support to needs outlined from assessments and screens, use assessments and screens to inform eligibility

4A Additional Sources | Increase learning time through high-impact tutoring

Principles and best practices of high-impact tutoring:

How to design an effective high-impact tutoring program ([link](#)):

- Outlines foundational principles of high-impact tutoring including frequency, group size, personnel, focus, measurement, relationships, curriculum, scheduling, delivery mode, and student prioritization
- Highlights that while tutoring is effective at all grade levels and students, research is strongest for reading-focused tutoring for students K-2 and for math-focused tutoring for older students
- high-impact tutoring should ideally be delivered 3+ times per week in groups of 3-4 students or fewer

Accreditation programs for higher ed tutoring ([link](#), [link](#)):

- University of Missouri-Kansas City has established an accreditation program for 'Supplemental Instruction' which is a non-remedial approach to learning that supports students toward academic success by integrating 'what to learn' with 'how to learn' and consists of regularly scheduled, out-of-class group study sessions driven by students' needs
- College of Reading & Learning Association has an international tutor training program certification (ITTPC) for post-secondary institutions

UK National Tutoring Program ([link](#)):

- The UK is establishing a government-funded, national tutoring program to provide heavily subsidized tutoring for 'disadvantaged children' between ages 5-16
- Students receive tutoring in groups of 3, only for subjects they are struggling in, for up to 15 weeks
- The pilot program from June-August 2020 was received positively by students and school leaders, and the experience was tailored to the student

4A Additional Sources | Increase learning time through high-impact tutoring

Example tutoring programs to reference/investigate:

Saga Tutoring ([link](#)):

- Saga tutoring currently serves 4,500 students in 34 schools across the nation (including Chicago) and is focused on eradicating educational inequity by focusing on the power of personal relationships to nurture academic, social and emotional growth
- Saga tutors are either AmeriCorps members who provide in-person support or offSITE math fellows who provide virtual support
- Saga provides daily, consistent tutoring sessions, personalized to the students needs, to build academic skills and confidence. Tutoring happens during the school day, not after
- SAGA sees significant results like: students learn up to 2.5 years of math in one academic year, the opportunity gap is closed by nearly 50% in one academic year, math course failures are reduced by as much as 63%, course failures in non-tutored subjects are reduced by as much as 26%, and student attendance improves by as much as 18 days per academic year

Varsity Tutors ([link](#)):

- Varsity tutors is a platform that connects students to online, personalized 1:1 tutoring
- K-12: Varsity tutors offers tutoring in core academic subjects, test prep (ACT, SAL, ISAT, AP exams, etc.) and enrichment support (creative writing, coding, foreign language, etc.) and develops dynamic learning plan personalized to meet each student's needs
- Higher Ed: Varsity Tutors also supports a variety of post-secondary studies like business, humanities, etc. and certification exams
- Varsity Tutors currently provides more individualized support, rather than operating at a school district level

Tutoring software, Paper.Co ([link](#)):

- Paper.Co delivered 24.7 homework help, writing feedback, and study support through online interactions in 4 different languages
- educators can see what students log on for tutoring and the chat conversation, so it engages the educator in the tutoring process
- Paper.Co costs roughly ~\$50/student for 18 months

Higher Ed Tutoring ([University of Illinois at Chicago](#)):

- All tutoring is offered free to all UIC students
- Offers tutoring from peers, instructors, and Teaching Assistants for a wide variety of courses covering more than 30 subject areas and administered in Learning Centers located throughout the campus

4A Deep Dive | Improve access to high-impact tutoring resources and opportunities for K-12

Overview: Increase individual or small group tutoring on a sustained and regular basis for K-12 students

Length: Short- and long-term

Target population: K-12, Higher Education

Equity focus: Should target resources to students who are underserved or would benefit most from the individualized support to remain on track

Potential IL insights & implementation ability:

- Evaluate opportunity to scale program and provide targeted intervention to selected student populations
- Pilot in other districts (rural, etc.), analyze results, and evaluate funding potential to scale more broadly
- Identify 3rd party organizations who can provide access to tutors in a cost-efficient manner



Case vignette: high-impact tutoring at south and west side Chicago Public Schools

Intervention

- Studied high-impact tutoring across trial and control group among ~2,700 male 9th and 10th graders across 12 public schools on the south and west side of Chicago
- 95% of students were black or Hispanic, 90%+ were free and reduced-price lunch eligible
- Students underwent daily math tutoring in 2:1 groups for an hour per day
- Outcomes:
 - Increased math achievement test scores by 0.19-0.31 standard deviations
 - Increased math grades by 0.5 standard deviations
 - Reduced course failures in math by one half, and reduced failures in non-math classes
- The study cast a broader net for "tutors" since their ability to manage a classroom of students was not a requirement
 - educators are qualified along with those who have strong math skills and are willing to dedicate a year to public service (like City Year)
 - This helps widen the talent pool and keep costs manageable

Cost: ~\$2,500-3,800 per student per intervention

Depending on scale of program, cost can be driven down to lower end of range

Impact: During pilot, students saw achievement on math standardized testing and math class performance



4B Implementation | Increase learning time through school programming outside of core instructional hours (before, after, etc.)

Primary implementation activities

- Design or evolve program based on student interests and academic/social emotional needs. Provide menu of programs and engagement options (remote/in-person, accelerative vs. remedial, academic vs. social emotional) to increase enrollment
- Partner with community organizations, local institutions, educators and staff to identify, vet, and train program leaders
- Devise financial-aid or subsidy program to offset financial burden and increase enrollment
- Design with caregivers and students, e.g., conduct surveys (such as WIN 'what I need') to get feedback and input from critical stakeholders to inform program development
- Ensure adaptability and personalization of programming to address individualized student needs
- Identify eligible student population for 'under-resourced' students and craft student and family incentives to encourage enrollment
- Explore creative options like dual-credit programs at high schools or colleges, partnerships with local libraries, museums and University of Illinois extension centers, or opportunities from staggered start times or busing schedules

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of eligible students enrolled and participating
- % of program completions

Summative metrics (metrics to demonstrate overall success)

- Pre and post program assessments (like *iReady*) to assess growth
- Surveys to evaluate if students feel more engaged and supported

Sample timeline and milestones

- Begin process by spring to launch and enroll program for fall start
- Align on program intentions and menu of options and draft financial aid program (~2 months)
- Gather student and caregiver input, develop programs, and determine eligible students (~3 months)
- Launch financial aid program, outreach strategy, and open enrollment (~2 months)

Resourcing

- Cost of instructors or guides of after school programming
- Technology (hardware, software, broadband) to support menu of options
- Transportation, Air condition, etc. outside of traditional hours
- Communication and outreach strategy and incentive programs to excite and enroll students and families

Equity considerations

- Prioritize programming to most underserved student groups (English language learners, students with disabilities) before scaling broadly
- Leverage partnerships with community organizations to achieve scale, particularly in rural communities
- Provide transportation accommodations, which are critical in rural areas
- Critical to get caretaker buy-in and support to get and maintain enrollment

Inter-related strategies

- Chapter 2, Individualized student fact base: Tailor and individualize before/after school support to address needs outlined from assessments and screens, use assessments and screens to inform eligibility

4B Additional Sources | Increase learning time through school programming outside of core instructional hours (before, after, etc.)

Outside of school best practices and frameworks:

Best practices on out of school programming from the Wallace Foundation ([link](#)):

- Includes a variety of articles that outline best practices in out of school programming including case studies, social emotional practices, cross-sector collaborations, and evidence and data models

Common practices from high functioning after school programs ([link](#)):

- Includes chapters on program structure and program processes including engagement with parents and community organizations
- Document also includes goal setting and curricula practices around alignment, connection to schools, and goal setting practices

After School Alliance Research and best practices ([link](#)):

- Section contains research materials produced by the Afterschool Alliance over the last 15 years
- Research includes a series of findings known as 'Afterschool Essentials' which make a strong, evidence based case for afterschool programming

After school toolkit and resources ([link](#)):

- Outlines goals based on research-based practices for afterschool learning
- Includes sections on literacy, math, science, arts, technology, and homework that outline key elements, standards, needs, and goals, assessing progress, and additional evidence on what works best in after school environment

Example outside of school models:

Chicago Youth Service Corps for Secondary/Post-Secondary ([link](#)):

- The program provides young (16-24) Chicagoans with a paid after-school or summer opportunity to make a positive impact through community service focused on social justice and/or COVID-19 projects, while building strong leadership skills and earning income (~\$14/hr)
- Program is focused on target communities that have experienced the highest levels of violence or marginalized populations like those experienced homelessness, justice involved, or English Second Language individuals

4B Deep Dive | Create access to additional after-school or summer programs (e.g., reading, STEM, social emotional programs)

Overview: Maintain/improve core skills through summer learning programs

Length: Short- and long-term

Target population: K-12, potential to focus on younger students

Equity focus: Has previously been targeted to low/very-low-income families

Potential IL insights & implementation ability:

- Could directly facilitate connection between existing summer programs and districts/schools
- Potential to expand and grow existing state-wide programs (e.g., IL After School Programs Grant)
- Leverage or form state-wide partnership with nationwide evidence-based programs (e.g., Harvard READS summer learning)



We need more time. Summer programs are a great way to add time in core subjects - reading, math - or giving students a jump start to the next school year"

- Administrator



Case vignette: Harvard READS for summer learning

Intervention

- Annual Harvard GSE-led in-school and at-home based summer reading program for elementary schoolers beginning in ~2010 and adapted to COVID
- Students sent 8-10 e-books matched to reading level and interests
- Additional comprehension activities
 - Pre-summer, educator scaffolding into the activity
 - Online pre-read activity and post-read comprehension check
 - Follow-up calls and family support model

Cost: ~\$95 per student

Impact in North Carolina¹

- Statistically significant reading comprehension improvement for ~6,400 2nd & 3rd graders nine months after intervention
- Slightly greater improvements for students in high-poverty schools

Other examples

Collaborative Summer Library Program (CSLP): Consortium of all 50 states & D.C.

- Public library-led reading programs; participating states can use CSLP materials and purchase subsidized program incentives
- Expected decline in participation as a result of COVID; will require library-level outreach

1. .04 SD performance improvements overall, .05 SD for students in high-poverty schools

Source: Brookings; *Delayed Effects of a Low-Cost and Large-Scale Summer Reading Intervention on Elementary School Children's Reading Comprehension*; Harvard READS



4C Implementation- Initiative C | Increase learning time through summer programming

Primary implementation activities

- Reach out to educators and community organizations to gauge interest and get buy-in to lead/continue summer programming
- Identify target student populations, assess student and family needs/interests, and design programs for purpose with input from students/caretakers to attract and encourage engagement of target students (consider accelerative vs. remedial approach)
- Ensure adaptability and personalization of programming to address individualized student needs
- Evaluate adaptive format, program flexibility, and credentialing needed by grade level & program (e.g., remote vs. in-person, required licensure, etc.)
- Develop financial-aid, subsidy, and incentive programs to offset financial burden and increase enrollment
- Explore creative programming options like senior seminars or summer bridge programs to ease transition into post-secondary education, work-based or internship-based experiences to provide financial support for students, and community partnerships (e.g., parks, libraries) for social emotional support

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of eligible students enrolled
- % retention after 1 month in program

Summative metrics (metrics to demonstrate overall success)

- Avg. GPA, graduation rates, behavioral needs, class failures etc. of participating students vs. school and peer group average

Sample timeline and milestones

- Begin coordinating ASAP to provide summer programming to most underserved student population, and consider scaling in future years
- Align on 2021 educator availability and interest, program scope, and financial aid program (~2 months)
- Identify leaders, develop programs, and enroll students (~2 months)
- Design summer 2022 program to broaden enrollment (~4 months)
- Identify leaders, launch financial aid, and enroll students (~6 months)

Resourcing

- Cost of staffing resources (e.g., program leads) to provide instruction
- Cost of financial aid subsidy or support
- Cost of physical (Air Conditioning, Free/Reduced price lunch, etc.) and technological (devices, broadband) necessities

Equity considerations

- Consider providing summer programming in 2021 to most underserved student groups (English language learners, students with disabilities) and roll out broader summer programming in summer of 2022
- Consider relying more heavily on virtual/hybrid programming when transportation, etc. limits accessibility (e.g., rural communities)

Inter-related strategies

- Chapter 2, Individualized student fact base: Tailor and individualize summer programming to address needs outlined from assessments and screens, use assessments and screens to inform eligibility

4C Additional Sources | Increase learning time through summer programming

Summer programming best practices and frameworks:

Wallace Foundation and RAND research on recommended practices for success in summer learning ([link](#)):

- Report provides guidance for programs working to stand up or improve summer programming
- The report addresses questions like when a district should work on summer programming, how to hire/train educators, what to consider in curriculum development, how to boost attendance and create a welcoming environment, etc.

Research and best practices in effective summer programming ([link](#), [link](#)):

- Research outlines components of quality summer learning and evidence base like small class sizes, alignment to student needs, qualified educators, high-quality instruction, site culture, duration, etc.
- Encourages implementation of 5 practices including formative assessments, small class sizes, extracurriculars, leveraging community partners, and exploring new practices

Example summer programming models:

Cadence Learning ([link](#)):

- Cadence Learning has launched a 2021 National Summer School Initiative partnering with districts across the national to deliver accelerated learning and vibrant enrichment activities for students in grades 3-8
- Students participate in Math and ELA classes each day, taught by a combination of mentor educators and small group partner educators from participating districts
- Students also participating in a series of enrichment programs each day, such as dance, lab sciences, world languages, etc.
- Students have free and unlimited access to self-directed learning platforms like DreamBox, Exact Path, Lexia, etc.

Community College, 'College for Kids' ([link](#), [link](#)):

- Local community colleges host virtual and in-person 'College for Kids' summer experiences
- Programs are designed to be age-specific and stimulate creativity, promote curiosity, and encourage engagement

Higher Ed Summer Bridge programs ([link](#)):

- University of Illinois at Chicago offers a series of accelerative summer bridge programs for incoming freshman, including enrichment programs in subjects like writing, math, chemistry, and music theory as well as a series of pre-professional programs like Business Summer College and College of Architecture summer college program
- Summer college programs are tuition free and offered on-campus and online to increase accessibility of programming

Implementation | Implementation risks and mitigation strategies



Limited resourcing and educator burn out creates staffing challenges to execute programs



- Evaluate educator interest and buy-in initially before designing program
- Partner with local organizations and community centers to supplement staffing where feasible
- Leverage online programs and non-profit support to pool resourcing
- After ensuring educator buy-in, launch communication campaign (in native languages) that outlines benefits of program, different and individualized student support, and financial support programs
- Identify and minimize barriers like transportation, childcare, loss of income, etc. to offset burdens of program support



Families aren't sufficiently brought along and enrollment and engagement in programs suffers



- Where possible, roll out in-person programming, prioritizing communities most impacted (English Language Learners, Students with disabilities, Low-Income students) and youngest students with greatest gaps in social emotional development
- Leverage small groups and digital tools to optimize remote experience when necessary
- Develop orientation training for taking and hosting online programs to ensure best practices in virtual methods



Students and educators are burned out of online/remote programming which limits scale and decreases enrollment



- Evaluate feasibility and commit to calendar of initiatives ASAP
- Consider planning for and launching near-term programming for most underserved students (students with disabilities, English language learners, etc.) and then scale and target broader student population as resources expand



Planning for programming is delayed and rushed, resulting in low enrollment and inaccurate student targeting



Chapter 5

Connect districts/institutions with **community organizations** that connect students to comprehensive support

Overview | Description of topic and initiatives

High level topic

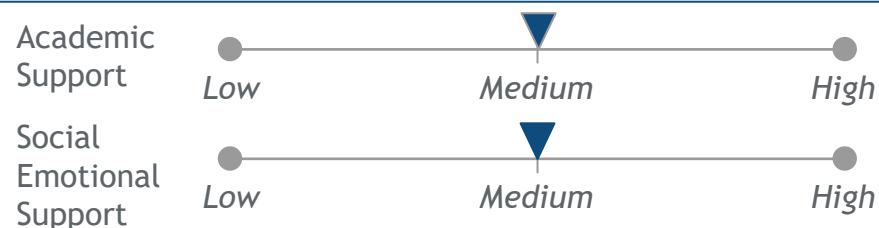
Topic

Connect districts/institutions with community organizations that connect students to comprehensive support

Primary stakeholders impacted

- **Students:** Facilitate community connects and provide holistic support through supplemental programs
- **Caregivers:** Provide after school childcare support and/or volunteer opportunities for additional school involvement

Relevance



Recommended initiatives

- 5A Provide additional individualized connection and supports to students through assembling community volunteers (e.g., IL Retired Teachers Association, Illinois Business Roundtable, United Way)
- 5B Establish close partnerships with a few, local organizations (libraries, food banks, churches, etc.) that offer support directly through the school to meet all student needs (academic, mental, physical)

Equity focus of initiatives

- Close achievement gap by providing access to key support & resources to at-promise students
- Prioritize partnerships that fill needs for low-income and other students who may not already have access to certain supports

Fact Pack | What we are hearing from stakeholders

“

There are many families who do not know what they have access to. In many ways, we just need to tell them what is available.

- School counseling professor

“

Financial barriers, changes in family dynamics, health concerns ... wrap-around services needed but can't just be within one collegiate campus. They need to involve whole community.

- University Chancellor

“

Schools need to show that more things are important than solely academics. We have tutors for math, but no support for mental health.

