

College and Career Readiness Indicator

Data Element	Mandatory	Data Type	Code	Value	Description	Validation Rules / Notes
<p>To add or to update a College and Career Readiness Indicator record the student has a valid district enrollment record in SIS by the following:</p> <ul style="list-style-type: none"> • Enrollment record Home RCDT matches College and Career Readiness Indicator record's Home RCDT • Enrollment record School Year matches College and Career Readiness Indicator record's School Year <p>-Only the most recent Home, Serving, or Service Provider RCDT can add a College and Career Readiness Indicator record for a student. -Only students in grades 9 – 12 will have a College and Career Readiness Indicator record. -Only the most recent Home, Serving, or Service Provider RCDT, can update the College and Career Readiness Indicator Record.</p> <p>Notice: This is a required collection</p> <ul style="list-style-type: none"> • CCRI data for all students is required to be submitted. However, When submitting data not all students will have data in all columns. • Therefore, each individual metric is considered optional, so that they can be left blank within the file without causing the record to error out <p>Refer to the ISBE Guidance on College and Career Readiness Indicator: https://www.isbe.net/Documents/CCRI-Guidance.pdf and https://www.isbe.net/Documents/CCRI-FAQs.pdf</p>						
GPA (Only for Grades 11 and 12)	Optional	Char(2)			Grade point average will be determined by districts. For the new indicator, the district will enter one of three codes that will specify if the student meets the “distinguished scholar” standard with a GPA of 3.75 or higher on a 4.0 scale, meets the “College and Career Readiness Indicator” definition of a GPA of 2.8 on a 4.0 scale, or has a GPA under 2.8 and does not meet the standard.	
					Implementation Guidance: Districts will continue to determine their own system for calculation of GPA and the equivalent for this indicator. This indicator will be gathered on each student at the end of their senior or graduating year and represent a cumulative GPA.	
			01	3.75 or Above		
			02	2.8 – 3.74		
			03	Below 2.8		
		00	None			
Identify a Career Area of Interest by the End of the Sophomore Year	Optional	Char(2)			A student may indicate a career area of interest by participating in pathways as defined by a local board of education, creating an individualized plan as part of the College and Career Pathway Endorsement program, or engaging in activities as part of Career Pathways Dictionary (adopted by the Illinois Community College Board, ISBE, the Illinois Workforce Innovation Board, the P-20 Council, the	

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					Illinois Board of Higher Education, and the Illinois Student Assistance Commission).	
					Implementation Guidance: The identification of a career area of interest by a student will be determined by school districts within a range of career exploration activities, such as those suggested in the Postsecondary and Career Expectations framework .	
			01	Yes		
			02	No		
AP or IB Exam Academic Indicator ELA (This renamed data element will be updated in SIS-Online and Batch in our next CCRI update)	Optional	Char(2)			ELA Advanced (AP) Exam (Score of 3 or Higher), or International Baccalaureate (IB) Exam (Score of 4 or Higher). Only Qualifying AP or IB Exam Score for ELA should be considered.	
			01	Yes		
			02	No		
AP or IB Exam Academic Indicator Math (This renamed data element will be updated in SIS-Online and Batch in our next CCRI update)	Optional	Char(2)			Math AP Exam (Score of 3 or Higher) or IB Exam (Score of 4 or Higher). Only Qualifying AP or IB Exam Score for Math should be considered.	
			01	Yes		
			02	No		
Minimum ACT or SAT Subject Scores-English, Reading, and Writing from National Test Scores (This renamed data element will be updated in SIS-Online and Batch in our next CCRI update)	Optional	Char(2)			Minimum ACT Subject Score of English 18, Reading 22. or Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540.	

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			01	Yes		
			02	No		
Minimum ACT or SAT Subject Scores – Math from National Test Scores (This renamed data element will be updated in SIS-Online and Batch in our next CCRI update)	Optional	Char(2)			Minimum ACT subject Score of Math 22 Or Minimum SAT Subject Score of Math, 540	
			01	Yes		
			02	No		
Career Development Experience	Optional	Char(2)			<p>This is a supervised work experience relating to an individual’s career area of interest that meets all the following:</p> <ol style="list-style-type: none"> 1. Occurs in a workplace or under other authentic working conditions; 2. Is co-developed by an education provider and at least one employer in the relevant field; 3. Provides compensation or educational credit to the participant; 4. Reinforces foundational professional skills, including, at a minimum, those outlined in the Illinois Essential Employability Skills Framework and Self-Assessment; 5. Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and 6. Takes place for a minimum of 60 total hours. 7. Career Development Experience may not consist solely of technical training by an education provider. <p>Implementation Guidance: Career Development Experiences may include any of the following, provided the experience meets the definitional criteria: internship, school-based enterprise, supervised agricultural experience, work-based learning, cooperative education, research apprenticeship, remote work for a client or employer, student-led enterprise, or youth apprenticeship*. The Illinois Essential Employability Skills and Self-Assessment framework, developed by a collaborative of state agencies and organizations, includes personal ethic, work ethic, teamwork, and communication. A Professional Skills Assessment is a tool-based observational assessment of a participant’s performance in a Career Development Experience administered by an adult supervisor addressing foundational professional skills, including,</p>	

