

Academic Pathways	Present in the State		Special Efforts to Reach Underserved Students		State Support	
<u>Advanced Placement (AP)</u>	Yes	In 2003, Illinois public high school students had higher overall performance on AP exams than students from any other state.	Yes	Low-income students	Yes	Funded with local funds and regular state appropriations. With a federal grant, the state provides fee assistance to low-income students.
Bridge Programs	Yes	Conducted by universities	Yes	<ul style="list-style-type: none"> • African American students • Latino(a) students • Low-achieving students • Low-income students • Rural students 	No	Supported and implemented by universities
Career Academies	Yes	Sporadic in high schools across the state	Yes	<ul style="list-style-type: none"> • At-risk students • Low-achieving students • Low-income students 	No	State funding for career academies no longer available
College Level Exam Program (CLEP)	Yes	No detail known or available	No		No	
<u>Distance Learning/Virtual School</u>	Yes	<u>Illinois Virtual High School</u> and the <u>Illinois Virtual Campus</u> , which is only for college-enrolled students. Dual credit is offered via distance learning and the Internet.	Yes	For students in rural districts, and smaller size and lower resource schools	Yes	The Virtual High School is funded by the Illinois State Board of Education and the Illinois Board of Higher Education.
<u>Dual Credit/Dual Enrollment</u>	Yes	Dual credit is not mandated but integrated into the structure of education. All 48 community colleges offer some form of dual credit. Nearly three-quarters of all high schools participate.	No		Yes	Illinois Community College Board (ICCB) has a grant program to support tuition for students enrolled in dual credit courses.
Early or Middle College High Schools	Yes	Three middle college initiatives at Truman College, Olive-Harvey College, and Illinois Central College.	Yes	Dropout students	DK	

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GED in College Settings	Yes	Administered by the Illinois Community College Board	Yes	Low-achieving students	No	
High Schools That Work	Yes	In July 2003, IL State Board of Education joined the HSTW Consortium. Goal is to raise student achievement by integrating college-prep education with career and technical education (CTE).	Yes	Despite the focus on whole school reform, special efforts are made for low-income and low-achieving students, especially those in low-performing and urban high schools.	Yes	State funding and federal Title I funding
International Baccalaureate (IB)	Yes	24 high schools participating	No		Yes	Funded with local and state funds through appropriations, but no set-asides
Magnet Schools	Yes	Predominantly located in the Chicago metropolitan area	No	No special efforts are made for underserved students, but magnet schools are typically located in urban areas.	No	
Small Schools	Yes	Over 100 small schools, predominantly located in the Chicago metropolitan area	Yes	Students must be either low-achieving or low-income.	Yes	State and federal funding
<u>Tech Prep</u>	Yes	Implemented by over 90% of high schools and all community colleges in the state	No		Yes	<ul style="list-style-type: none"> • Federal Perkins funding • State guidelines for local implementation

Summary of academic pathways:

Illinois high schools and colleges implement many academic pathways, and several school reforms are offered to facilitate student transition from high school to college. High priorities in Illinois are placed on Tech Prep and dual credit. In particular, the state emphasizes Tech Prep because it is important for assisting students who might not traditionally attend college while, at the same time, preparing students for the technical and semi-professional labor market.

State’s effort to encourage college prep curriculum:

In August 2001, the Illinois Board of Higher Education (IBHE) recommended that all high school students take a college prep curriculum. The initial goals for the Illinois Virtual High School is to ensure that all students take the college prep core curriculum by offering AP courses and tests to students who do not presently have access to them.

Interesting or unique models identified by state officials:



- Distance Learning/Virtual Schools: [Illinois Virtual High School](#) and [Illinois Virtual Campus](#)
- Magnet Schools: [Chicago High School For Agricultural Sciences](#)

Observations by state officials about special efforts to reach underserved students:

Of the existing pathways in Illinois, less than half were identified by state officials to make special efforts to reach underserved students. Bridge programs, distance learning/virtual schools, GED in college settings, and career academies were pathways identified for underserved students. Special efforts are made in these pathways to promote increased access to college for diverse groups, including low-income, rural, low-achieving, at-risk, and racial and ethnic minority students. The Virtual High School makes special efforts to reach all students in rural and smaller schools and in magnet schools in urban areas.

Observations by state officials about state support for pathways:

Five academic pathways are funded with state money, either by grants or regular appropriations. Three pathways have formal policies in place, but none are mandated by the state.

Lessons learned by state officials:

- Students need a diverse set of options.
- Students need access to technology, but technology is not a panacea for some districts, such as rural schools.
- Funding is not permanent and cannot be relied upon.
- The academic pipeline is important; university work cannot be separate from K-12. Better alignment of high school curriculum with universities is needed.
- The relationship building between postsecondary institutions and K-12 is critical. At the administrative and faculty levels, incentives are needed to foster trust between levels; e.g., agreements and articulation for dual credit. Institutionalized pathways have a better chance of succeeding than those driven by personalities.
- Funded initiatives are effectual during the pathway initiation stage, but cannot provide the sole motivating factor for sustaining advancement. A typical funding cycle takes 3-5 years.
- You must have top leadership in school districts and have buy-in from faculty and staff.

Programs recommended by state officials:

<u>Pathways</u>	<u>Educational Institution</u>	<u>Contact person</u>	<u>E-mail</u>	<u>Phone</u>
Dual credit/Dual enrollment	Lewis and Clark Community College	Stu Trask	strask@lc.edu	(618) 466-3411
High Schools that Work	Thornton Township High School District 205	Gwendolyn Lee	lee.gwendolyn@district205.net	(708) 225-4023
Magnet School	Chicago High School For Agricultural Sciences	Lucille Shaw	ltshaw@cps.k12.il.us	(773) 535-2513



ILLINOIS

State Profile

State official's contact information:

<u>Name</u>	<u>Title</u>	<u>Agency</u>	<u>E-mail</u>	<u>Phone</u>
*Gary Alexander	Interim Deputy Director, Illinois Board of Higher Education	IL Board of Higher Education	alexander@ibhe.org	(217) 557-7355
Nathaniel Anderson	Acting Division Administrator	IL State Board of Education, Career Development and Preparation	--	--
Aime'e LaFollette	Associate Director for Career and Technical Education Support/Evaluation	IL Community College Board	alafollette@iccb.state.il.us	(217) 557-7120
Ron Reische	Principal Education Consultant,	IL State Board of Education, Career Development and Preparation	rreische@isbe.net	(217) 782-4620
*Dora Welker	Principle Education Consultant	IL State Board of Education, Career Development & Preparation	dwelker@isbe.net	(217) 782-4620

(Prepared by Melanie B. Rubin/ Updated February, 2006/ *State official reviewed this state profile.)