- High school student

“

Not all students have the support system at home to identify and connect with community resources. Having a school support network to navigate and connect all students with these resources would be very valuable

- Educator

“

If we had strong community networks and support systems, we may have been able to prevent more students from 'disappearing' during COVID

- Educator

Fact Pack | Case study examples of successful implementation (1 of 2)

1



Uplift Community High School & Kuumba Lynx (Chicago, IL)

- Kuumba Lynx (KL) is a non-profit urban arts youth development program known for its performance art, dance, visual art, hip-hop and poetry programs
- Their arts making practice presents, preserves and promotes Hip Hop as a tool to resist systemic violence where black and brown youth can reimagine & demonstrate a more just world
- KL is based out of Uplift Community HS and integrates arts education throughout the curriculum (e.g., KL brings hands-on activities to science class)
- KL provides a space for students to discuss difficult topics like police brutality, racism and consent culture –topics that their public school educators could be wary of covering
- “The positivity, the love, the high energy the vibrant energy that Kuumba Lynx has brought to Uplift is really in the process of transforming the school,” - High school teacher

2



Three4Me at Harriet Gifford Elementary School (Elgin, IL)

- Harriet Gifford Elementary School implemented a "Three4Me" program, where all parents are asked to volunteer at least 3 hours at some point in the school year
- Volunteers can chaperone field trips, help on picture day, assist in their child's classroom, etc.
- "One of our parent volunteers comes in every day to assist a bilingual class" - Joe Corcoran.²
- Also implemented a "Reading Buddies" program to match senior citizens and local college students with students; logged more than 200 hours with the program, which helped boost students' skill development.²
- Options for volunteering include work done at home outside of school hours; 62% of community is low-income, so alternative options are crucial
- Volunteers log hours through SchoolCheckIn.com
- 3,200 volunteer hours tracked in one year

3



Lawndale Mental Health Partnerships (Chicago, IL)

- Kirsten Perry of Lawndale Community Academy was awarded Counselor of the Year in 2018 for establishing partnerships to better support student wellness
- Located in one of Chicago's most structurally disinvested neighborhoods, 80%+ of students have experienced some form of trauma
- As the only counselor, Perry recognized the need to leverage community support
- Perry established partnerships with the Juvenile Protective Association, who provided a social worker 3x per week
- Other organizations came 1x per week for mentoring, including Young Men's Educational Network
- Matched at-risk students with an adult, who is responsible for checking in proactively to provide individualized support
- % of students who are on track to complete high school has nearly doubled
- Chronic absenteeism was reduced by 61% over two years

Fact Pack | What the estimated cost is relative to the potential impact

- 5A Provide additional individualized connection and supports to students through assembling community volunteers

Cost

- Cost of new **Resource Coordinator position**
- Initial costs for volunteer background checks and training
- **Ongoing cost for venue**
- Resource needed to coordinate efforts and match prioritized students with offered support

Impact

- Thousands of additional hours of student support
- At-promise students who regularly meet with a mentor are **46% less likely than their peers to start using drugs** and **81% more likely to participate regularly in sports and extracurricular activities.** ([link](#))

- 5B Establish close partnerships with a few, local organizations that offer support directly through the school to meet all student needs

Cost

- Cost of new **Resource Coordinator position**
- Minimal other cost to school system; partner organization may be able to cover majority of costs (e.g., staffing, supplies, marketing)

Impact

- Deeper, targeted impact through close partnership to better prepare students for the future
- Specific impact depends on partner type and relationship, but ranges from career/college readiness to mental health support

“When schools, parents, families, and communities work together to support learning, students tend to earn **higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs**”
- National Education Association (NEA)¹

1. <https://www.pridesurveys.com/index.php/blog/community-involvement-in-schools/>



5A Implementation | Provide additional individualized connection and supports to students through assembling community volunteers

Primary implementation activities

- Conduct needs assessment to determine types of connections/ support to facilitate and identify students to prioritize
- Consider level of consistency needed for meaningful support - volunteers are best suited for ad hoc vs ongoing commitments
- Hire a Resource Coordinator to identify, train, schedule, and monitor volunteer programs; coordinator should partner with volunteers to develop program and make key decisions
- Identify volunteers to support program/service - share impact analysis and results with potential volunteers for recruitment
- Ensure volunteers are representative of the students served
- Consider seeking volunteers with relevant professional training (e.g., social work interns)
- Develop training plan for volunteers and ensure expectations for partnership are clear - implement mentoring standards ([link](#))
- (Post-secondary) Partner with local K-12 schools for mentor programs; consider providing course credit for participating
- School social workers can supervise social work interns to scale mental health supports and build pipeline

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of students participating in program
- # of volunteers engaged, by demographic group

Summative metrics (metrics to demonstrate overall success)

- Enrollment rates for post-secondary education

Sample timeline and milestones

- Conduct needs assessment for all students (beginning of school year)
- Identify volunteers willing and able to support student needs; identify point person to lead coordination effort (~1 month after needs assessment)
- Develop training curriculum for all volunteers (once volunteers identified)
- Connect students to volunteers (once volunteers trained, ~3 months)

Resourcing

- Cost of new Resource Coordinator position
- Cost to secure background checks for all volunteers
- Cost and time for volunteer training and coordination (ongoing)
- Facility to host connections

Equity considerations

- Particularly for low-income communities, need to prevent these relationships from being thought of as “charity” (no savior complexes)
- Trainings and recruitment should consider unique cultural complexities
- Rural areas: consider partnering with local churches (ensure that there is no violation of the separation of church and state)
- Offer stipends for volunteers, particularly in hardest hit communities
- Mentors can be particularly helpful for students with disabilities and ELL students who struggle socially

Inter-related strategies

- Chapter 7: Mental Wellness - consider using for needs assessment and volunteer training resources

5A Additional Sources | Provide additional individualized connection and supports to students through assembling community volunteers

Additional information for implementation:

School checklist for developing a mentor program ([link](#))

- Screening measures
- Training guidelines
- "Where to start" guidance

How-to Guide for Building School-Community Partnerships ([link](#))

- Implementation recommendations and supporting rationale for community partnerships
- Focus on volunteer opportunities for students and relationships with non-profit organizations

Leverage federally funded work-study programs by encouraging higher education institutions to fund work-study programs in hardest hit communities

AmeriCorps partners with organizations (i.e. non-profits, faith-based, and CBOs) across the country to provide support

Center for Popular Democracy | Community schools ([link](#))

Example programs:

College Mentors for Kids ([link](#))

- Illinois State University partnership with 1st - 5th graders ([link](#))

Chicago Public Schools Community Schools Initiative ([link](#))

- CPS manages one of the largest community schools systems in the nation

Beckwith Alumni mentoring program with alumni to support students with physical disabilities ([link](#))

Penny Severns Family Literacy Program ([link](#))

- Grant projects provide integrated, intensive instruction to improve the basic reading, writing skills, math or English language proficiency of parents and children together
- List of supporting organizations in appendix ([link](#)) - *potential contacts for volunteer sourcing*

Framework for Building Mentoring Relationships in Schools ([link](#))

- Provides foundational information, implementation strategies and resource references for establishing / enhancing mentorship programs in schools



5B Implementation | Establish close partnerships with a few, local organizations that offer support directly through the school to meet all student needs

Primary implementation activities

- Conduct needs assessment to determine types of connections/ support to facilitate
- Map support needs to local community organizations; identify 1-2 organizations that best fit student needs
- Hire a Resource Coordinator to identify, train, schedule, and monitor volunteer programs; coordinator should partner with volunteers to develop program and make key decisions
- Share impact analysis and results with potential partners for recruitment
- Ensure volunteers are representative of the students served
- Work with identified community organization(s) to develop program/service for students at no cost to them
- Draft Memorandum of Understanding (MOU) (example [link](#))
- Create a plan for long-term sustainability
- Prepare to discuss progress and challenges with community partner; take note of what's working and what's not

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of students participating in community program
- Student satisfaction

Summative metrics (metrics to demonstrate overall success)

- Increased graduation rates
- Enrollment rates for post-secondary education

Sample timeline and milestones

- Conduct needs assessment for all students by end of school year
- Identify preferred partner & begin creating program/service over summer
- Launch program in beginning of school year
- Monitor and adjust program details (ongoing)

Resourcing

- Cost of new Resource Coordinator position
- Minimal other cost to school system; partner organization may be able to cover majority of costs (e.g., staffing, supplies, marketing)
- Time for coordination/matching prioritized students with offered support

Equity considerations

- Particularly for low-income communities, need to prevent these relationships from being thought of as “charity” (no savior complexes)
- Trainings and recruitment should consider unique cultural complexities
- To support ELL ensure all needs assessments/communications are available in multiple languages; consider trusted community partners when serving immigrant families; provide bilingual staff or translation services
- Consider unique needs of students with disabilities (e.g., accessibility)

Inter-related strategies

- Chapter 7: Mental Wellness - consider using for needs assessment and volunteer training resources

5B Additional Sources | Establish close partnerships with a few, local orgs that offer support directly through the school to meet all student needs

Community partners:

Illinois After-School Network ([link](#))

- State affiliate to the National After-School Association
- Partners with array of organizations dedicated to working with children in afterschool and youth development

Illinois Collaboration on Youth member organizations ([link](#))

- ICOY's members are part of a large and growing coalition of community-based child welfare, youth service, and juvenile justice providers across Illinois

Latino Policy Forum's, EL COVID Recommendations ([link](#))

Community in Schools of Chicago ([link](#))

- Works with more than 175 Chicago Public Schools & 150 organizations across metro Chicago
- Programs and services provided at no cost to students and address needs identified by their school leaders

60-by-25 Network ([link](#))

- Formally recognized communities with systems in place to drive meaningful and equitable postsecondary attainment

Example programs:

ALA Public Library and School Library Collaboration Toolkit ([link](#))

- Implementation suggestions & impact

ALSC School/public library cooperative programs ([link](#))

- Program ideas and participating schools & contact information

Homework Hangout ([link](#))

- Afterschool program for life skills, homework and dinner

YMCA after school programs ([link](#)) - *program specifics vary by location*

National Alliance on Mental Illness ([link](#))

- Crisis Intervention Team (CIT) Programs ([link](#))

Leverage federally funded work-study programs by encouraging higher education institutions to fund work-study programs in hardest hit communities

North Chicago Community Partners ([link](#))

Juvenile Protective Association ([link](#))

Implementation | Implementation risks and mitigation strategies



Student needs aren't properly identified / catalogued



- Successful implementation has interdependencies with 'Diagnostics' chapter and should also be reviewed
- Listen to students and caregivers to solicit input on what types of supports would be most helpful



Community partners become apathetic because results are not immediate



- Proactively share small 'wins' early and often
- Set realistic expectations for the timeline for impact
- Promote personal benefits to volunteers (e.g., stress relief, sense of purpose, resume credential)



Interest and registration rates for new programs are low



- Develop communication plan to educate students and caregivers on the benefits of the program / partnership
- Identify priority students for program participations and focus outreach accordingly
- Consider encouraging educators to leverage new programs / partnerships as part of lesson plans
- Ensure programming is culturally relevant. See 'Wellness' chapter, initiative B
- Create a dissemination plan that includes various strategies to reach families: e.g. flyers at food bank or signs at local grocery stores.
- Use student ambassadors to encourage more to register

Chapter 6

Enhance accessibility of **academic and behavioral counseling resources**, especially for at-promise students (including year-round support)

Overview | Description of topic and initiatives

High level topic

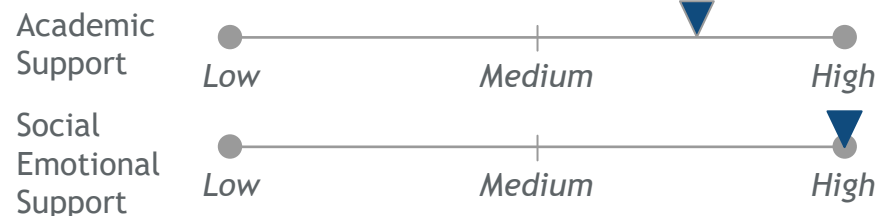
Topic

Enhance accessibility of academic and behavioral counseling resources, especially for at-promise students (including year-round support)

Primary stakeholders impacted

- **Students:** Reshape focus of education to increase focus on holistic support

Relevance



Recommended initiatives

- 6A Hire additional academic advisors and expand year-round staffing and access to resources to achieve stronger student to advisor ratio
- 6B Hire additional behavioral counselors and expand year-round staffing and access to resources to achieve stronger student to counselor ratio
- 6C Screen student population to identify most at-promise student populations and prioritize counseling accordingly

Equity focus of initiatives

- At-promise student populations often do not receive the holistic support they need to succeed
- Rural communities may face challenges hiring additional advisors / counselors; consider alternative support options (e.g., telehealth, upskilling faculty)

Fact Pack | What we are hearing from stakeholders

“

My district doesn't have the support we need. We need counselors. There's a ratio of 450 kids to 1.

- School counselor

“

Even with the virtual appointments, I have kids who do not have towers in their neighborhoods, so their hotspots don't work. There's no way to connect unless they're at school ... and sometimes when the wind blows too hard it goes out there too.

- Middle school teacher

“

Every school needs dedicated counselors. They're not like librarians; you can't just rotate them around.

- Parent

“

Teachers have a pretty unanimous view on this, which is that it would be extremely valuable

- Educator

“

There is a hierarchy of student needs. They can't even begin to think about their curriculum or standardized tests if their basic wellbeing isn't acknowledged and addressed. We cannot forget this and just move on and return to normal

- Educator

“

Many of our students are low-income with minimal access to healthcare. At school, these students get ~20 min. /week with a counselor/social worker at most, and many don't have any access. These students need support or else the school day is a waste since they aren't mentally engaged

- Educator

Fact Pack | Case study examples of successful implementation

1



Community College of Philadelphia Intensive Advising

- Community College of Philadelphia implemented a new, intensive academic advising model
- Students were initially advised by faculty who were also part-time advisors; under the new model the college hired 9 full-time advisors and built a more robust advising program
- Students now work with advisors to develop an educational plan, discuss their career goals, and proactively meet to track progress
- Faculty still assist with drop-in advising and supplementary support
- Persistence rates for first-time-in-college students have increased 45% to 51% in the first year

2



Colorado School Counselor Corps Grant Program

- Colorado established a School Counselor Corps Grant Program (SCCGP) in 2008 to provide competitive grants to school districts in order to increase the availability and effectiveness of school-based counseling services for secondary school students
- Colorado created 220 new school counseling positions over eight years
- New counselors were provided training in dropout prevention and college access strategies
- Schools saw the dropout rate decline from 5.5% to 3.7%, while college attendance and persistence increased by 13 percentage points
- With more students attending high school, schools' total funding based increased enough to afford the new counseling positions once the grants expired

3



Lincoln Land Community College Telemental Health (IL)

- To overcome challenges with reduced funding to public and community mental health services and limited mental health resources available locally, Lincoln Land Community College is partnering with Talkspace to provide Telemental health counseling services to all students
- Many other Telemental health partners charge institutions monthly based on actual use, but this presents challenges for planning/budgeting
- Talkspace offers a flat-rate based on unduplicated headcount and bills quarterly
- Every student has access to one 30 minute "live" (synchronous) session per month
- Students can have additional "live" sessions at a reduced rate paid by that student based on a sliding scale fee.
- Talkspace has unlimited texting, video messaging, and voice messaging available to students
- Clinical providers are licensed to provide services in IL; platform is HIPAA-compliant

Fact Pack | What the estimated cost is relative to the potential impact

- 6A** Hire additional academic advisors and expand year-round staffing and access to resources to achieve stronger student to advisor ratio

Cost

- **~\$130K per advisor per year**
- Additional time and resources required to develop year-round support

Impact

- **Improved academic performance** from academic success coaching / study skill improvements
- **Improved student satisfaction** from support systems

- 6B** Hire additional behavioral counselors and expand year-round staffing and access to resources to achieve stronger student to counselor ratio

Cost

- **~\$130K per counselor per year**
- Additional time and resources required to develop year-round support

Impact

- Improved academic outcomes and **graduation rates** ([link](#))
- **Improved student satisfaction** from support systems

- 6C** Screen student population to identify most at-promise student populations and prioritize counseling accordingly

Cost

- **Administrative time** to analyze screen results, develop and refine intervention plan, and monitor student progress

Impact

- **Increased graduation rates and enrollment in post-secondary programs**, particularly among at-promise students

6A Implementation | Hire additional academic advisors and expand year-round staffing and access to resources to achieve stronger student to advisor ratio

Primary implementation activities

- Determine target number of additional advisors to hire
- Recruit & hire advisors with expertise in academic success coaching (e.g., time management)
- Review current advising model and implement a proactive model using intrusive strategies (e.g., academic success coaching)
- Proactively communicate services to students (e.g., during new student orientation, through faculty)
- Prioritize at-risk students for learning specialist coaching (e.g., learning skills, personal habits)
- Consider extending advisor contracts from 10 months to 12 to provide additional support during summer months (e.g., summer workshop series to proactively advance academic success skills)
- Identify community organizations or summer programming partner to provide continued support throughout the summer

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Achieve 250:1 advisor to student ratio
- Increase % of students who meet with advisor at least once per quarter

Summative metrics (metrics to demonstrate overall success)

- Increased graduation rates
- Improved academic performance
- Improved student satisfaction from support systems

Sample timeline and milestones

- Ask current advisors if they are open to expending their contract from 10 months to 12 (March)
- Hire new advisors (once current advisors decide if extending, ~1 month)
- Identify partners & develop plan for summer transition (beginning of year)

Resourcing

- Cost per academic advisor
- Time to facilitate onboarding
- Time to plan academic success "curriculum"
- Time for advisors to assist and/or teach summer bridge programs
- Time to facilitate connections with community organizations & summer programming groups for year-round support

Equity considerations

- Consider hiring advisors with language fluency to support ELL students
- Ensure students from low-income communities have access to services provided at no cost over the summer
- Hire advisors that are representative of the student population served
- Train advisors to support students with disabilities (e.g., academic success coaching)

Inter-related strategies

- Chapter 8 Digital priorities: Ensure advisors are fully trained on any new digital priorities (e.g., hybrid models)

6A Additional Sources | Hire additional academic advisors and expand year-round staffing and access to resources to achieve stronger student to advisor ratio

Overview of Academic Advising in College ([link](#))

Illinois Central College Student Success Coaching program ([link](#))

Academic Advising in a Pandemic and Beyond ([link](#))

Strategies to Improve Academic Advising ([link](#))



6B Implementation | Hire additional behavioral counselors and expand year-round staffing and access to resources to achieve stronger student to counselor ratio

Primary implementation activities

- Determine target number of additional counselors to hire
- Consider extending counselor contracts from 10 months to 12
- Recruit & hire counselors (e.g., from pre-service programs)
- Develop plan for seamless transition into summer - identify community organizations, summer programming partners, or telehealth resources to provide year-round support
- Coordinate with institutions/universities training counselors to develop program for year-round support for students
- Ensure students have a private/confidential space for Telehealth appointments
- Consider leveraging state Medicaid funds to supplement clinician shortages with local service providers like hospitals
- Ensure any mental health provider has the certifications necessary to treat students ([link](#))
- Appreciate the value of school counselors' advanced training and align responsibilities to optimize benefits to students ([link](#)); limit administrative responsibilities to <20% of counselor's time

Example metrics to evaluate success

- Formative metrics ('building block' metrics to predict overall success)
- Achieve 250:1 counselor to student ratio
 - % of students who meet with counselor at least once per quarter
- Summative metrics (metrics to demonstrate overall success)
- Increased graduation rates
 - Improved academic outcomes / GPA
 - Wait time from initiating treatment and between appointments

Sample timeline and milestones

- Ask current advisors if they are open to expending their contract from 10 months to 12 (March)
- Hire new counselors (once current advisors decide if extending, ~1 month)
- Identify partners & develop plan for summer transition (beginning of year)

Resourcing

- Cost per behavioral counselor
- Time to facilitate onboarding
- Time to facilitate connections with community organizations & summer programming groups for year-round support

Equity considerations

- Consider hiring counselors with language fluency to support ELL students
- Ensure students from low-income communities have year-round access
- Consider using flexible scheduling shifts to increase access in rural areas
- Consider leveraging telehealth to support rural communities where there are limited in-person resources and to increase accessibility for students with physical disabilities (more detail on following slide)
- Partner with larger communities to provide services one day per week - some counselors may commute to a rural area one day per week

Inter-related strategies

- Chapter 7 Mental wellness: Behavioral counselor support should be closely aligned to other mental wellness initiatives and priorities

6B Additional Sources | Hire additional behavioral counselors & expand year-round staffing and access to resources to achieve stronger student to counselor ratio

American School Counselor Association | School Counselor Roles & Ratios ([link](#))

- Resources supporting the roles of school counselors at back-to-school nights, school board presentations, etc.
- Research about the impact of school counseling ([link](#))

American Psychological Association | Telehealth Continuing Education Resources ([link](#))

Addressing Mental Health Needs in Our Schools: Supporting the Roll of School Counselors ([link](#))

6B Deep Dive | Recommendations for telehealth counseling

Training: All counselors providing Telehealth should first complete a continuing educational program designed to address telehealth processes and procedures

- 12-hour CEU training by PESI "Telehealth for Mental Health Professionals, 2 Day Distance Therapy Training" ([link](#))
- American Psychological Association Telehealth Continuing Education Resources ([link](#))
- Counselors should also receive training on the Zoom platform, Google Meets and telehealth security

Before the session: Students should be contacted prior to the appointment to address how they will log into the session, the need for privacy (to ensure confidentiality), emergency protocol, and technology requirements

Security: All counselor devices should be password protected and should lock automatically. Participants should not share their password. Do not use public WIFI. Use all security features provided by the telehealth platform (e.g., Zoom waiting room to prevent session interruptions if next appointment arrives early)

Scope of Service: All students should qualify for services, except if they meet specified exclusionary criteria (e.g., recent suicide attempts, current victims of domestic abuse, severe eating disorders, severe major depression or bipolar disorder symptoms). Students seeking services for an intake appointment will be screened and assigned a counselor provided they are appropriate for services. Students who meet the exclusionary criteria will be referred to a higher level of care.

First Session: Counselors should confirm the student's location and verify the phone number that the student may be reached at, if there is a disruption of service or in case of emergency. Counselors should ensure the student has a private/confidential location for their appointment and should address any concerns for privacy/confidentiality.

6B Deep Dive | social emotional support and in-school counseling resources

Overview: Create social emotional support programs that ensure student, educator, and staff wellness

- Provide addtl. resources for short- & long-term counseling
- Identify standardized diagnostic assessments for schools to understand student, educator, and staff mental health
- Ensure necessary infrastructure to refer struggling students, educator, and staff to family support services

Length: Short- and long-term

Target population: K-12 students, higher ed, educators, & staff

Equity focus: Most impactful for highly-impacted demographics

Potential IL insights & implementation ability:

- Mental health response needs to be community-centric and comprehensive - built for immediate and long-term response
- Can build on existing centralized wellness resources to include mental health screening tools, standards, and tactical steps
- Also should enable schools to maintain high quality in-school counseling through funding, specialized training, etc.



No one understands the trauma kids are going through [...] We're seeing ~15-18 family support workers help ~17,000 kids. It's not enough. Schools should be a space to identify kids with needs. Funding is a big limiting factor.

- President, non-profit



Case vignette: Post-California wildfire mental health support

Intervention

- Series of mental health interventions for ~450 students and staff following CA wildfires

Short-term

- Immediate support from 200 state-wide volunteer mental health professionals
- New "Coordinator of Trauma Response & Recovery" role in the County Office of Education
- Screened students using National Child Traumatic Stress Network tools
- Rehired retired school counselors and designated educator-specific counseling services
- Encouraged small-group discussions between educators and students
- Turned schools into community centers for students, staff, and families
 - After hours wellness centers with tutoring, counseling, and other services
 - Shelters for those who lost their homes
 - Donation sites; school bus drivers delivering supplies to emergency shelters

Long-term

- Wave of symptoms at the ~6-month mark; continued screening and counseling services
- Collaborated with counties on a district-level response guide, published at the state-level

Cost: N/A; interventions funded through a mix of federal/state aid and private grants provided 20+ counselors for 6+ months via contracts

Impact - To be determined; interventions ongoing

Other examples

Sonoma County Post-wildfire: MySonomaStrong.com to track mental wellness & find free professional therapy

- Trained 300 professionals in psychological recovery skills & added community-centric recovery activities



6C Implementation | Prioritize counseling and support for most at-promise student populations

Primary implementation activities

- "At-promise" refers to students who have a high probability of failing a class or dropping out of school ([link](#); [link](#))
- Screen all students to identify most at-promise populations (see initiative 2C)
- Consider not only what mental health struggles exist, but also how they began - support should be provided holistically
- Plan ahead for proactive screening and intervention support
- Map community and district/institution assets to student needs
- Compile list of resources available to students & their caregivers; distribute list broadly and make sure it is easily accessible
- Capture information about who students view as their "safe person" and provide training / support accordingly
- Ensure DE&I representation in all pamphlets and other materials
- Dedicate time for informal wellness conversation - ask "how's it going? What do you need" and facilitate informal touchpoints
- Review with Whole Child Task Force recommendations ([link](#))
- Train educators to provide intervention support
- Consider making data transferable to support transfer students and provide continued supports more efficiently; encourage antiracist efforts to ensure data isn't used against students

Example metrics to evaluate success

- Formative metrics ('building block' metrics to predict overall success)
- % of students identified as at-promise with intervention support
- Summative metrics (metrics to demonstrate overall success)
- Reduction in # of expulsions

Sample timeline and milestones

- Select screening assessment to develop SEL skills inventory over summer
- Develop initial intervention plan based on expected screening outcome by end of summer
- Map community assets by end of summer
- Screen all students and identify at-promise populations (beginning of year)
- Refine intervention plan & implement (once students screened, ~1 month)

Resourcing

- Cost to secure screening assessment; consider using state Medicaid dollars ([link](#))
- Administrative time to analyze screen results, develop and refine intervention plan, and monitor student progress

Equity considerations

- Rural areas: Leverage Medicaid funding, partner with Erikson, work to secure state/federal funding for crisis centers, work with ROE, etc.
- Consider the unique needs of the communities you serve and prioritize supports accordingly (e.g., counselors trained to support students with disabilities, bilingual counselors)
- NIAA tiers: Tier 1 - universal, entire school; Tier 2 - group-based support; Tier 3 - individualized support

Inter-related strategies

- Initiative 2C: Behavioral screens - highly inter-related; use screen to identify most at-promise students

6C Additional Sources | Screen student population to identify most at-promise student populations and prioritize counseling accordingly

Intervention strategies:

Infant and early childhood mental health consultation (IECMHC; [link](#))

- Illinois's Approach to Building and Sustaining Infant and Early Childhood Mental Health Consultation
- Prevention-based service that pairs a mental health consultant with families and adults who work with infants and young children in the different settings where they learn and grow, such as childcare, preschool, and at home
- Build adults' capacity to strengthen and support the healthy social and emotional development of children

Mental Health First Aid ([link](#))

- Course that teaches how to identify, understand and respond to signs of mental illnesses and substance use disorders
- Courses available to help support mental health in schools, adolescents (age 12-18), higher education, rural communities, and more

National Center for Pyramid Model Innovations (NCPMI; [link](#))

Example programs:

Comprehensive Community Based Youth Services (CCBYS; [link](#))

- Intervention services for at-promise youth ages 11-17

National Alliance on Mental Illness ([link](#))

- Crisis Intervention Team (CIT) Programs ([link](#))

Rocketship Public Schools CareCorps ([link](#))

- Wellness survey sent to all families every morning; responses reviewed by 12pm

Austin Schools & Vida Clinic ([link](#))

- Specialized multi-tiered framework of mental health support for schools
- Now available via telehealth

Implementation | Implementation risks and mitigation strategies



Given existing pipeline challenges, hiring additional counselors / advisors is unrealistic



- Create partnerships to provide access to state-wide and nation-wide support (e.g., telehealth, community volunteers)
- Consider ways to leverage existing resources (e.g., educators) to provide similar supports without hiring additional staff
- Prioritize at-promise students for most hands-on support



Students lose access to supports over the summer break



- Plan to provide access to year-round support (e.g., telehealth, community volunteers, summer programming organizations)
- Prioritize at-promise students for year-round support, as needed



Students aren't properly identified for behavioral screener or provided with appropriate behavioral support based on screener results



- Successful implementation has several interdependencies with 'Diagnostics' chapter and should also be reviewed
- Provide social emotional professional development support to educators and encourage class time focus on social emotional to identify students best supported by screener
- Ensure robust data analysis mechanisms in place to triage students and provide support based on screener results

Chapter 7

Invest in infrastructure for mental wellness and trauma-informed, culturally responsive schools, including educator P.D. and support

Overview | Description of topic and initiatives

High level topic

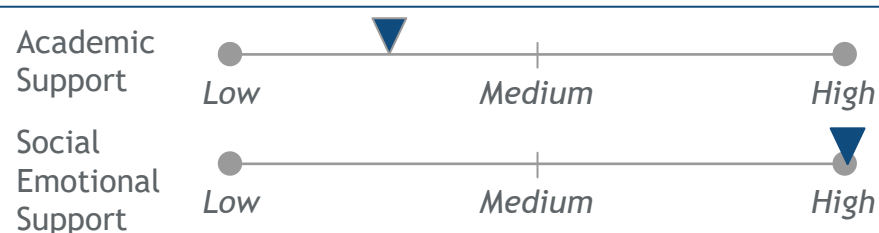
Topic

Invest in infrastructure for mental wellness and trauma-informed, culturally responsive schools, including educator P.D. and support

Primary stakeholders impacted

- **Students:** Reshape focus of education to increase focus on SEL support and holistic well-being
- **Educators:** Provide resources to support own mental health and training to empower educators to support the well-being of their students

Relevance



Recommended initiatives

- 7A Scale partnerships to provide training on trauma-informed policies, procedures, and practices
- 7B Establish training program to build cultural awareness and responsiveness (e.g., mentoring and induction for educators / staff)
- 7C Invest in behavioral / mental health resources and support systems for educators and staff
- 7D Identify, scale and improve programs to achieve equity, excellence and diversity in the educator/faculty pipeline

Equity focus of initiatives

- Rural areas & low-income communities often have limited access to mental health/emotional support
- Consider cultural barriers to access for therapy and prepare to support communities that have historically been harmed by mental health structures (e.g., access to care, therapeutic practices, misdiagnosis)
- Provide support in students' preferred language



Fact Pack | What we are hearing from stakeholders (I/II)

“

For example, one time during a observation the principal told me that I called on more boys than girls. I was like really? Wow!

- School counselor

“

My issue is that I don't have teachers who look like me racially.
- High school student

“

Students will be more engaged if we give them skills and opportunities to fight back against inequity, to fight for positive change.

- High school teacher

“

We keep talking about the achievement gap, but we don't talk about the economic gap, the health gap.... We also don't talk about that the achievement gap was intentional. Unless we talk about the systems we have in place, we're not going to make transformative change.

- Middle school teacher



Fact Pack | What we are hearing from stakeholders (I/II)

“

The amount and level of severity of the trauma this time period has caused for students cannot be understated. Our students need the support of more professionals in schools to help them through this.

-Teacher

“

Everyone's talking about reopening schools, but we haven't talked about how scary that is because of all the mental health issues and trauma that happened during COVID.

- Parent

“

There's a really big fear in faculty that if we mitigate expectations and show grace to students that we aren't going to prepare them. We need to give teachers permission to take time for wellness support.

- K12 Asst Principal

“

Staff need training and support on trauma-informed and culturally responsive practices, especially during a time of collective trauma, and support in mental wellness will be vital while students heal.

- Teacher

Fact Pack | Case study examples of successful implementation

1



Center for Childhood Resilience & Hinsdale South (IL)

- CCR launched partnership with Hinsdale South High School to help respond to the needs of a diverse student body by working to integrate trauma sensitive policies and practices
- CCR conducted a comprehensive needs assessment and action planning process, gained input and buy-in from staff, and provided professional development to staff
- In the 2nd year of the partnership, CCR conducted progress monitoring of goals, provided targeted professional development, and created new action plan based on data derived from the process
- Trauma-Informed Schools Walk-Through Checklist and the Trauma-Responsive Schools Implementation Assessment (TRS-IA) used to monitor progress; significant improvement shown through both tools
- In 2020, Hinsdale won the American Psychological Association's national Golden Psi Award for its evidence-based practices to affect student social emotional engagement and development

2



Antiracism Practices at Albemarle School District (VA)

- In 2018, newly-arrived superintendent Matthew Hass encouraged the staff to focus on equitable practices, citing achievement gaps for students of color
- The district has since written an anti-racism policy ([link](#)) and has trained all staff in eliminating all forms of racism, both individual and institutional
- Educators are encouraged to complete a Culturally Responsive Teaching (CRT) program, a year-long intensive course ([link](#))
- Additional efforts to increase recruitment of educators of color and representation in educational materials
- 2017-18 reading results showed Black students taught by CRT-certified educators doubled their pass rate, from 50% in 2016-17 to 100%. The pass rate for students who qualify for special education and were taught by CRT educators increased from 0% to 50% over the same years

3



Urban Teacher Enhancement Program - Univ of Alabama

- Partnership established in 2004 between the University of Alabama at Birmingham and three high-needs school districts in the Birmingham, Alabama metropolitan area
- Educator preparation curriculum is specifically focused on developing a set of competencies related to urban teaching
- Variety of recruitment methods to reach students of color candidates (e.g., direct mailings to paraprofessionals and substitute educators, outreach to community leaders and undergraduate mathematics & science program candidates)
- One funding source is a Transition to Teaching Grant from the U.S. DOE; pays for a portion of participant tuition—up to \$5K per candidate—and helps compensate mentors and co-educators
- ~70% of UTEP fellows are Black
- Many of the grants that support UTEP require educators to commit to teach for a specific number of years; 3-year retention rate for UTEP educators is ~70%

Fact Pack | What the estimated cost is relative to the potential impact

7A Scale partnerships to provide training on trauma-informed policies, procedures, and practices

Cost

- **Estimated \$15-\$40** per educator/staff per year

Impact

- Particularly for more vulnerable student populations, **trauma-informed mental health support is crucial for student short- and long-term success**

7B Establish training program to build cultural awareness and responsiveness (e.g., mentoring and induction for educators / staff)

Cost

- Some **cost to acquire necessary resources** and provide **educator training** (depends on resources used)

Impact

- **Improved school culture** for all members of community (e.g., students, educators)

7C Invest in behavioral / mental health resources, support systems, and coaching for educators and staff

Cost

- **Estimated \$35-\$70** per educator/staff member per year

Impact

- Improved **educator/staff satisfaction**
- Increased **emotional bandwidth** to better support students

7D Identify, scale and improve programs to achieve equity, excellence and diversity in the educator/faculty pipeline

Cost

- Some incremental **cost to identify and acquire key talent** (e.g., marketing, outreach)

Impact

- **Equitable hiring, retention and tenure acquisition rates** across all departments



7A Implementation | Scale partnerships to provide training on trauma-informed policies, procedures, and practices

Primary implementation activities

- **Assess current practices and identify needed support/training-** consider using the Trauma Responsive Schools Implementation Assessment (TRS-IA; [link](#)), a free self-assessment to support K12 schools/districts working to enhance their trauma responsiveness
- **Develop action plan** - Plan educator/faculty trainings (initial & ongoing), prepare for administrative leader engagement
- **Identify any potential partners and facilitate trainings** and/or provide resources to full staff (e.g., custodian, principal) use tools that address core competencies of trauma training ([ICTC](#))
- **Integrate lessons learned into school-wide strategic plan** - Work with partner to develop systemic approach; avoid having specific "champions" driving efforts; integrate trauma-informed practices throughout curriculum and ongoing staff education

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of educators/faculty trained in trauma-informed practices
- # of trauma trainings conducted
- # of trainees by role (e.g., administrators, community partners)

Summative metrics (metrics to demonstrate overall success)

- Increased use of restorative practices
- Improved culture (e.g., 5Essentials survey [link](#)) - by race, etc.
- Improved ARTIC Scale results ([link](#)) and change along the 7 core components ([link](#))
- Increased SEL assets
- Increased attendance rate

Sample timeline and milestones

- Complete needs assessment by end of school year
- Assess current practices (e.g., strengths/weaknesses) by end of summer
- Develop action plan and begin implementation in beginning of school year
- Review and refine approach (ongoing)

Resourcing

- Cost to acquire necessary resources (e.g., educator training)
- Time to assess current practices & develop action plan
- Time for ongoing faculty training & administrator support

Equity considerations

- Prioritize most vulnerable populations first - use equity indexes, determine which areas have most violence, have been hit hardest by COVID, etc.
- Prioritize BIPOC, LGBTQ+, disabled & ELL (e.g., train bilingual educators)
- Create behavioral health teams to develop a plan that is responsive to cultural and language diversity
- Consider cultural barriers to access for counseling/therapy: train counselors on building trust with communities that have historically been harmed by therapeutic practices, implement restorative practices, etc.

Inter-related strategies

- Initiatives 7B & 7D: Trauma-informed practices will only be effective if the school environment does not perpetuate additional trauma (e.g., racism, lack of cultural responsiveness, lack of representation)

7A Additional Sources | Scale partnerships to provide training on trauma-informed policies, procedures, and practices (1 of 3)

Organizations and resources for trauma-informed practices:

National Center on Safe Supportive Learning Environments ([link](#))

- Frameworks for support by education level (Pre-K/Elementary; Middle/High School; Higher Education)

Illinois Adverse Childhood Experiences (ACEs) Response Collaborative ([link](#))

- Online library with publications and resources ([link](#))

Illinois Collaboration on Youth (ICOY) Trauma-Informed Care capacity building ([link](#))

- Includes training and capacity-building for organizations and communities

Center for Childhood Resilience at Ann & Robert H Lurie Children's Hospital of Chicago ([link](#))

- Provides training, education, and outreach to school professionals, community agencies, city leaders, and parents to increase young people's access to mental health services
- Specialists share insights and best practices, advocate and lead policy reform, and conduct research to advance innovative, sustainable, and evidence-based strategies that advance mental health reform and build trauma-informed communities

Trauma Responsive Educator Project (TREP; [link](#))

- Works to develop the individual and organizational capacity of educators and schools serving children growing up in neighborhoods that have high levels of toxic stress (e.g., violent crime, concentrated poverty, foster care involvement, housing instability)

Collaborative for Academic, Social, and Emotional Learning (CASEL; [link](#))

7A Additional Sources | Scale partnerships to provide training on trauma-informed policies, procedures, and practices (2 of 3)

Organizations and resources for trauma-informed practices (*continued*):

Alive & Well ([link](#))

- Alive and Well Communities transforms organizations and develops healing relationships by working to become trauma informed
- Free Trauma Awareness Trainings available and open to the public; additional trainings available for a fee

Support for Students Exposed to Trauma (SSET; [link](#))

- School-based group intervention for students who have been exposed to traumatic events and are suffering from symptoms of post-traumatic stress disorder (PTSD)
- Designed specifically for use by educators and school counselors

Transformative School Discipline Collaborative (TSDC; [link](#))

- Collaborative of organizations working to ensure that Illinois' schools are safe and supportive for all students

Illinois Childhood Trauma Coalition (ICTC; [link](#))

National Child Traumatic Stress Network ([link](#))

Illinois Education Association (IEA) Trauma-informed practices ([link](#))

Illinois Federation of Teachers (IFT) Trauma-informed practices ([link](#))

60x25 Network - Trauma-Informed Practices Webinar ([link](#))

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

7A Additional Sources | Scale partnerships to provide training on trauma-informed policies, procedures, and practices (3 of 3)

Tools and example initiatives:

Trauma Responsive Schools Implementation Assessment (TRS-IA; [link](#))

- Free self-assessment to support schools/districts working to enhance their trauma responsiveness
- Tool to help in identifying professional development needs and creating data-driven action plans

Rocketship Public Schools CareCorps ([link](#))

- Wellness survey sent to all families every morning; responses reviewed by 12pm

Austin Schools & Vida Clinic ([link](#))

- Specialized multi-tiered framework of mental health support for schools
- Now available via telehealth

Suggested trainings topics to consider:

- Impact of Trauma/ Trauma 101
- Vicarious Trauma (include compassion fatigue & burnout)
- Historical Trauma
- Power, oppression, and privilege (including micro & macro aggressions)
- Community Trauma
- Building Trauma Informed Systems (for admin, staff in decision making positions)
- Positive Youth Development
- Youth Mental Health First Aid
- Restorative Justice Practices

Consider train-the-trainer or other sustainable training methods

7A Deep dive | Lurie Children's Center for Childhood Resilience Partnership

Context:

- Lurie Children's partners with schools to provide a multi-tiered system of support through [school mental health training](#), [trauma-responsiveness education](#), [evaluations](#), and advocacy with stakeholder groups
- In Dec 2020, announced [partnership with ISBE](#) and Peoria ROE for Resilience Education to Advance Community Healing (REACH) program
 - [Universal Professional Learning](#): Self-guided initial training for all educators
 - Partnership with 21st Century Grant Schools (pilot) to provide [deeper training and develop trauma-responsive practices](#)

Scope and impact:

- CCR works with [66 schools serving 36,171 students](#) in and around Chicago to train school staff in the Behavioral Health Team model, healing-centered and trauma-responsive practices, and group interventions
- Between 2018 and 2020, CCR [trained 6,352 diverse professionals and community members](#) to deliver trauma-informed interventions
- CCR leads the statewide [Trauma Responsive Schools-Designation](#) pilot to support educators in 30 Illinois schools to further their trauma-responsive and culturally-attuned practices
- ICTC instituted a statewide [public media campaign](#) “Look through Their Eyes” ([link](#)) to help families become more aware that childhood trauma exists
- Schools that participated in a community of practice reported [significant improvement in seven of the eight domains of trauma responsive schools](#)
- In February, 2021, [launched REACH Wellness Teams for 20 schools](#) across northern, central and southern Illinois



7B Implementation | Establish training program to build cultural awareness and responsiveness (e.g., mentoring and induction for educators / staff)

Primary implementation activities

- **Redefine "culture"** - See Hays' "ADDRESSING" model ([link](#))
- **Assess current practices** - Gather qualitative and quantitative feedback via a survey from educators on how they implement culturally responsive practices in their classrooms
- **Train educators & faculty** - Initial & ongoing training (e.g., antiracism, developmentally appropriate SEL support for ELL)
- **Dedicate administrator capacity** - Plan for administrators to be engaged in cultural awareness efforts
- **Leverage community support** - consider Illinois Youth Investment Program providers ([link](#); more on next page)
- **Include student voices in ongoing training** - Ask students what support they need and how faculty/educators can be more culturally-responsive & trauma informed
- Include a **qualitative measurement tool** (i.e., create a sustainable feedback loop for students and their families, as well as staff to share their feedback on SES supports.)
- Facilitate **mentorship & induction practices** within the school / across the state (connect educators by department, racial background, etc.)

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- # of trainings on developmentally appropriate SEL support

Summative metrics (metrics to demonstrate overall success)

- Improved culture (e.g., 5Essentials survey [link](#)) - by race, etc.

Sample timeline and milestones

- Assess current practices (e.g., strengths/weaknesses) by end of school year
- Develop action plan over summer
- Implement plan in beginning of school year; continue refining approach (ongoing)

Resourcing

- Cost to acquire necessary resources (e.g., educator training)
- Time to assess current practices & develop action plan
- Time for ongoing faculty training & administrator support

Equity considerations

- Ensure training programs have a diverse staff, reflective of student body
- Consider training efforts that can be conducted in-house to ensure long-term financial sustainability; rural districts may also have less access to external support

Inter-related strategies

- Initiative 7A: Need to also consider previous and ongoing trauma impacting students
- Initiative 7D: Representation within staff will help promote cultural awareness and responsiveness; improved community culture will support recruitment and retention efforts for staff

7B Additional Resources | Establish training program to build cultural awareness and responsiveness (e.g., mentoring and induction for educators / staff) (1 of 2)

Illinois Youth Investment Program Providers:

- African American Christina Doundation
- Alternative Schools Network
- Always Giving Back Foundation
- Angel of God Resrouce Center Inc.
- Aunt Martha's Health & Wellness Inc
- Boys & Girls Club of Chicago
- Catholic Bishop of Chicago - St. Sabina
- Centers for New Horizons
- Childrens Home and Aid
- Community Education Network
- Comprehensive Community Solutions
- Crazon Community Services
- DREAAM
- EDDR Foundation
- Employee Connections
- Envision Community Services
- Haven Youth and Family Service
- Jewish Child & Family Services
- Lawrence Hall
- Lessie Bates Davis Neighborhood House
- LMW Group
- Lumity
- Metropolitan Family Services
- Mikva Challenge Grant Foundation
- New Original Ministries
- Of Color Inc.
- Operation Uplift Inc.
- Peoria Public Schools
- Project Vision Inc.
- Proviso Leyden Council for Community Action Inc.
- Public Image Partnership
- Puerto Rican Cultural Center
- Revolution Workshop
- Rockford Park District
- Teens Against Killing Everywhere
- UCAN
- Universal Family Connections Center
- Westside Health Authority

7B Additional Resources | Establish training program to build cultural awareness and responsiveness (e.g., mentoring and induction for educators / staff) (1 of 2)

Abolitionist Teaching Network ([link](#))

- Guide for Racial Justice & Abolitionist SEL ([link](#))

MHA Labs ([link](#))

Culturally Responsive Leadership ([link](#))

Centering Humanity and Community with Restorative Justice in Schools ([link](#))

How to share space in classroom and beyond ([link](#))

DE&I Trainings & Summits:

- National Seed Project ([link](#))
- Courageous Conversations Summit ([link](#))

Abriendo Puertas ([link](#))

- Program co-created with parents to develop a culturally responsive curriculum for Latino parents on early learning
- Daily activities turned into learning experiences for children 0-5 (available in 16 languages) ([link](#))
- Talking about racism with children ([link](#))

Articles:

- Beyond Trauma-Informed Care Is a Healing-Centered, Culturally Rooted Approach ([link](#))
- The Future of Healing: Shifting From Trauma Informed Care to Healing Centered Engagement ([link](#))

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources



7C Implementation | Invest in behavioral / mental health resources and support systems for educators and faculty

Primary implementation activities

- Compile list of resources available to educators / faculty; distribute list broadly and make sure it is easily accessible
- Meet with educators to understand what additional resources / services they need
- Provide access to behavioral & mental health services (e.g., Headspace)
- Schedule regular time for wellness breaks during school day
- Increase staff culture by providing more space for staff to collaborate and build relationships with each other
- Coordinate informal discussion groups across the district / institution for grade bands, subjects, districts, roles, affinity groups, etc. - spaces for educators to converse with each other
- Provide in-school counseling services for educators / faculty as well as students; consider extending counselor hours or blocking time specifically for educators / faculty

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Increased % of counseling resources used

Summative metrics (metrics to demonstrate overall success)

- Improved educator / staff culture & satisfaction
- Improved educator / staff retention rates

Sample timeline and milestones

- Compile resource list by April
- Meet with educators / faculty to identify gaps by end of school year
- Develop plan before the beginning of the school year
- Implement plan in beginning of school year; continue refining approach (ongoing)

Resourcing

- Cost to provide additional resources & support
- Time for educators / faculty to leverage resources
- Time for administrative leaders to conduct wellness checks

Equity considerations

- To support educators in rural areas where resources are limited, consider outside counseling services, county services, and local agency services

Inter-related strategies

- Other initiatives in this chapter: Staff can only support students if their own wellness needs are also met
- Other initiatives in this guide: Staff will be better prepared to support students holistically if their own wellness needs are also met

7C Additional Sources | Invest in behavioral / mental health resources and support systems for educators and faculty

Better Help Online Counseling Platform ([link](#))

- Convenient, discreet and affordable access to a licensed therapist

Headspace for Educators ([link](#))

Research suggests that when educators feel isolated or disconnected from peers, it lowers morale and can contribute to leaving the profession ([link](#))

7C Deep dive | Educate educators about inequities in expulsions

Overview: Refine educator education to expose & interrogate racist practices that drive inequities in suspensions & expulsions

- Illinois eliminated zero tolerance disciplinary policies in 2016 (SB100) but inequities in suspensions & expulsions remain
- Need to modify approach to drive equity:
 - Provide educator professional development about the inequities of suspension and expulsion practices in place
 - Train educators on mitigation best practices and alternative disciplinary measures available
 - Ensure necessary infrastructure to support students while they are suspended or expelled
- Implementation of similar initiatives has been inconsistent across the state; recommend applying best practices to implement restorative practices with fidelity

Target population: K-12 and higher ed educators, staff

Equity focus: Most impactful for racial minorities (e.g., Black, Latinx), English Learners, and special education students

Potential IL insights & implementation ability:

- **Potential model for scaled IL effort:** Dolton-Riverdale SD148 week-long, district-wide training for most of the district's 220 staff

*"Illinois suspends proportionately more African-American students than any other state in the entire United States and had the **highest black/white suspension disparity in the country**. That really solidified for me the urgency."*

- Mayor Lori Lightfoot

Case vignette: Connecticut toolkit for educators on positive alternatives to out-of-school suspensions

Initiative overview:

- Comprehensive toolkit providing a "menu" of potential practices educators can employ to manage school discipline

Preventative measures:

- Thorough case studies for effective practices and educator training programs, highlighting model school districts across the state
- School-wide Positive Behavioral Supports (SWPBS): framework to determine which services to offer based on each students' needs
- Active teaching curricula for social skills, self-discipline, and character education
- Professional development courses for classroom management and mediation
- Additional case studies to facilitate development of mentorship programs, supplemental academic support, and SES

Alternative punishments for disciplinary offenses

- Full spectrum of punishment measures, ranging from reflective essays and "cool down options" to restitution and community service hours
- Cool Down options: "sensory breaks" for students at-promise for behavioral difficulties
- Restitution: teach students about the consequences of their actions by making them "repair" the harm they have caused (e.g., janitorial duties after littering)
- Behavioral monitoring plans: "contracts" with the students detailing specific behaviors to encourage daily monitoring

Cost: Ranges by school district depending on which "menu items" are selected

Impact: % of students suspended in CT dropped from 7.1% in 2006-07 to 6.0% in 2007-08 and 5.4% in 2008-09



7D Implementation | Identify, scale and improve programs to achieve equity, excellence and diversity in the educator/faculty pipeline

Primary implementation activities

- Compare demographics of students vs faculty; set hiring and retention goals
- Ensure all school communications adopt anti-racist language
- Include all positions in schools (e.g., nurses, counselors, social workers, administrators) in DE&I efforts - effort should include all full-time & part-time employees as well as interns, etc.
- Work with ISAC's Minority Teachers of Illinois (MTI) Scholarship program to identify upcoming talent
- Coordinate with higher ed institutions to identify pre-service educators for observation requirements, etc.; reach out to relevant department head(s) to identify upcoming talent
- Consider career changers viable pipeline for bilingual candidates
- Consider working with ROE to seek talent (e.g., virtual job fair)
- Upload all postings to the IL Education job bank, if possible ([link](#))
- To drive retention, facilitate mentorship within the school / across the state and prioritize cultural awareness training

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Increased % of all staff new hires (by department) who are BIPOC
- Equal retention level across all genders, races and ethnicities
- % of educators who have completed implicit bias training

Summative metrics (metrics to demonstrate overall success)

- Achieve DE&I in the educator pipeline / educator workforce
- Equal tenure rates across all genders, races and ethnicities

Sample timeline and milestones

- Set hiring and retention goals to promote gender and racial equity (beginning of school year)
- Identify partners to facilitate outreach (January, and as positions become available)
- Build retention plan, prioritizing mentorship and cultural awareness in school / institution (ongoing)
- Evaluate hiring, retention and tenure acquisition progress; adjust approach as needed (ongoing)

Resourcing

- Cost to identify and attract quality talent
- Time to provide necessary support to new hires and drive retention

Equity considerations

- In rural areas, prioritize coordinating with higher ed institutions to identify talent early and expand the mile radius of applicants; also consider working with ROE to identify applicants across districts
- Consider additional responsibilities with SEL work for bilingual educators and how that may affect retention rates

Inter-related strategies

- Other initiatives in this chapter: recruiting and, importantly, retention requires an inclusive environment for all staff; anti-racist work needs to be prioritized at the district level

7D Additional example metrics | Identify, scale and improve programs to achieve equity, excellence and diversity in the educator/faculty pipeline

- Consider the full educator / faculty pipeline: hiring, retention, and tenure acquisition rates
- Compare demographics of applicants vs new hires
- Analyze faculty demographics and retention data *by school* (instead of by district)
- Conduct survey (similar to 5Essentials survey) to understand whether educators feel supported and valued, for example:
 - Do you feel academically supported?
 - Do you feel supported in the community? Among your other colleagues? Among your students?
 - Do you feel the need to change who you are to fit in?
 - Do you feel heard on discussions of diversity & equity?
 - Do you feel valued as yourself?
- Analyze **vacancy rates** with retention data - are there certain positions that have high turnover (e.g., turnover for educators of color vs administrators of color)

7D Additional Sources | Identify, scale and improve programs to achieve equity, excellence and diversity in the educator/faculty pipeline

Illinois Education Job Bank ([link](#))

- Hosted by the Illinois Association of School Administrators (IASA)

Grow Your Own Illinois ([link](#))

Implementation | Implementation risks and mitigation strategies



Educators do not have bandwidth/
time to adequately support
additional wellness responsibilities



- Proactively work with educators to reprioritize responsibilities; administrators should map out allocation of responsibilities to mitigate overburdening
- Prioritize educator wellness support services and address educator wellness systemically vs on an individual basis
- Integrate wellness training into existing development programs
- Dedicate time in the school day for wellness activities



Members of the school community
(e.g., faculty, caregivers) fear
learning loss from shifting focus to
wellness



- Listen to community members and meaningfully act to address concerns
- Develop communication plan to reinforce academic and whole-child benefits from wellness support through school
- Consider after-school programming to supplement learning time; successful implementation may benefit from 'Learning Time' chapter and should also be reviewed



Members of the school community
(e.g., faculty, caregivers) reject
anti-racist ideologies



- Ensure anti-racist mentality stems from top; administrative leaders should set a clear and long-term vision for anti-racism efforts
- Listen to faculty/students of color in your own community and prioritize efforts accordingly
- While hiring new educators, probe candidates' understanding of unconscious biases

Chapter 8

Evaluate and improve hybrid/remote learning models to develop long-term **digital strategic priorities**

Overview | Description of topic and initiatives

High level topic

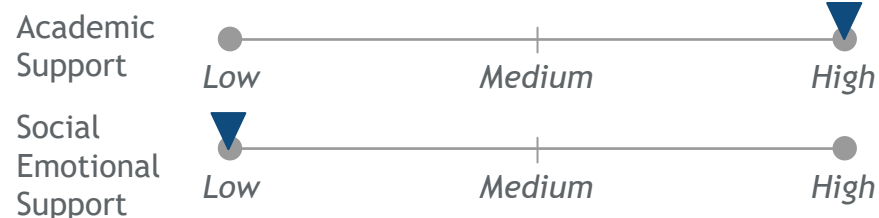
Topic

Evaluate and improve hybrid/remote learning models to develop long-term digital strategic priorities

Primary stakeholders impacted

- **Administrators:** Leverage new tech procured during COVID and guide future tech investment decisions
- **Educators:** Create community and support to thoughtfully optimize use of digital technologies
- **Students:** Enhance education with cutting-edge technologies
- **Caregivers:** Provide needed in-school support with digital technologies to ease caregiver expectations

Relevance



Recommended initiatives

- 8A Identify ~3-5-year digital priorities and leverage existing services to build necessary skillsets
- 8B Scale digital learning partnerships (e.g., IL Virtual School) to provide access to supplemental learning materials and tutoring



Equity focus of initiatives

- Digital technologies can support individualized learning plans, thus enabling students to learn at their own pace
- Rural communities with fewer local resources can benefit from state- and world-wide materials
- Digital materials can be provided in students' preferred language
- Technology can also be leveraged to improve accessibility for students with disabilities
- Provide flexibility and support *all* students regardless of preference for in-person or remote learning

Need to consider access to devices & internet. For information on state-led efforts, visit the [Connect Illinois website](#)

Fact Pack | What we are hearing from stakeholders

“

We bought 'huddle cams' so remote students can see everyone in person... if we can afford those, anyone can.

- High school teacher

“

AP College Board offers some virtual classes. They're great for convenience and I like that they're approved by the teacher, but they usually over-simplify the material.

- High school student

“

Distance learning will be around forever, but it won't be used as heavily as it has been during this pandemic. I think changing the way a classroom looks to fit more of the modern era is important.

- Teacher

“

They're here all day! It's like we have a job!

- Parent

“

Students with disabilities or chronic illnesses have been asking universities for years to be counted present in class by logging on online and they've been consistently told no. We know now that it's entirely possible. It would be devastating to now tell them no again.

- College student

“

Issues of equity are right in front of us. We have a unique opportunity to think more long term with how we embrace digital technology, thinking not just the next 5-10 years but the next 40 years.

- Associate Principal

“

The kids say they like choosing when they do their work in a hybrid model... but sometimes they will turn something in at 1AM and come to school the next day at 7:30AM. Their sleep schedules are all messed up.

- High school teacher



Fact Pack | What we are hearing from stakeholders - potential risks

“

We had ~45% of our students on the D/F grade list and parents said it was because their kids weren't in person. We're fully back in-person now... parents won't be happy if we try to have virtual classes in the future.

- High School teacher

“

*I don't care if I have English class...
I'm just on a FaceTime call.*

- High school student

Fact Pack | Case study examples of successful implementation

1



NY Gov wants to "reimagine education" with tech-focus

- New York Governor Andrew Cuomo announced in May 2020 that he is working with Bill Gates and Eric Schmidt (former Google CEO) to "reimagine education" with technology at the forefront
- Research effort is focused on how technology can enhance teaching and be a tool for educators as they apply their craft
- "Let's take this experience and really learn how we can do differently and better with our education system in terms of technology and virtual education" - Gov Cuomo Teachers unions have expressed concerns about the effort being too focused on technology without considering other needs (e.g., mental health counselors, digital divide)

2



IL Virtual Instructional Coach and Building Mentor Program

- State of IL launched a virtual instructional coach program & building mentor program to support the large number of new K12 educators hired for the 2020-2021 school year
- Program developed in partnership with ISBE, IFT, and IEA through a \$6.5M grant funded by the CARES Act
- Every participating districts' new educators receive wraparound professional support
- New educators receive a virtual instructional coach, building mentor, virtual coaching platform, online library of instructional resources, and one-on-one and small group virtual coaching sessions
- Virtual instructional coaches and building mentors are trained in creating environments filled with safety and belonging, cultural competence and anti-racism, and engaging families/communities

3



Houston Community College Digital Learning Solutions

- Houston Community College (HCC) has offered both fully online and mixed-modality courses since the early 1990s
- HCC has experienced the typical "digital learning paradox" where students who take some digital courses have higher completion rates but average student performance is lower in online and mixed-modality courses
- HCC Online hired 27 tutors to provide free tutoring to all students enrolled at HCC
- HCC also hired a central team of 20 instructional designers to help faculty design digital courses and provide professional development
- HCC Online also has their own set of advisors, who primarily focus on students taking online courses
- Incremental costs for online courses is ~\$6 per student credit hour; costs are more than offset by savings (e.g., from larger class sizes, lower personnel costs)
- To decrease education costs to students, HCC is also increasing use of OER

Fact Pack | What the estimated cost is relative to the potential impact

- 8A Identify ~3-5 year digital priorities and leverage existing services to build necessary skillsets

Cost

- Potential investments in new technologies
- Likely investments in educator professional development for digital literacy trainings
- Meaningful time requirement for administrators to meet with stakeholders, determine digital priorities, and oversee execution

- 8B Scale digital learning partnerships to provide access to supplemental learning materials and tutoring

Cost

- Likely investment to secure partnership(s) and provide access to all students
- Initial onboarding time for students and educators / faculty
- Administrative leaders will need budget time to monitor and adjust approach, as needed

Impact

- Increase in academic performance from individualized learning plans
- Increase in course retention/completion rates
- Increase in students' ability to self-assess their learning needs and growth and ability to advocate for themselves (e.g., using UDL framework)



8A Implementation | Identify ~3-5 year digital priorities and leverage existing services to build necessary skillsets

Primary implementation activities

- **Step 1:** Work with key education stakeholders (e.g. parents, educators, students, administrative leaders) to define a vision for future use of digital tools, in consideration of considering existing plans/investments, stakeholder interests, ideal balance of speed of rollout vs quality, and equity goals
- **Step 2:** Assess current landscape of what's available within your district / institution (e.g., % of students with access to digital devices/internet, inventory of skillsets/expertise available, learning platforms in use) - consider using the Future Ready District self-assessment ([link](#))
- **Step 3:** Develop plan for acquiring and leveraging technology (e.g., schedule educator trainings, designate "experts" to leverage, define rollout strategy, create feedback loops); set measurable outcomes to track success
- **Step 4:** Implement strategy and monitor/adjust approach

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Plan created and approved by key stakeholders
- % of students who have mastered a digital tool, as recommended by the school/institution by mid-term and end of semester

Summative metrics (metrics to demonstrate overall success)

- % increase in academic performance as based on state level student testing data on measurements of student progress

Sample timeline and milestones

- Define vision by May
- Understand current landscape by end of school year
- Develop action plan by mid-summer
- Begin implementation by end of summer (K-12) including reflection on current practices and defining vision and timeline with stakeholders
- Continue to monitor and adjust approach (ongoing)

Resourcing

- Time: Administrative leaders will need to dedicate several hours per week for several months to build and begin roll-out of digital priorities; meetings with stakeholders also required
- Financial: Potential investments in tech and/or educator training

Equity considerations

- For communities with limited resources currently, leverage technology with current curriculum programs, access to free digital tools
- Use of Universal Design for Learning ([link](#)) and accessibility features for the online learning environment
- Consider innovative methods for supporting EL students ([link](#))
- Capitalize on technology devices that students already have/own

Inter-related strategies

- Digital divide efforts: See slide in "IL 'Road to Renewal' vision and Chapter Summary" section

8A Additional example metrics | Identify ~3-5 year digital priorities and leverage existing services to build necessary skillsets

Formative metrics ('building block' metrics to predict overall success):

- Plan created and approved by key stakeholders
- % of students who have mastered a digital tool, as recommended by the school/institution by mid-term and end of semester (e.g, Pearson collaboration tool or grading feature, or online curriculum tool to support literacy development, STEM skills)
- Students' ability to self-assess their learning needs and growth and ability to advocate for themselves (e.g., using UDL framework)
- Student satisfaction based on end of course evaluations (e.g., course easy to navigate, alignment of objectives to activities and assessments)
- Pre and post survey of educator comfort level in leveraging technology to meet individual student needs
- Digital literacy and growth over time
- Preliminary surveys on student technology readiness (e.g., access to and currency of equipment, sufficient bandwidth, access to a designated, distraction-free study space, digital literacy) and learning preference surveys

Summative metrics (metrics to demonstrate overall success):

- % increase in academic performance as based on state level student testing data on measurements of student progress (e.g., MAP scores, PSAT, district formative assessments)
- Course retention/completion rates, disaggregated by demographics
- Parent, student, educator satisfaction surveys
- Increased usage (e.g., number and type of tools used on the learning management system such as discussion boards, quizzes, gradebook, number of course logins and frequency)

8A Additional Sources | Identify ~3-5 year digital priorities and leverage existing services to build necessary skillsets (1 of 2)

Resources for developing digital strategy:

UNESCO COVID-19 Toolkit: Remote Learning ([link](#))

- Formed by UNESCO to support governments in their educational response to COVID-19
- Provides examples, concrete steps for intervention, and tactical action checklists
- K-12 focus

The Efficacy of Virtual Instruction in K12 Education ([link](#))

- Summarizes the evidence on virtual learning in K-12 education and provides guidance on the efficacy of virtual learning as well as best practices in virtual education

USDE webinar on Learning in a Pandemic and strategies to support your students ([link](#))

Jacksonville State University | Developing Online/Hybrid Learning Models for Higher Education Programs ([link](#))

- Recommended approaches to online/hybrid learning (e.g., modifications to pedagogy, role of the instructor)

State Educational Technology Directors Association (SETDA; [link](#))

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

Self-assessments to guide digital prioritization:

Future Ready Schools self-assessment ([link](#))

- Provides checklist to help stakeholders think about what they currently have in their district and what they need

Technology Self-Assessment For Teachers ([link](#))

- Educators: to determine their own levels of technology proficiency and to identify personal technology professional development needs
- Schools/Districts: to assess their professional development needs and to plan professional development activities that will help all educators become proficient in technology

UIS Self-Assessment to help students determine if online learning is right for them ([link](#))

8A Additional Sources | Identify ~3-5 year digital priorities and leverage existing services to build necessary skillsets (2 of 2)

Achieving equity in online learning:

- Southern Regional Education Board ([link](#))
- Brandeis University ([link](#))
- Removing Barriers to Online Learning Through a Teaching and Learning Lens ([link](#))
- Latino Forum Policy - recommendations for supporting English Learners ([link](#))
- Education Law Center equity checklist ([link](#))
- Universal Design for Learning ([link](#)) and accessibility features for the online learning environment



8B Implementation | Continue using and scale digital learning partnerships to provide access to supplemental learning materials and tutoring

Primary implementation activities

- Identify and establish relationship with preferred partner(s), starting with any successful partners from COVID-19 pandemic
- Onboard faculty / educators to have the support to drive usage
- Identify and target students who have been excelling in a digital environment through COVID - consider providing self-assessment for students to evaluate whether they should opt-in ([link](#))
- Prioritize at-risk students and distance learners, for whom online resources may be particularly beneficial
- Consider integrating digital tools into school day to ensure all students know how to access them; this will also limit the digital literacy burden on caregivers
- Consider partnering with ROE to broaden access to recorded lectures and home-grown digital

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of students with access to new digital learning tool(s)
- % of courses supported by digital learning tool(s), as recommended by the school/institution

Summative metrics (metrics to demonstrate overall success)

- % increase in academic performance as based on state level student testing data on measurements of student progress
- Course retention/completion rates, disaggregated by demographics
- Parent, student, educator satisfaction surveys

Sample timeline and milestones

- Identify preferred partner(s) by May
- Complete contracting process by end of school year
- Onboard faculty/educators at the beginning of school year
- Continue to monitor and adjust approach (ongoing)

Resourcing

- Financial: Cost of partnership(s)
- Time: Initial onboarding time for students and educators / faculty
- Time: Administrative leaders will need to monitor and adjust approach, as needed

Equity considerations

- Provide year-round access and/or work with community organizations / summer camps to support at-risk students over the summer
- Use of Universal Design for Learning ([link](#)) and accessibility features for the online learning environment
- Ensure equal access to deeper supports and any paid-for add-on services
- Consider leveraging technology to provide instruction in multiple languages

Inter-related strategies

- Digital divide efforts: See slide in "IL 'Road to Renewal' vision and Chapter Summary" section
- Initiative 8A in this section: All partnerships should be part of digital strategic priorities

8B Additional Sources | Scale digital learning partnerships to provide access to supplemental learning materials and tutoring

Illinois Virtual School ([link](#))

- The official supplemental virtual learning provider of the Illinois State Board of Education (ISBE)
- Public school districts that enroll students in courses from the catalog can request reimbursement from ISBE (subject to appropriations by the General Assembly)
- Primarily high school courses available (some middle school)

Edgenuity ([link](#))

- Leading provider of K-12 online curriculum and blended learning solution

Cadence Learning ([link](#))

- Network of “mentor teachers” provide online instruction to about students across the country
- Grade 3-8 focus

Teach to One ([link](#))

- Digital tools to personalize learning
- Teach to One Roadmaps enables students to progress on a tailored learning path towards grade-level math proficiency and beyond
- Teach to One 360 provides educators with the ability to tailor learning to each student’s unique strengths and needs—every day

Gooru ([link](#))

- K12 learners can gain grade level proficiency in Math or Science

Tutor.com ([link](#))

- Applications for K12 and Higher education

Implementation | Implementation risks and mitigation strategies



Access to devices and bandwidth limitations may prevent equitable outcomes from using technology



- Governor Pritzker launched a statewide initiative in August 2019, Connect Illinois, to expand broadband access and provide all IL public K-12 students access to high-speed broadband at no charge
- Consider using federal stimulus funding towards devices/broadband
- While broadband is continuing to be rolled out, consider partnering with local organizations (e.g., libraries, higher ed institutions, businesses) to support students without access
- Leverage Community Technology Centers (CTC)



Many digital partners offer additional add-on services for extra fees, which may prevent equitable outcomes



- Structure partnerships to ensure all students have equal access to tools provided
- Prioritize at-promise and low-income students, as needed



Caregivers may reject use of digital technologies because of challenges faced during COVID-19 pandemic



- Listen to caregivers and meaningfully act to address concerns; ensure any plans reflect all learnings from COVID environment
- Develop communications plan to educate caregivers on the benefits of digital technology in the future of education
- Consider pilot programs and leverage technology in tandem with in-person learning



Educators may reject use of digital technologies because of challenges faced during COVID-19 pandemic



- Listen to educators and meaningfully act to address concerns; ensure any plans reflect all learnings from COVID environment
- Acknowledge digital fatigue from COVID-19 pandemic and work with educators to ensure they feel supported moving forward
- Provide necessary training for educators and administrative leaders to adequately prepare for use of digital technologies

Chapter 9

Improve **quality of learning** through altered classroom structures, educator professional development, and digital tools

Overview | Description of topic and initiatives

High level topic

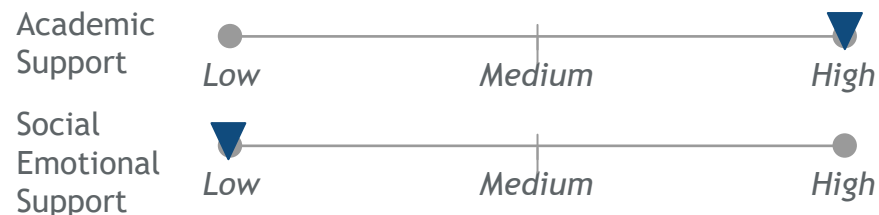
Topic

Improve quality of learning through altered classroom structures, educator professional development, and digital tools

Primary stakeholders impacted

- **Educators:** Support professional development to leverage best-in-class tools & techniques
- **Students:** Reinvent the learning experience to be student-centric and provide new opportunities in and out of the classroom

Relevance



Recommended initiatives

- 9A Scale competency-based education for B-12 curriculum, continuing education, and credentials
- 9B Individualize educator personal development through improved feedback evaluations and personalized training plans
- 9C Increase usage of online resources (e.g., e-textbooks, simulated environments for clinicals)

Equity focus of initiatives

- Support individualized learning plans, thus enabling students to learn at their own pace
- Support unique needs of educators, providing development support and opportunities with their holistic needs in mind
- Provide equitable access to learning materials regardless of income level through open online resources

Fact Pack | What we are hearing from stakeholders

“

This is a big ask for ISBE, but having a space where other teachers can collaborate and do professional development on a larger scale above the district level... I think there would be a lot of opportunities there

- Preschool teacher

“

A competency-based system would allow us to be more nimble and agile to get kids ready for a post-secondary world. Some kids may take 6 weeks to catch back up, others will take 18... if we put a stigma on this, we're going to face a big problem

- K12 Principal

“

A lot of teachers are concerned about a second outbreak or another pandemic that forces us to go remote all over again without notice. We should be prepared for that experience, and it should not be like the chaos of March 13th

- Educator

“

We need both short- and long- term solutions. Short term fixes to provide educators with digital tools needed for remote education are critical. But there must be long term P.D., best practices, etc. to address the long-term digital impacts on education

- Educator

“

Schools need to provide educators with enough flexibility to make this work for their classroom and their students. Classroom structures, digital tools, etc. aren't one size fits all and each educator needs to have choice

- Educator

Fact Pack | Case study examples of successful implementation

1



Ridgewood High School Competency Education (IL)

- Member of the Illinois High School Graduate Competency Pilot
- Grading is based on assessment rubrics ([link](#)) designed around student needs, life experiences and the skills needed for them to be college & career ready
- Students move along a learning curriculum and advance at their own pace; grading is not seen as a terminal event
- Students take interim diagnostic assessments to guide their learning (e.g., if a student understands a concept right away, they can move on to the next section)
- Each student must "pass" all units; they are not forced to move on before they are ready simply to keep up with the rest of the class
- Graduation competencies include "life & career," "innovation," and "learning" and can be met through a variety of courses (e.g., English, Math)

2



Denver Public Schools requires all educators to be ELL certified

- Since 2013, Denver Public Schools has required all its educators to be certified to teach ELL students
- ELLs in Denver are outpacing the rest of the state on tests that measure English language proficiency
- Educators are trained to use strategies to help students make connections between their native language and English; educators might learn to use specific vocabulary, such as words that have similar meanings in two languages, and learn to show students to look for root words as one way to break down the meaning of bigger words
- Denver's ELL students improved 8 percentage points in one school year

3



Williamsfield School District decided to #GoOpen (IL)

- Williamsfield School District is a small, rural district serving ~300 students
- Instructional materials were often outdated and did not align to new learning standards
- Textbooks were also limiting with few accessibility features and no personalization abilities
- In 2013 they decided to switch to an open, online math resource instead of purchasing a math textbook
- They were able to stretch resources further and have a positive impact on more kids by redirecting budgeted textbook money toward investments in technology and technological infrastructure
- "The walls break down," Zack Binder, the Pre K-12 Principal and Director of Student Services said. "You're no longer in Williamsfield, Illinois. You have the same access to this information that anyone in the world does."

Fact Pack | What the estimated cost is relative to the potential impact

- 9A Scale competency-based education for B-12 curriculum, continuing education, and credentials

Cost

- Initial **costs to adjust / develop new curriculum** and train educators/staff
- **Leadership capacity** required to set new direction for institution

Impact

- Equity is a central goal of competency education. Individualized instruction is **needed to address wide gaps of learning loss between student sub populations** post-COVID

- 9B Individualize educator P.D. through improved feedback evaluations and personalized training plans

Cost

- Cost to secure additional **training tools and resources**
- Increased **time** to allow educators to dedicate to **professional development**

Impact

- Improved **educator satisfaction**
- **Improved quality of learning** and student achievement outcomes

- 9C Increase usage of online resources (e.g., e-textbooks, creating simulated environment for clinicals)

Cost

- Expected **increase in net institutional revenue** despite lost bookstore income and cost of new personnel (e.g., OER Coordinator)

Impact

- Average total **textbook cost** to students
- **% of students present** on day one earning a C or better
- **Net change** in institutional revenue (rationale in [link](#))



9A Implementation | Scale competency-based education for B-12 curriculum, postsecondary credentials and continuing education

Primary implementation activities

(B-12) Curriculum: Consider using Standards Based Reporting system ([link](#)) to identify learning gaps; utilize accelerated learning strategies ([link](#)) and digital tools ([link](#)) to catch up students with learning losses

- Use ISBE's B-12 priority standards ([link](#)) to support learning gaps
- Leverage the IES CBE Mastery Framework, which outlines the major shifts in educators' practice ([link](#); [link](#))

Postsecondary Credentials/Continuing Ed: Explore credentialing processes built on curricula/assessments to ease articulation, address workforce shortages, & assist with postsecondary completion ([link](#))

- Consider stackable credentials to build up qualifications along a career pathway, e.g., Gateways Credential for early childhood professions ([link](#)), career pathways ([link](#)), industry credentials ([link](#))
- Consider competency-based professional development to reward learners for providing evidence of **competency** in a particular skill, vs rewarding participants for attending a particular session ([link](#))

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- # of students demonstrate developmental and academic gains aligned with priority standards (B-12)
- # of postsecondary students earn credentials

Summative metrics (metrics to demonstrate overall success)

- % of students on track academically (K-12) by 2022
- % of credits recovered (K-12, higher ed) by 2022
- % credentials earned (higher ed) by 2022

Sample timeline and milestones

B-12:

- Conduct diagnostic assessments to determine learning gaps
- Align on assessment scale with all stakeholders (e.g., community, students)

Higher Ed:

- Conduct systems analysis to determine at-risk students and industries with shortages to target supports
- Work with all stakeholders (e.g., community, students, industry professionals) to develop curriculum / program

Resourcing

- Initial costs to adjust / develop new curriculum and train educators / staff
- Leadership capacity required to set new direction for institution
- Engage outside partners (e.g., afterschool partners, community organizations, industry) to provide supplemental support

Equity considerations

- Equity is a central goal of competency education. Differentiated instruction allows equity of supports and will be needed to address wide gaps of learning loss between student sub populations as well as students exposed to remote-only learning

Inter-related strategies

- Initiative 9B: Educators will require sufficient training to successfully implement competency-based education methods

9A Additional Sources | Scale competency-based education for B-12 curriculum, continuing education, and credentials (1 of 2)

B-12:

ISBE Standards Based Grading ([link](#))

ISBE Competency Pilot schools & locations ([link](#))

Using Acceleration technique to catch all kids up ([link](#))

- TNTP Learning Acceleration Guide ([link](#))

Credit Recovery Systems: [Illinois Virtual School](#) and [Edmentum](#)

Career Pathways - ([link](#))

- [Model Program of Study Guides](#) (with competencies included)

CBE 360 Survey Toolkit ([link](#))

- Toolkit developed by American Institutes for Research (AIR)
- Provides a comprehensive picture of CBE implementation

Aurora Institute *CompetencyWorks* knowledge-building hub ([link](#))

- Principles for competency-based education ([link](#))

Envision Learning IL-Empower partnership ([link](#))

Illinois Gateway Early Childhood Education (ECE) Toolbox ([link](#))

Center for Assessment's [Innovative Assessment and Accountability Systems](#)

- Lead technical partner and key policy advisor for NH's pilot, Performance Assessment of Competency Education (PACE)

Guide to the Competency-based Learning Survey for Students ([link](#))

- Survey collects information regarding students' beliefs about, understanding of, and exposure to key elements of competency-based learning to influence implementation

Early Childhood Gateways Credential ([link](#))

Great Schools Partnership Framework for Proficiency-Based Learning ([link](#))

The Center ([link](#))

- (Iowa) Learner-centered, personalized, and competency-based ecosystems as pathways to future readiness

[Dr. Karin Hess](#) - leader in developing practical approaches for using cognitive rigor and learning progressions as the foundation for formative, interim, and performance assessments

9A Additional Sources | Scale competency-based education for B-12 curriculum, continuing education, and credentials (2 of 2)

Higher Education:

Competency Based Education Network (C-BEN; [link](#))

- Community of professionals with goal of building/promoting competency-based education for post-secondary degrees
- Quality framework for competency-based programs ([link](#))
- Quality framework and beyond: A CBE User's Guide ([link](#))

Lumina Foundation *Connecting Credentials* framework ([link](#))

Stackable Credentials ([link](#))

American Institutes of Research: National survey of postsecondary competency-based education ([link](#))

A Leader's Guide to Competency-Based Education book ([link](#))

Capella University and Whiteboard Advisors: Moving competency-based education forward ([link](#))

Educause blended learning resources ([link](#))

South Texas College: Competency-Based Education Programs ([link](#))

University of Wisconsin Flex Option ([link](#))

Equity-focus of competency-based education:

- EdNC article ([link](#))
- Aurora Institute Designing for Equity ([link](#))
- Equity in Competency Education ([link](#))
- How competency-based education may help reduce our nation's toughest inequities ([link](#))



9B Implementation | Individualize educator professional development through improved feedback evaluations and personalized training plans

Primary implementation activities

- Ask educators for suggestions about how to improve current professional development practices; take feedback seriously
- Change how educators are evaluated to align with professional development objectives and student support goals
- Review student data to identify areas for educator support
- Develop action plan for enhanced evaluations/assessments & training and identify any partnerships needed (e.g., Tk20); plans should allow educators to help decide their own training paths
- Schedule dedicated time for leadership to engage with educators on professional development needs (e.g., cycles of inquiry)
- Maintain access to virtual training offerings
- Consider coordinating with ROE for support with sourcing resources across districts ([Link](#))
- Support educators in obtaining micro-credentials
- Provide stipends for educators for attending trainings (e.g., transportation costs, time spent)
- Review all initiatives in place for the next ~3-5 years and ensure sufficient access to trainings (e.g., digital literacy)

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Educator satisfaction with opportunities to deepen expertise

Summative metrics (metrics to demonstrate overall success)

- % increase in academic performance and SEL competencies as based on state level student testing data on measurements of student progress

Sample timeline and milestones

- Assess current practices by May
- Solicit feedback from educators by end of school year
- Develop action plan & contract with any partners by end of summer
- Begin implementation in beginning of school year
- Continue to monitor and adjust approach (ongoing)

Resourcing

- Cost for any additional trainings, credentialing and/or stipends
- Time: Leadership capacity required to ensure educator professional development is robust and ongoing
- Potential partners for assessments, credentialing programs, etc.

Equity considerations

- Consider the unique needs of educators in your district and provide development support and opportunities with their holistic needs in mind
- Develop ongoing practices that will also benefit any future new hires
- Leverage ROE for sourcing & sharing resources
- Ensure training available and encouraged to improve support for specific student populations (e.g., students with disabilities, ELL, students of color)

Inter-related strategies

- Chapter 7 Mental wellness: Training plans should include trauma-informed practices, cultural awareness, and other supports for the holistic child
- Chapter 8 Digital priorities: Training plans should include digital literacy

9B Additional Sources | Individualize educator professional development through improved feedback evaluations and personalized training plans

Tool and Models for Support:

Preschool for All Coaching Project ([link](#))

- Provided through The Center: Early Childhood Professional Learning
- Embeds professional development for Preschool for All (PFA) educators
- Uses the Practice-Based Coaching (PBC) model

Taskstream & Tk20 ([link](#))

- Largest provider of assessment management solutions for higher education

BloomBoard ([link](#))

- Fall Readiness Program-coach educators to up-level their blended learning instruction to meet students' academic & personal needs
- Micro-credentialing framework will provide districts a customizable continuing education program

AFT Share My Lesson ([link](#))

- Educators can contribute content, share ideas, get educated on the topics that matter, online, 24/7

Opportunities for Educators:

- ISBE IL-Empower ([link](#)): List of ISBE-approved partners
- ISBE Teach Talk Learn ([link](#)): Calendar view of opportunities
- IL Virtual Schools ([link](#)): Online P.D. for educators
- Ed Leaders Network ([link](#), [link](#)): Virtual, on-demand professional learning for educators and micro-credentialing, provided through ISBE & IPA
- Illinois Principal's Association ([link](#), [link](#)): Provides mentoring and coaching opportunities for new and veteran educators
- Lesson Study Alliance ([link](#)): Process for educators to work together to discover solutions to common teaching-learning challenges
- Learning Technology Center of IL ([link](#)): Statewide program that supports K-12 technology initiatives, services, and professional learning opportunities
- The Center Web ([link](#)): Educator P.D., focused on supporting students of linguistically and culturally diverse backgrounds; English-language learners; students at risk of failure because of poverty, family issues, disabilities or other circumstances; refugee and immigrant populations and others
- CS4IL ([link](#)): Computer Science training for educators



9C Implementation | Increase usage of online resources (e.g., e-textbooks, simulated environments for clinicals)

Primary implementation activities

- Assess current use of online resources (e.g., variations by educator/department?)
- Gap analysis of infrastructure - what students would be underserved with this switch (e.g., materials not sufficiently available for EL students)
- Hire OER coordinator to identify and evaluate open educational resources (OER) to determine if it covers the necessary content, meets the desired difficulty level, etc. - consider using an OER rubric ([link](#))
- Leverage ILOER database, which links the resources with IL Learning Standards and allows educators to search/find lessons & activities to address specific student need ([link](#))
- Consider interactive online resources, such as simulated environments for clinicals (science labs higher ed, nursing)

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of courses using at least one online resource, by department
- % of students using at least one online resource

Summative metrics (metrics to demonstrate overall success)

- % of all resources used across the school/institution that are accessible online at no cost to students
- Average total textbook cost to students
- % of students present on day one earning a C or better
- Net change in institutional revenue (rationale in [link](#))

Sample timeline and milestones

- Assess current use of online resources and conduct gap analysis of current infrastructure by end of school year
- Hire online resources coordinator by beginning of school year
- Work with educators / faculty to identify and evaluate online resources within 3 months of hiring online resources coordinator
- Continue to monitor and increase usage of online resources (ongoing)

Resourcing

- Expected increase in net institutional revenue despite lost bookstore income and cost of new personnel (e.g., OER Coordinator); example revenue impact calculator available [here](#)

Equity considerations

- Support low-income students by increasing use of open online resources
- Ensure resources reflect DE&I goals (e.g., representation)
- Decrease transportation need for educational opportunities for students with physical disabilities and in rural communities through simulated environments for in-person lessons (e.g., clinicals)

Inter-related strategies

- Digital divide efforts: See slide in "IL 'Road to Renewal' vision and Chapter Summary" section

9C Additional Sources | Increase usage of online resources (e.g., e-textbooks, simulated environments for clinicals)

Guides for increasing usage of online resources:

Illinois University Library ([link](#))

- Guide for Open Educational Resources (OER), including how to find, evaluate, use, and adapt OER materials

Affordable Learning Georgia ([link](#))

- Accessibility Guides available

ISBE Letter with online resources on March 12, 2020 ([link](#))

ISBE #keeplearning initiative ([link](#))

The Impact of OER on Various Student Success Metrics ([link](#))

Free book on OER ([link](#))

Illinois Policy recommendations for online resources ([link](#))

NIH | Research exploring the use of clinical simulations ([link](#))

ESL/ELL Interactive Websites for Learning ([link](#))

Tools and resource libraries:

Mursion ([link](#)) - post-secondary

- World-class experiential learning through simulations
- 80+ higher learning institutions have used Mursion simulations

Code.org ([link](#)) - Computer Science for K12

NoRedInk ([link](#)) - Writing for K12

iRubric: OER Evaluation Rubric ([link](#))

Financial impact of OER calculator ([link](#))

OER libraries:

- Illinois Resource Center ([link](#))
- OER Commons ([link](#))
- OpenStax ([link](#))
- UNESCO distance learning solutions ([link](#))
- University of Minnesota's Center for Open Education ([link](#))
- Geneseo Oasis ([link](#))
- George Mason University OER Metafinder ([link](#))
- Many additional organizations, such as Teaching Tolerance, American Federation of Teachers, and PBS Learning Media

9C Deep Dive | Expanding access to and usage of online educational resources

Context:

Overview: Expanding access to and usage of open, online educational resources

- Increase adoption of open online resources in support of the US Dept of Education's #GoOpen initiative
- Reallocate funds spend on static learning materials
- Personalize student learning experiences and give educators more flexibility to design custom curricula
- Capitalize on higher connectivity rates due to COVID to drive equitable access to high-quality resources

Length: Short- and long-term

Target population: P20

Equity focus: Most impactful for low income students

Potential IL insights & implementation ability:

- IL was an inaugural state in the DOE's #GoOpen initiative (joined in 2016)
- Wealth of resources already available at ioer.ilsharedlearning.org
- **Potential model(s) for scaled IL effort:** Williamsfield Community School District is a #GoOpen Ambassador District and several other SDs are #GoOpen Launch Districts

Case vignette #1: Williamsfield Community School District

Overview:

- Rural IL district formally decided to #GoOpen in May 2013 when they decided not to purchase a math textbook series, opting instead for open source materials
- Reinvested funds saved on resources to purchase devices for each student
- Leveraging OER to address concerns about quality and time required to find resources
- Challenges would be mitigated with broader adoption and support to identify and review resources

The walls break down. You're no longer in Williamsfield, Illinois. You have the same access to this information that anyone in the world does.

- Zack Binder, Pre K-12 Principal & Director of Student Services, Williamsfield

Additional examples:

Resource libraries: Available for educators, parents, and students

- Many organizations, such as Teaching Tolerance, American Federation of Teachers, and PBS Learning Media have created libraries of resources

UNESCO distance learning solutions: [List](#) of educational applications, platforms and resources

- UNESCO posted a list of distance learning solutions
- Many resources are free and available in many languages

Implementation | Implementation risks and mitigation strategies



Competency-based credits may not transfer across students change schools/institutions



- Use competency-based curricula to "meet students where they are" and support learning renewal after COVID-19 pandemic
- Ensure new programs align with IL learning standards
- Work with accreditation institutions to develop competency-based programs and curricula



Educators do not have bandwidth/time to dedicate to supplemental training programs and professional development



- Enlist afterschool providers (e.g., Act Now), summer programming organizations, volunteers, and caregivers to provide additional support
- Proactively work with educators to reprioritize responsibilities
- Integrate supplemental training into existing professional development programs
- Dedicate time in the school day for professional development activities (e.g., classroom observation)



Access to devices and bandwidth limitations may prevent equitable usage of online resources



- Governor Pritzker launched a statewide initiative in August 2019, Connect Illinois, to expand broadband access and provide all IL public K-12 students access to high-speed broadband at no charge
- Consider using federal stimulus funding (e.g., CARES Act) towards devices and broadband
- While broadband is continuing to be rolled out, consider partnering with local organizations (e.g., libraries, higher ed institutions, businesses) to support students without access

Chapter 10

Increase **flexibility** of secondary, post-secondary environment to accommodate for other responsibilities

Chapter overview | Description of topic and initiatives

High level topic

Topic

Increase flexibility of secondary, post-secondary environment to accommodate for other responsibilities

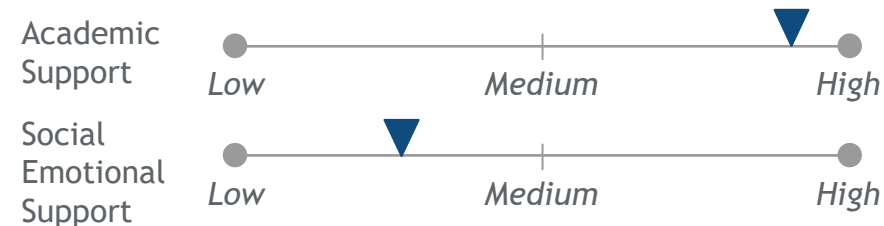
Primary stakeholders impacted

Students- Initiatives provide access to programs that work w/in student schedules and life responsibilities

Administration - Play key role in development of flexible course scheduling and financial support programs

Educators - Responsible for development and delivery of flexible coursework and curriculum

Relevance



Recommended initiatives

- 10A Support institutions in removal of financial barriers that prevent students from enrollment
- 10B Enable flexibility in course scheduling and required course loads to accommodate for students working, supporting family members, etc.
- 10C Facilitate college and career preparation process by embedding into existing curriculum/programing and robust implementation of the PaCE framework

Equity focus of initiatives

- Communities and schools/institutions in most need to be prioritized for program deployment
- Technology and safe, wifi enables spaces must be provided to students to access and complete coursework
- Stipends to have few to no restrictions in order to address the individual needs of students
- Schools serving rural and/or communities of color must develop career readiness strategy for local culture

Fact Pack | What we are hearing from stakeholders

“

As a senior going through virtual school as well as applying to colleges it has been really overwhelming. I would have appreciated having time during the day to work on college applications.

- High school student

“

One of my friends got a second job because virtual school is only 4 hours and one of her parents lost their job ... but it got to a point where she wasn't going to meet a graduation requirement.

- High school student

“

We need to help students get over those temporary hurdles, like their car breaking down. The little things that push them backwards from their goals.

- Administrator

“

One of my friends is a great student, but she got a D this year during COVID. She was always planning on applying for Harper's Promise but now she can't.

- High school student

“

Additional help in a one on one basis allows for differential learning and flexibility needed for learners who are struggling to meet the demands of home, school, and work.

- Teacher

Fact Pack | Case study examples of successful implementation (I of II)

1



One Million Degrees Scholarship Program

- Provides “last dollar” financial assistance to cover remaining balance of tuition and fees after financial aid has been applied
- Students also receive a performance-based stipend award of up to \$1,000 for the academic year
- Stipend is intended to pay for life expenses/ financial barriers like transportation, food, housing, childcare, books, etc.
- Use of the stipend is at the discretion of the student to ensure equity in distribution and ability to address individual student needs

2



FlexPath at College Lake County

- Model for providing most popular general education classes at times designed to create flexibility to maximize student progress
- Offered in evening and weekend options, in both 8-week and 16-week term lengths
- Delivered by combining online learning with in-person classes
- Guaranteed to transfer at 24 Illinois colleges, including all state universities
- Part of the Illinois Articulation Initiative General Education Core Curriculum
- Options to 'finish fast' with the ability to complete the GECC credential (37 credits) in about a year, taking two 8-week courses at a time
- Options to take class 'slow and steady' and stay on track to finish the GECC credential (37 credits) in two years taking just one Flex Path course at a time

3



Mastery Transcript Consortium

- Network of over 250 public school districts, charter schools, and non-public schools who seek to award credit based on competency
- Student transcripts do not include letter grades/GPAs, but rather measure academic abilities and skills like collaboration, communication and persistence
- Transcript looks more like a linked in profile including description of the student's interests, credits and portfolio of their work
- Credits can follow traditional categorization (e.g., STEM, or History) and can include more holistic skills (e.g., social & emotional activity)
- To help colleges compare students, transcripts compares the student's credits to those of their peers
- Note: While this model has both supporters and critics, and requires longer term implementation, the strategies can be valid for more immediate action

1. <https://onemilliondegrees.org/the-program/financial-supports/>, <https://www.ssc.edu/scholarships/one-million-degrees-omd-signature-scholarship-program-at-ssc/>

2. <https://www.clcillinois.edu/programs-and-classes/degrees-and-certificates/flex-path>

3. <https://mastery.org/>; <https://www.the74million.org/article/the-mastery-transcript-consortium-has-been-developing-a-gradeless-transcript-for-college-admissions-this-fall-it-gets-its-first-test/>

Fact Pack | Case study examples of successful implementation (II of II)

4



Eastern Illinois University

- Assembled a group of faculty, staff, and administrators charged with identifying need and directing assistance to minority, first-generation, and low-income students
- \$250K of GEER funding was allocated to relieve outstanding balances for 237 students
- Offers payment of outstanding balances, the Innovative “Open” Grant opportunity, financial aid workshops, and direct financial assistance to students who completed undergraduate work at the University and want to pursue graduate work
- Quote from student: “You do not know how much this has helped me financially, it has taken a big weight off of my parent’s shoulders and for that I am grateful...I’ll make sure to work hard on my studies to show I am deserving of this scholarship.”
- Also purchased/upgraded equipment and software in the Center for Student Innovation, and provided access to 24-hour AI/Chatbot communication and services, and the expansion of wireless access on campus

Fact Pack | What the estimated cost is relative to the potential impact

- 10A** Support institutions in removal of financial barriers that prevent students from enrollment

Cost

- **Stipends for students** (existing programs range from ~\$500-\$3,000/ student)

Impact

- **Decrease in financial barriers** that would set a student off track (e.g., housing, childcare, transportation costs)

- 10B** Enable flexibility in course scheduling/required course loads to accommodate for working, supporting family members, etc.

Cost

- **PD for staff** to design models/use tech (4hr training, \$150-450¹ / educator)
- **Tech for students** to have access to class \$300/student for laptop
- **Staff and facilities costs** for extended hours (add'l 3-7 hrs/day)
- Potential **academic success coaches** (One FTE for semester case load of 250 students ~\$150/student salary + benefits)

Impact

- Increase ability for **students to fit class within their other life responsibilities**

- 10C** Facilitate college and career prep process by embedding into existing curriculum and robust implementation of PaCE

Cost

- **Cost of time to plan/deploy** PaCE framework initiatives (~\$40-60K + benefits /adviser per year²)
- Cost of **release/planning time for staff** responsible for deploying initiatives

Impact

- Increased **likelihood of student college readiness** based on benchmarks set by PaCE framework

1. <https://hechingerreport.org/new-report-reveals-that-teacher-professional-development-is-costly-and-ineffective/>

2. <https://www.salary.com/research/salary/benchmark/academic-advisor-salary/il>



10A

Implementation | Support institutions in removal of financial barriers that prevent students from enrollment

Primary implementation activities

- Provide stipends to address financial barriers (e.g., tuition, childcare, transportation, food, housing, books, etc.)
- Create debt forgiveness program paired with reenrollment incentives for post secondary students who have dropped out
 - Funding not to go to paying down bad debt that wouldn't be paid anyway, but rather to support reenrolled students with other existing financial barriers (i.e., stipends - see above)
 - Consider debt reduction in proportion to completed courses
 - Target outreach to students with outstanding balances
 - Develop/share best practices for supporting returning students to persist in a program after re-enrollment
- Provide financial aid to Pell-ineligible adult ed students for enrollment in career programs for employability in job market
- Extend tuition payment grace periods for Pell-eligible students awaiting financial aid awards at start of semester.
- Streamline procedures to shorten confirmation of financial aid
- Develop and provide guidance to participating institutions on identifying qualified students through targeted outreach
- Promote programs through community orgs, press releases, local media, and information on public website

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % increase in re-enrollments

Summative metrics (metrics to demonstrate overall success)

- % decrease in dropouts due to financial barriers
- % increase in program completion rate for re-enrollments

Sample timeline and milestones

- Develop/design financial support program(s) (~3 months)
- Identify target students with outstanding balances and develop marketing/comms strategy to reach them (1 month)
- Deploy marketing and offer advising/info sessions for students interested in the program (3 months, aim for months prior to registration periods)

Resourcing

- Cost of grants/stipends for students
- Time and resources to develop, market and deploy program
- Staff to advise students on resources available to them

Equity considerations

- Prioritize deployment of programs to institutions in high need - e.g., high drop out rates, low socioeconomic status, high unemployment healthcare programs, etc.
- Ensure flexibility of stipends to allow students to address individual needs

Inter-related strategies

- Chapter 1B Boost post-secondary enrollment: Consider removal of financial barriers within (re)engagement strategy

10A Additional Sources | Support institutions in removal of financial barriers that prevent students from enrollment

City College 'Fresh Start' ([Link](#))

- Debt forgiveness program to incentivize reenrollment and persistence at City Colleges of Chicago
- Requires that students reapply, attend advising and financial planning coaching and completion of degree or certificate

Parkland College 'Cobra Comeback' ([Link](#))

- Debt-forgiveness program at Parkland College that allows students the opportunity to return to complete your credentials

RaiseMe ([Link](#))

- Social Enterprise that enables students to earn scholarships throughout high school, starting as early as 9th grade, for getting good grades, volunteering in the community or joining an extracurricular activities
- *Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.*



10B

Implementation | Enable flexibility in course scheduling/required course loads to accommodate for working, supporting family members, etc.

Primary implementation activities

- Build on pandemic-era steps to offer flexibility students “attend” class (In person, streamed, recorded) so students can balance coursework with individual schedules and family commitments
- Adapt course offerings to provide multiple enrollment periods (e.g., 16, 13 and 8 wk courses)
- Offer blended use of summer and winter sessions to help students build toward 15 hours but over a longer timeframe
- Provide additional technical support to enable these models
- Hire necessary staff to extend access to wifi-enabled buildings (e.g., 9am-11pm)
- Target outreach to students in need of course flexibility and instructors who are interested in varied methods of delivery
- Scale tutoring programs to provide after hours support
- Provide additional advising support for models with lighter course loads to decrease probability of non-completion
- Medium term - invest in development of competency-based learning models to allow progression based on mastery rather than time spent (e.g., invest in professional development opportunities for faculty study of these models)

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Availability of all core course work on flexible model
- Completion of 15hrs on flexible model

Summative metrics (metrics to demonstrate overall success)

- Sustained and/or improved graduation rates

Sample timeline and milestones

- Collaborate with instructors to design new delivery models (4-6 months)
- Build/staff infrastructure to deliver flexible model (~3 months)
- Develop marketing/comms strategy of new delivery models (~3 months)
- Test/refine new delivery models prior to fall launch (1-2 months) - Instructors could be asked to offer a blended delivery model in at least one section of their class(es) as part of a trial period

Resourcing

- Faculty professional dev. (class design, use of technology) for new models
- Technology (hardware, software, wifi) for both students and instructors
- Academic success coaches to provide appropriate support
- Facilities staff and management for extended hours

Equity considerations

- Provide laptops/hotspots in companion with new delivery models
- Ensure advisors proactively offer resources on time management, discipline-relevant study skills and clear academic pathways to reach goals
- Provide safe, wifi enabled spaces for students to work after hours
- Ensure academic support available on flexible model for ELL students

Inter-related strategies

- Chapter 8 Digital Priorities: Leverage digital learning strategies to enable flexible course offerings
- Chapter 9A Competency Based Education: Strategies to increase flexibility¹⁵⁵ through mastery based progression

10B Additional Sources | Enable flexibility in course scheduling/required course loads to accommodate for working, supporting family members, etc.

ISBE Fall 2020 Learning Recommendations ([Link](#))

- General guidance for in-person, blended and remote learning, includes key considerations for PreK, K-12, ESL and Special Education
- Some guidance may no longer be applicable, though general strategies may be applied in adapting flexible learning models

Kankakee Learning Anywhere Anytime ([Link](#))

- Model for asynchronous learning in K-12 schools, outlining key considerations including expectations, role of families, and available resources

Deloitte Insights: The hybrid campus - Three major shifts for the post-COVID university ([Link](#))

- Data on the effects of hybrid models during the pandemic and guidance for making the move toward a hybrid model

On the Path to Success | Early Evidence About the Efficacy of Postsecondary Competency-Based Education Programs ([Link](#))

- Early look at outcomes from Competency-Based Education (CBE) Programs and analysis of challenges in CBE research

Competency-Based Education Network Quality Framework for Competency-Based Education Programs: A User's Guide ([Link](#))



10C

Implementation | Facilitate college and career prep process by embedding into existing curriculum and robust implementation of PaCE

Primary implementation activities

- Develop school-specific plan to embed college/career readiness into existing curriculum for 9th-12th grade using PaCE [framework](#)
- Identify community orgs that can supplement w/ college/career readiness skills trainings outside of normal school hours ([Link](#))
- Ensure plan engages families early and often through info sessions, workshops (determining pathways, apps, FASA etc.), newsletters, and review of student-specific pathway
- Execute internal scan of existing staff/community leaders who can work with students/families on college/career readiness, leverage funding to supplement these resources
- Prioritize 11th/12th grade benchmarks in short term, with long term goal of extending PaCE benchmarks to 6th grade
- See initiative 12A for detail on crating/scaling pathways to career offerings

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Strategic plan based on PaCE framework embedded into curriculum/programming
- % participation of students in key programming

Summative metrics (metrics to demonstrate overall success)

- % students on track to progression to post secondary pathway
- % students successfully transition to post secondary pathway with persistence through at least 1 year

Sample timeline and milestones

- Develop initial strategic plan based on PaCE framework (~4 months)
- Staff necessary personnel/resources to deploy plan (~3 months)
- Refine curriculum to incorporate strategic plans (~4 months and ongoing)
- Plan fall programming, staff and community partnerships (~4 months)
- Refinement of curriculum and programming (ongoing)

Resourcing

- Cost of staffing resources (e.g., advisers) to deploy plan
- Time to build strategic plan, embed into exiting curriculum/programming and execute add'l programming outside school hours
- Potential partnerships with community orgs for supplemental programming

Equity considerations

- Support provided for implementation of PaCE sent to underserved schools
- Those leading the programs/initiatives in communities of color should be diverse themselves and have expertise/lived experience of who they serve
- Schools serving rural and/or communities of color must develop career readiness strategy for local culture (post-secondary pathways to success include career-oriented certificates and AAS degrees as well as BAs)

Inter-related strategies

- Chapter 1B Boost Post-secondary enrollment: Engage students for long term progression by embedding College and Career prep into curriculum
- Chapter 12A Pathways to Career Offerings: Supplement college and career prep with specific career pathways curriculum

10C Additional Sources | Facilitate college and career prep process by embedding into existing curriculum and robust implementation of the PaCE framework

PaCE Framework ([Link](#))

- Framework to identify what types of experiences and information a student should have in order to make the most informed decisions about college and career planning
- Student checklist to prepare for college (career planning, financial planning, college selection and application) ([Link](#))
- Form to request PaCE support from ISAC for schools and community organizations ([Link](#))
- On PaCE to Thrive Community Guide - Sample calendar of activities and guiding questions to be used by any organization looking to provide support outside of school hours ([Link](#))

ISAC College Changes Everything Month ([Link](#))

- FAFSA and college application workshops hosted by schools and community organizations between Labor Day and Thanksgiving
- Schools and organizations can apply to be a CCE site and an ISAC representative will facilitate the workshops
- ISAC Student Portal - Provides resources directly to students and parents that address each content area of PaCE Framework ([Link](#))

Chicago College and Career Advising Credential (CCCAC) ([Link](#))

- Interactive cohort training for adults who work with youth in schools, and help them deliver guidance on post secondary pathways

Illinois School Counselor Association ([Link](#))

- Resources, professional development opportunities and events of school counselors

One Goal ([Link](#))

- Equips educators with a robust curriculum, training, and tech to guide a cohort of students to achieve their postsecondary goals
- Direct Partnership Program - Partner with districts to co-create postsecondary enrollment and completion goals ([Link](#))
- Evaluation of Post-Secondary Readiness - NCAN-endorsed rubrics/roadmap to help evaluate/grow postsecondary readiness ([Link](#))

(Continued on next page...)

10C Additional Sources | Facilitate college prep process by embedding into existing curriculum and robust implementation of the PaCE framework (cont.)

College Board | College and career planning tools for students ([Link](#))

College Board “CollegeEd” Classroom Curriculum ([Link](#))

- Workbooks for middle school and high school that align with the PaCE post secondary and Career benchmarks

Money Minded Illinois ([Link](#))

- Financial Literacy curriculum for Elementary-High School students from the IL Treasurer’s Office - helps with PaCE financial literacy benchmarks

Chicago Roadmap ([Link](#))

- Robust roadmap / partnership between Chicago Public Schools and Chicago City Colleges to help students transition from high school to the community college through a suite of structural supports and programs

Proprietary college and career prep software (Examples: [Xello](#), [Naviance](#), [Scoir](#)) - *Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.*

Implementation | Implementation risks and mitigation strategies



Stipends **insufficient to address student needs** and promote reenrollment/progression



- How stipends are spent may be at the discretion of the student in order to maximize the ability to address individual needs
- Stipends can be awarded based on completion of key milestones to incentivize progression



Flexible **delivery models may not be equitable** for students who lack access to technology or appropriate workspaces



- Flexible models must be accompanied by stipends or programs that provide students with necessary technology (e.g., laptops, hot spots)
- Building resources, tech support and services like on-demand tutoring should be available outside normal business hours
- Explore potential for students to access discounted internet service through new Emergency Broadband program (part of federal stimulus package passed Dec 2020) that is inclusive of Pell Grant recipients



Options to complete coursework over **longer periods of time could slow progression** and allow students to get off track



- Students that opt into flexible scheduling over longer periods of time should be prioritized for academic advising support and outreach
- Skills workshops on time management and goal setting should be offered/required for students on flexible schedules



Time and resources necessary for **PaCE implementation are costly** and challenging



- Frameworks, tools and resources offered by ISAC should be leveraged to facilitate and streamline planning
- Schools/districts can request PaCE support from ISAC for an overview of the framework, facilitation of a development workshop and implementation support

Chapter 11

Support students with structured engagement in **transition periods** (including focus on those that have un-enrolled)

Chapter overview | Description of topic and initiatives

High level topic

Topic

Support students with structured engagement in transition periods (including focus on those that have un-enrolled)

Primary stakeholders impacted

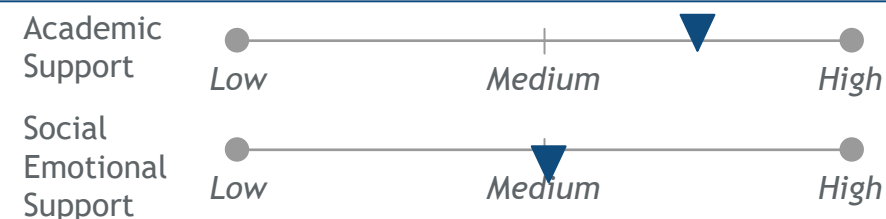
Students- Initiatives geared to engage and support students during transitions to ensure success, students to also play role as mentor to other students

Families- Family engagement will be critical for post secondary planning (financial implications/FAFSA, support through preparation, etc.)

Faculty/Staff- Educators, advisers and staff play key role in engagement through curriculum & support services

Community Orgs - Faith/health/community orgs to serve as 'trusted messengers' to engage families and students, community orgs/individuals to also serve as mentors

Relevance



Recommended initiatives

- 11A** Provide staff support and services during end of year and continuing through summer/into next steps, particularly with targeted support for underserved students
- 11B** Develop peer/'near-peer' mentoring program for secondary students

Equity focus of initiatives

- Additional support services, advising and resources to be targeted to low income, first generation students and their families
- Access to support services and resources over the summer to be made available to students on financial aid
- Work completed in collaboration with community-based/led organizations serving priority populations
- Individual support to be prioritized for special needs/ESL students
- Mentors to reflect and deeply understand the needs of the populations they serve

Fact Pack | What we are hearing from stakeholders

“

We need to encourage students to engage in extra support, attend office hours and build relationships with faculty. There can't be an intimidation factor. We could incentivize engagement with extra credit for just showing up.

- Educator

“

During [college] orientation they showed us statistics about how students who join clubs get better grades and have lower drop out rates ... I joined because of that and I'm so glad I did

- College student

“

High school students need to be treated as adults. You go from needing to ask for permission to go to the bathroom to having complete autonomy.

- College student

“

I changed my major 3 times and I'm still alive. We need to normalize this. I don't always have my life together and that's ok.

- University Professor

Fact Pack | Case study examples of successful implementation

1



Harper Launch Program

- Summer bridge program to help students develop academic identity, sense of belonging (while recognizing their cultural identity), success strategies, and navigating college
- Two, six-week sections of adapted First Year Seminar (FYS 101) Focus on Your Future
- Cost of the course was free for students and they each received a Chromebook
- Key activities: Reflections on academic and cultural identity, virtual scavenger hunt for campus resources, growth mindset intro, values affirmation exercise, college success-workshops, intro to Blackboard, “A Day in the Life of a College Student”, career research, early connection to advisor
- Applications received: 161, Participants: 50
- 76% of participants successfully completed the course with a grade of “C” 100% of participants who placed developmental enrolled in their developmental coursework in the fall
- or better
- 75% indicated Agreed or Strongly Agreed with “As a result of Summer Launch, I feel like I am part of the Harper Community and have a sense of belonging.”

2



ISACorps ISACorps

- Group of recent college grads who help students and their families navigate the process of applying to and entering college
- Statewide low cost option for college and career readiness programming
- ~90 recent grads trained over 6 weeks to serve as near peer mentors and partner with local schools, businesses, and nonprofit organizations to deliver free career and college planning and preparation services
- Provides workshops, presentations, and one-on-one mentoring on career exploration, college selection, test prep, scholarships, app completion, and financial aid process
- School counselors/partners can request support form ISAC in hosting a workshop
- Find you ISACorps Member [HERE](#)
- In 2019 over 72,000 students worked with members of the ISACorps and hosted nearly 3,000 events throughout the state of IL
- Funded through College Access Challenge Grant Program from the U.S. Department of Education

3



College Forward

- Texas-based near-peer coaching program designed to help low-income, first-generation students navigate the college application process
- Embeds coaches in high schools, where they work with a group of first-generation or low-income students starting junior year
- Offers services like college visits, entrance exam prep, after-school workshops on filling out financial aid forms etc., and 1:1 help from coaches continuing through college
- Offers proprietary software “[CoPilot](#)”, which manages students’ data and is licensed to partners nationally, serving 350,000 students
- Provides [resources](#) to help students plan for college and succeed
- Participants are 2.5 times more likely to graduate high school, 8% more likely to enroll in college and more likely to have stayed consistently enrolled for three years

Fact Pack | What the estimated cost is relative to the potential impact

- 11A** Provide staff support and services during end of year and continuing through summer/into next steps, particularly with targeted support for underserved students

Cost

- Add'l staff or time for existing **staff to provide 1:1 support** to students (~\$130K/qualified counselor per yr)
- **Summer Transition Leader Position**¹ (\$4,500/summer, \$15/hr for ~15hrs/week for 20 weeks)
- High touch, 1:1 support programs can cost as much as **\$4000/student**²

Impact

- *Increased matriculation of students to post secondary plans*
- *Increased graduation rates*

- 11B** Develop peer/'near-peer' mentoring program for secondary students

Cost

- **Minimal costs** through state programs like ISACorps
- **Stipends for paid summer mentors** (\$3,600 / summer mentor¹, \$15/hr for ~20hrs/week student over 12 weeks)

1. CPS Summer Transition Youth Ambassadors Program as benchmark for dedicated time, paid at minimum wage
 2. <https://collegeforward.org/>



11A Implementation | Provide staff support and services during end of year and into next steps, with targeted support for underserved students

Primary implementation activities

- Provide supplemental pay to qualified counselors/staff to offer services to students over summer - consider program like CPS's Summer Transition Coordinator Positions ([Link](#))
- Leverage CPS handbook ([Link](#)) and PaCE framework ([Link](#)) to develop summer transition strategies to engage students
- Meet with students over summer to walk them through enrollment paperwork/processes (e.g., financial aid, transcripts, housing) to prevent unforeseen issues that often delay progress
- Develop cohort models (by pathway, future college, etc.) to create continuous community throughout transition and streamlined deployment of resources
- Create connection point between high school adviser and college adviser to hand off information for seamless transition - CC staff (advisors) assigned as a liaison to each in-district high school
- Scale bridge programs that offer college success skill sessions and developmental courses that fill knowledge gaps pre-college

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Decrease in qualified counselor/advisers to student ratio
- Increase in # of qualified counselors/advisers over the summer

Summative metrics (metrics to demonstrate overall success)

- % of students with successful transition to college (enrolled on time, persistence through year 1)

Sample timeline and milestones

- Develop summer transition strategy leveraging existing tools (~3 months, ongoing refinement)
- Staff counselors/resources for the summer (~3 months)
- Form partnerships with intermediary orgs (ongoing)
- Connect with / transfer information to college advisors (EOY thru summer)
- Meet with students, provide summer support/resources (EOY thru summer)

Resourcing

- Qualified staff to provide services over summer. Respect contractual obligations of districts and ed professionals - refer to local collective bargaining agreements (example [here](#), FEA 2018-21 pg: 38-39)
- Time to coordinate sharing of information between schools and development of transition plan
- Partnerships with orgs that offer resources to students over summer

Equity considerations

- Ensure students on financial aid have access to services over summer
- Ensure resources are distributed equitably and focused on schools in underserved communities / with higher student to counselor ratios
- Embed protocols to avoid over/mis-identification and limit longevity of "risk" identification

Inter-related strategies

- Chapter 1B Enrollment in post-secondary: 1:1 support for outreach
- Chapter 4C Summer Programming: Support over summer/ into next steps 166

11A Additional Sources | Provide staff support and services during end of year and into next steps, particularly with targeted support for underserved students

IBHE Summer Transition Handbook ([Link](#))

- Best practices to support high school students planning for and transitioning to college
- Details on CPS's Summer Transition Coordinator Positions (noted on pg 1 of IBHE document) ([Job description](#))
- Summer Transition Survey/Checklist ([Link](#))

PaCE Framework ([Link](#))

- Framework to identify experiences/information a student needs to make informed decisions about college and career planning
- Student checklist to prepare for college (career planning, financial planning, college selection and application) ([Link](#))

ICCB Creating A Successful Bridge Program: A “How To” Guide ([Link](#))

- Pg 72-113 on transition services/bridge programs

SDP Summer Melt Handbook - Harvard Center for Education Policy Research ([Link](#))

- Tactical guide for investigating/responding to students that are knocked off course from enrolling in college over the summer
- Example 'Senior Exit Survey' and summer checklist starting on page 60

One Million Degrees ([Link](#))

- Model of program that provides wrap-around supports to community college students to help them succeed in transition and persist
- Community resources listed on their website regarding employment, housing, finances, health and general welfare ([Link](#))

Posse Foundation ([Link](#))

- Model for co-hort program for traditional college pathways
- Program that identifies high potential high school students who might be missed by traditional admissions criteria, offers 'Pre-college Training' to group (Posse), continues to meet through college and connects with professional development opportunities

College of DuPage enrollment Checklist ([Link](#))



11B

Implementation | Develop peer/'near-peer' mentoring program for secondary students

Primary implementation activities

- Scale and deploy peer mentorship programs to help students/families transition to post-secondary pathways
- Scale and deploy mentorship programs for leaders/businesspeople in their communities to help students/families transition to post-secondary pathways
- Prioritize/develop for-credit opportunities with mentorship programs related to career pathways
- Provide paid job opportunities or apprenticeships for college students/career changers to work with students on less sensitive topics and train towards advising/education as a career
- Consider embedding mentorship programs early in high school to 'start with end in mind'
- Develop partnerships with local leaders to be visible and integrated into school programming
- Provide frequent opportunities in class to hear from leaders/businesspeople in community
- Invest in mentorship programs that provide wrap around support and life skills to students once they are in college

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Increase in contact hours for underserved students
- Increase involvement of local leaders in school programming

Summative metrics (metrics to demonstrate overall success)

- Increased enrollment and persistence / progression in post secondary pathways (vs. random courses)

Sample timeline and milestones

- Identify organizations that provide near-peer mentors and identify funding opportunities to scale and deploy program (~3 months)
- Identify underserved students to be paired with mentor (~1 month)
- Deploy mentorship model and track touchpoints, feedback (~3 months)
- Develop strategy to embed community leaders into regular school programming, form partnerships (ongoing)

Resourcing

- Partnerships with mentor organizations and local leaders
- Staff to coordinate mentee/mentor pairings, tracking of touchpoints and development of partnerships
- Time to develop opportunities to embed local leaders into programming
- Funds ways (scholarships, etc.) to translate mentoring programs into for-credit work based learning experiences to fuel educator/adviser pipeline

Equity considerations

- Deploy mentorship models and services to most underserved communities
- Ensure mentors reflect the populations they serve
- Ensure communities most impacted by trauma do not rely solely on peer mentors for support, need adequate counseling services

Inter-related strategies

- Chapter 5A Community Volunteers: Additional strategies on assembling volunteers for individualized support
- Chapter 7 Mental Wellness: Considerations for mentor support regarding staff diversity, trauma informed practices and cultural awareness

11B Additional Sources | Develop peer/'near-peer' mentoring program for secondary students

ISACorps ([Find an ISAC Corps Member in Your Area](#))

- Recent college grads, many first generation, who serve as mentors and provide essential information to students planning for college
- ISACorps members are available to meet with students/families over the summer, when counselors/advisers may be less available
- Host activities and work with students and families throughout the year, so that connections can and should be made early
- ISACorps members are often from and understand the communities they serve

College Advising Corps ([Link](#))

- In-school model places, recent college graduates as full-time college advisers in high schools to help students and families with college preparation activities (e.g., applications, securing SAT/ACT fee waivers and assisting with FAFSA, etc.)- [Adviser Resources](#)
- Virtual model leverages technology to connect well-trained, recent college graduates with students - [Virtual Advising Guide](#)

City Year ([Link](#))

- Program that delivers holistic support through a team of AmeriCorps members who serve as student success coaches in schools
- AmeriCorps members' near-peer status uniquely positions them to form developmental relationships with students while having the opportunity to prepare to be leaders in their own communities and careers

CEO Program ([Link](#))

- Connecting high school seniors with leadership/career opportunities through coursework and assigned a community mentor
- Combines classroom and real life experiences and is funded by community partner

Implementation | Implementation risks and mitigation strategies



Severe **shortages of educators and staff** will limit the amount of support that can be provided to students



- Community orgs and mentorship programs can be leveraged to deliver high touch engagement
- Underserved students should be prioritized for deployment of capacity



Time / resources to develop and coordinate summer **transition strategies is overwhelming** and costly



- Existing resources and models (e.g., community orgs, frameworks) should be scaled rather than building from scratch
- Cohort models can be used to not only build community but also deploy services and resources efficiently



Mentors will **be ill-equipped to support** the student adequately



- Mentors should reflect the communities they serve and have a deep understanding of their needs
- Mentors should not be the only form of support for students, especially in communities that have experienced high trauma which will need adequate counseling services



Even once reengaged, students are **not ready or equipped to be successful** in post-secondary life



- Developmental/transitional courses and/or bridge programs must be made available to students to set them up for success in their post-secondary pathways
- 1:1 advising and tutoring services should be prioritized for students who have returned from being disengaged

Chapter 12

Design an integrated **education/workforce strategy** by offering work-based career development experiences and career placement services

Chapter overview | Description of topic and initiatives

High level topic

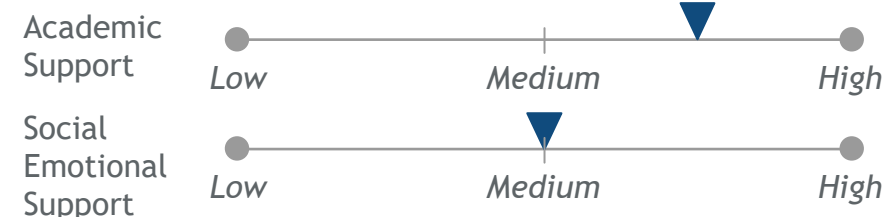
Topic

Design an integrated education/workforce strategy by offering work-based career development experiences and career placement services

Primary stakeholders impacted

Students- Initiatives provide career development opportunities to explore pathways and build skills
Administration - Play key role in development of work based learning opportunities and employer partnerships
Educators - Responsible for development and delivery of career development coursework and curriculum
Employers - Provide work based opportunities for students

Relevance



Recommended initiatives

- 12A Support schools and institutions in embedding pathways-to-careers into course offerings
- 12B Build partnerships with employers and scale programs that create work-based career development experiences for students
- 12C Scale programs that support employment placement and connect student and graduate talent with employer demand



Equity focus of initiatives

- Dual-credit and career pathways programming to be prioritized for underserved schools/institutions
- Career pathway programming to include opportunities for adult education through bridge programs and IET
- Career development opportunities must reflect local community and job market
- In person career development opportunities must provide/ensure transportation, virtual programs must provide necessary tech equipment to participants
- Internships must be paid to support students with financial barriers

Fact Pack | What we are hearing from stakeholders

“

My Spanish teacher brought in two friends who were nurses because some students were interested in medicine. Being a teacher means more than just helping kids academically.

- High school student

“

I didn't have access to career information—it was never offered to me ... some students did because of their families.

- College student

“

We need to get the kids more experience in the things you're talking about. In a trade, in an office... something so they feel like "yea, I can do this. I belong here." It's the experience that matters.

- High school teacher

“

What are these kids going to do when they leave us? It's not going to be whatever they learned in social studies in 8th grade ... How are we preparing students for their life beyond us?

- K12 Superintendent

“

We need to bring back the industrial arts! We got rid of shop when we introduced technology, these programs need to find their way back into high schools.

- Superintendent

“

Our school is open from 6am-9pm so that students who need to work full time can also continue their education. However, it'd be really great if we could also offer them some credit for this full time work experience

-Educator

Fact Pack | Case study examples of successful implementation

1



Ford ASSET Program ([Link](#))

- Two-year Ford Technical Career Entry Program that includes a paid internship and results in an associate in applied science degree in automotive service technology
- 16-week sessions of classroom lecture and laboratory exercises, plus work-based learning at the sponsoring dealership
- Graduates can enter the workforce as entry-level service technicians with certifications from Ford or transfer earned credits toward a bachelor degree
- Students can earn up to 100% of the same certifications that a Ford service technician would receive at a Ford Training Center
- Curriculum designed by Ford Motor Co, Ford ASSET Advisory Committee and respective institutions offering coursework
- [Example guide](#) outlining responsibilities of administration, instructors and students

2



Vienna HS District 133, Dual Credit Program

- Vienna High School embeds dual credit programs into every students' coursework
- Of all 386-students, just 3% of its community college-bound graduates enroll in a remedial education class, compared to the state average of 44%
- Vienna administers the Accuplacer test to every student to create a college-bound culture, and ensure access to college-level courses to as many students as possible
- With schoolwide testing, advanced students enroll in dual credit courses their jr/sr year, and less advanced students enroll in transitional math/English which guarantees against the need for remedial courses
- 45% of all students enroll in dual credit courses, compared to just 10% of students statewide and 49% come from low-income homes, compared to 28% statewide

3



Careerwise Colorado ([Link](#))

- Intermediary org that coordinates districts/ employers to facilitate connections for youth apprenticeships
- Creates an applied-learning framework that meets district standards, recruits students, and ensures schedule optimization
- Trains employers, provides HR support, and serves as single interface for districts and higher ed (e.g., brokering agreements with higher ed for college credit)
- Students start in 11th grade and go for 3 yrs to earn 1) high school diploma + up to 1 yr college credit 2) at least one recognized industry credential and 3) ~\$30,000 in wages
- Impact: 241 hired apprentices in one year, 70 unique hiring companies, 7 school districts and 4 communities across Colorado
- \$1.5 million private sector investment in apprenticeship wages and training
- Received \$10M in philanthropy from 2017-2019 but over 80% of employer partners pay "business fees" to support CareerWise, which projects financial sustainability based on such fees in the long-term

1. <https://www.newfordtech.com/Programs#ASSET>

2. <https://dualcreditequity.org/>, https://www.advanceillinois.org/swi/pdfs/Advancellinois_SWI-PrintReport_2019_Full.pdf (pg 16)

3. <https://www.careerwisecolorado.org/en/>

Fact Pack | What the estimated cost is relative to the potential impact

- 12A** Support schools and institutions in embedding pathways-to-careers into course offerings

Cost

Highly variable depending on existing programming, but could include...

- **Qualified staff or PD** to teach dual credit courses
- New **equipment or software**
- Educator / CC faculty **release time to collaborate** on the course sequences and course content

Some programs have demonstrated ~\$1000/student cost per year²

Impact

- Increased **recognized post-secondary credentials**, and in turn job opportunities, for students

- 12B** Build partnerships with employers and scale programs that create work-based career development opportunities

Cost

- **Add'l staff or planning time** to identify, partner with and scale existing programs (\$40k-60k + benefits/adviser per year¹)
- **Stipends/wages** to ensure paid internship opportunities (\$6,000/summer internship (\$15/hour, 8 hrs/day, 5 days/wk for 10 wks)

Impact

- Increase **work-based learning opportunities** to identify career interests, develop employability skills, gain understanding of employer expectations, and **increase access to full time employment opportunities**

- 12C** Scale programs that support employment placement

Cost

- **Add'l staff or planning time** to provide job placement services/employability skills to students and build partnerships with existing work-based learning opportunities (\$40k-60k + benefits/adviser per year¹)

Impact

- Increased **placement of students in quality work-based learning opportunities**
- Increased **employability skills** for students

1. <https://www.salary.com/research/salary/benchmark/academic-advisor-salary/il>
 2. <https://catalog.results4america.org/program/early-college-high-school-model?issueArea=852>



12A

Implementation | Support schools and institutions in embedding pathways-to-careers into course offerings

Primary implementation activities

- Scale dual credit/enrollment and programs aligned w/ general education requirements and 'career pathway' for industry recognized and post secondary credentials, Model Partnership Agreement under the DCQA ([Link](#))
- Grow the number of educators who hold the ISBE endorsement for dual credit instruction
- Leverage Model Pathways frameworks ([Link](#)) to align coursework to postsecondary program offerings and in-demand occupations
- Ensure district has applied to ISBE to provide College and Career Pathway Endorsement
- Seek input from students, community leaders, key local employers to determine where to devote resources
- Identify popular local CC programs and credentials
- Ensure programming reflects local workforce needs with particular emphasis on STEM
- Leverage virtual delivery models when resource constrained

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % increase enrollment in career focused course offerings
- % increase in early college credit courses
- % attainment of industry recognized credentials/certificates
- # students achieving 'College and Career Pathway Endorsement'

Summative metrics (metrics to demonstrate overall success)

- Employment after completion aligned with workforce gaps that provides full-time job paying at 85% of the living wage for 1 adult, 1 child

Sample timeline and milestones

- Partner with local CCs and universities to identify strategic dual credit/career pathway coursework and facilitate local discussions (~4 months)
- Develop pilot for work-based learning in 1-2 pathways (~6 months)
- PD for educators, initiate new hires (if needed), procure equipment and resources to deploy pilot (~3 months)
- Communicate value of pathways and dual credit to students/families (ongoing)

Resourcing

- Staff and time to help schools/districts embed a pathways approach and work-based learning into their course/dual credit offerings.
- Staffing costs for intermediary orgs/partnerships (Chamber of Commerce)
- Partnerships b/w Community Colleges/districts to coordinate resources
- Resources to support educator qualifications
- Equipment/resources for coursework; wrap-around and counseling supports for pathway participants

Equity considerations

- Educators in schools with less or no dual credit opportunities take priority for funding deployment
- Partner with local workforce boards and WIOA to target people of color/women owned businesses and students from underserved populations
- Include adult education bridge programming and IET initiatives into broader planning for career pathways

Inter-related strategies

- Chapter 10C College and Career Preparation: Career pathways should be integrated with other career prep activities

12A Additional Sources | Support schools and institutions in embedding pathways-to-careers into course offerings

Model Programs of Study - Education Systems Center at NIU (EdSystems) in partnership with ICCB and ISBE ([Link](#))

- Guidance, exemplars and frameworks for local programs as they develop programs of study
- Illinois State Board of Education Career Guide ([Link](#)) - Framework to explore career options
- Career Pathways Dictionary ([Link](#))

Dual Credit Quality Act ([Link](#))

- Guidelines and clarity on partnerships between K-12 and post secondary institutions
- Dual Credit Model Partnership Agreement ([Link](#))

ICCB Creating A Successful Bridge Program: A “How To” Guide ([Link](#))

- Chapters 2-6 on helping students choose and advance through career pathways

IL model for technical and essential employability competencies ([Link](#)) - cited as a [national exemplar](#)

Great Lakes College and Career Pathways Partnership Quality Indicators ([Link](#))

Guidebook of Professional Learning Experiences within IT ([Link](#))

ISAC College Changes Everything Month ([Link](#))

- FAFSA and college application workshops hosted by schools and community organizations between Labor Day and Thanksgiving
- Schools and organizations can apply to be a CCE site and an ISAC representative will facilitate the workshops
- The [ISAC Student Portal](#) provides resources directly to students and parents that address each content area of the PaCE Framework

Proprietary college and career prep software (Examples: [Xello](#), [Naviance](#), [Scoir](#)) - Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.



12B

Implementation | Build partnerships with employers and scale programs that create work-based career development experiences for students

Primary implementation activities

- Scale existing programs that create exploratory, work-based career development experiences for students
- Identify local businesses willing to take on HS interns/employees and providing those interested with incentives to participate
- Experiences that are paid or credit bearing to be prioritized
- Fund career development experiences from academic career pathways, scale research parks/co-ops at universities, support intermediary orgs that engage employer outreach
- Provide wage to students with unpaid internships
- Provide stipends for higher ed students to cover tuition for externships, work-experience courses, and/or practicums
- Leverage virtual delivery models to expand reach of internships
- Partner with local employers to design and execute credit-bearing internships that also pay (e.g., [Ford ASSET](#))
- Create consistent framework for implementation and oversight of work-based opportunities in order to scale
- Ensure students understand how their participation in internships/career experiences fit into short- and long-term goals
- Partner with local trade unions or central labor councils

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Inc. in number of paid internship/job opportunities for students
- Inc. in % student participation in job/internship opportunities

Summative metrics (metrics to demonstrate overall success)

- % of students who have held at least 1-2 internships prior to college graduation

Sample timeline and milestones

- Identify gaps in local landscape of student career development opportunities (~3 months)
- Identify existing local programs/orgs/employers that are well positioned to fill gaps and potential funding opportunities to scale (4-6 months)
- Begin execution (scale programs, design internship/for-credit job opportunities, communicate to students) (4-6 months, ongoing)

Resourcing

- Dedicated staff to identify, partner with and scale existing programs
- Funds to provide stipend/incentives to companies for paid internships
- Time to develop job opportunities / credit bearing experiences that contribute to a student's academic progression

Equity considerations

- In person internships should provide/ensure transportation, virtual programs must provide necessary tech equipment to participants
- Pilot partnerships at institutions that serve a high portion of FGLI students
- Work-based learning opportunities must be paid to support students with financial barriers and should reflect local job market
- Identify work-based opportunities available to students with disabilities

Inter-related strategies

- Chapter 5B Community partnerships: Additional strategies for engaging community organizations and employers
- Chapter 10C College and Career Preparation: Work-based experiences should be integrated with other career prep activities

12B Additional Sources | Build partnerships with employers and scale programs that create work-based career development experiences for students

Illinois Career Development Experience Toolkit and examples ([Link](#))

- Toolkit to set expectations, provide guidance and highlight best practices for creating work-based learning experiences

Illinois Work-based Learning Innovation Network ([Link](#), [Related article](#))

- Network of employers, educators, and students to leverage innovative models for scaling high-quality work-based learning opportunities in school districts and community colleges across the State ([Resource hub](#))
- I-WIN communities are also invited to be pilot sites for the implementation of Practera, an experiential learning technology

District 214 Workplace Learning Toolkit ([Link](#))

- Implementation guidance and summary of resources for work based learning programs
- Apprenticeship Program ([Link](#)): Employer-driven, “learn while you earn” model that combines structured paid on-the-job training with job-related curricula provided by the high school, technical schools or community colleges to achieve an industry credential

Work-based learning definitions in Career Pathways Dictionary ([Link](#))

Framework for virtual Work-based learning ([Link](#))

Harper College Apprenticeship Program ([Link](#))

- Unique, flexible instruction programs combining job related credit courses with structured on-the-job learning experiences



12C

Implementation | Scale programs that support employment placement and connect student and graduate talent with employer demand

Primary implementation activities

- Build new partnerships with and scale intermediary orgs and that connect students with internship/job opportunities
- Supplement these organizations with additional advising services to help students understand career paths and available work experience opportunities
- Scale the work of career services offices to equip students with skills to build networks/social capital required for career advancement with a particular emphasis on supporting underrepresented students
- Fund additional staff devoted to making connections and deepening relationships with local employers, particularly in rural communities
- Enable local schools and organizations to collaboratively source opportunities and match them with an aggregated pipeline of students

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of students actively engaging in career service offerings/trainings
- Inc. in % student participation in job/internship opportunities

Summative metrics (metrics to demonstrate overall success)

- Employment after completion aligned with workforce gaps that provides full-time job paying at 85% of the living wage for 1 adult, 1 child

Sample timeline and milestones

- Identify local intermediary orgs/career services offices (~2 months)
- Connect orgs/offices to collaboratively identify gaps in their offerings to inform funding opportunities (~3 months)
- Fund identified opportunities/services to support job placement (~4 months, ongoing)
- Hire staff to offer services, maintain resources and make connections with local employers (~3 months, ongoing)

Resourcing

- Staff to provide 1:1 advising and connect students with jobs and maintain aggregated job listing resource and partnerships with local employers
- Time to assess current landscape and funding opportunities
- Funds to scale intermediary organizations to develop partnerships

Equity considerations

- Create differentiated options for certain subsets of students such as first-generation, rural, students with disabilities - tailored to their unique needs
- Efforts should be focused on local needs, especially for rural communities

Inter-related strategies

- Chapter 5B Community partnerships: Additional strategies for engaging community organizations and employers
- Chapter 10C College and Career Preparation: Work-based experiences should be integrated with other career prep activities

12C Additional Sources | Scale programs that support employment placement and connect student and graduate talent with employer demand

Skills for Chicagoland's Future ([Link](#))

- [Playbook](#) to create a demand-driven organization to meet the hiring needs of employers and return the unemployed to work

Braven ([Link](#))

- Program that partners with large public universities to ensure underrepresented students have the skills, confidence, experiences and networks necessary to transition from college to strong first jobs
- Offers one semester credit bearing course and ongoing support until graduation

District 214 Center for Career Discovery ([Link](#), [Related article](#))

- Connects students with continuum of career-related activities and workplace learning experiences to support career exploration

Parker Dewey Micro Internships ([Link](#))

- Platform for employers to post on-demand project or broader initiative support requests as a flexible way for employers to engage, college students/recent grads and students to gain career development experiences

Project Basta ([Link](#))

- Program aimed at enabling students to navigate the job search process, communicate their unique value add and be equipped for success on day one of the job - 10wk job search/readiness program and/or monthly meet ups focused on career exposure

Purpose Workforce Solutions ([Link](#))

- Program to provide coaching support to opportunity youth and connect them with employers to in turn solve for skills gaps

Continued on next page...

12C Additional Sources | Scale programs that support employment placement and connect student and graduate talent with employer demand (cont.)

Noble Network Career Services Office ([Link](#))

- Supports alumni in their career development by offering services like reviewing resumes/cover letters, helping with salary negotiation, and connecting alumni to a network of employers and professionals

Upkey ([Link](#))

- Career building program with new virtual internship opportunities that are free to students who apply and award college credit
- *Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.*

Implementation | Implementation risks and mitigation strategies



Time and resources required to implement **pathway curriculum** is costly and challenging



- Frameworks from model pathways should be leveraged and existing models should be scaled through partnerships
- Schools and districts can develop initial models off 1-2 pilot pathways that are most relevant to local needs
- School districts and community colleges to form partnerships



Career development opportunities and **pathways** may not translate into impactful career development opportunities



- Follow Model Pathways framework aligned with accredited credentials
- Leverage input from students, community leaders, and labor force outlooks to make informed decisions around resource deployment
- Ensure districts are growing qualified high school educators and have applied to ISBE to provide College and Career Pathway Endorsement
- Ensure employer specific programs help develop widely recognized industry skills



Limited work-based learning or employment opportunities for students



- Scale existing work-based learning programs
- Target gaps/shortages in job market to create opportunities and address needs of community (e.g., early development educators)
- Leverage virtual models to expand reach of opportunities
- Enable employers to create opportunities by providing wages - have nonprofit or district serve as employer of record to pay stipend
- Use the school district or college as a provider of internship opportunities in pathways such as IT and education



Partnership development between schools/institutions and employers **takes time and dedicated resources and staff**



- Spend time up front to set clear goals over multi-year time horizon and actionable steps to reach those goals
- Take small manageable steps that lay the foundation for larger career development opportunities
- Ensure work-based learning models are scalable prior to investment \

WA 02.Mar.21:
is there any way to improve this page?

Content
ment
has inspired you to
continue along the
'Road to Renewal' and
take action to meet
the challenge head-on

Please do not hesitate
to reach out with
questions, comments,
and your own
experiences to share -
we are in this
together!

DRAFT - Not for distribution

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- IEA
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Co-chairs to double check this list