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					<p>at a minimum, those outlined in the Illinois Essential Employability Skills and Self-Assessment framework. The Professional Skills Assessment tool should be used primarily as a feedback tool and development strategy and not as the sole basis for a grade or credit determination. Illinois WorkNet's Observational Assessment and Worksite Evaluation tools may be used as a Professional Skills Assessment.</p> <p>*A youth apprenticeship is a program for youth (ages 16 to 24) currently enrolled in a secondary school or pursuing a high school equivalency, including those with disabilities, that includes at minimum the following:</p> <ol style="list-style-type: none"> 1. 450 hours of paid-on-job training under the supervision of a mentor; 2. At least 2 semesters of related instruction that ideally counts towards a high school and/or postsecondary credential, but minimally leading to an Industry Credential; 3. Ongoing and a final assessment measuring success in mastering skill standards; 4. Career exploration were participants learn about several positions within the employer and the field; 5. Wraparound supports (e.g. case management and counseling) and holistic upskilling (e.g. technical skills and soft skills); 	
			01	Yes		
			02	No		
Industry Credential	Optional	Char(2)			<p>This is a work-related credential, certification, or license that:</p> <ol style="list-style-type: none"> 1. Verifies an individual's qualifications or competence in a specific skillset related to a particular industry or occupation; 2. Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and 3. Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes. <p>Implementation Guidance: A student must, depending upon the requirements of the recognized industry credential, either receive the license or be eligible to receive a license pending the receipt of a high school diploma. A credential issued by a postsecondary education</p>	

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					provider is not an “industry credential”; however, the coursework for the credential may qualify as a Dual Credit Career Pathway Course and will often prepare students for an industry credential examination.	
			01	Agriculture, Food, and National Resources		
			02	Arts and Communications		
			03	Finance and Business Services		
			04	Human and Public Services		
			05	Information Technology		
			06	Manufacturing, Engineering, Technology and Trades		
			07	Health and Sciences Technology		
			00	None - Erroneous		
Military Service or an ASVAB Score of 31 or Higher	Optional	Char(2)			Students make a commitment to serve in the armed services or participate in Junior Reserve Officer Training Corps.	
					Implementation Guidance: There are four ways to meet this indicator:	
					1. Achieving an ASVAB score of 31 or higher	
					2. Making a commitment to serve in the Armed Services.	
					3. Enlisting for split training, which entails enlistment at age 17 as a junior with permission of a parent or guardian, attendance at Basic Combat Training before senior year, training one weekend per month through senior year with a local unit, and planned attendance at Advanced Individual Training after senior year.	
					4. Participating in Junior Reserve Officer Training Corps.	
			01	Yes		
			02	No		
Attaining and Maintaining Consistent Employment for a Minimum of 12 Months	Optional	Char(2)			This is verified employment of a continuous nature during a 12-month period.	
					Implementation Guidance: Part-time employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consistent employment may include a total of 480 hours, which is an average of 10 hours per week for 12 of the 24 months.	
			01	Yes		

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			02	No		
Consecutive Summer Employment	Optional	Char(2)			This is verified employment for two consecutive summers.	
					Implementation Guidance: Employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consecutive summer employment may include a cumulative 120 hours per summer.	
			01	Yes		
			02	No		
25 Hours of Community Service	Optional	Char(2)			This is a volunteer service or activity performed by students to address a social issue in the community, such as (but not limited to) poverty, disaster relief, education, the environment, homelessness, or community wellness.	
					Implementation Guidance: The student should receive written verification by an adult, non-relative supervisor of the community service that both describes the services performed and documents the number of hours served. Service learning opportunities may count toward this career readiness indicator.	
			01	Yes		
			02	No		
Two or More Organized Co-curricular Activities	Optional	Char(2)			These are activities, programs, and applied learning experiences that:	
					<ol style="list-style-type: none"> 1. Are connected to or mirror the academic curriculum, but for which students do not receive academic credit; 2. Take place outside of school or after regular school hours and may be operated by outside organizations; and 3. Instill adaptive competencies and/or skills spelled out in the Illinois Essential Employability Skills Framework and Self-Assessment, including personal ethic, work ethic, teamwork, and communication. <ol style="list-style-type: none"> a. As defined in Section 10 of the Postsecondary and Workforce Readiness Act, (110 ILCS 148/10) adaptive competencies mean “foundational skills needed for success in college, careers, and life, such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving.” 	

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					<p>b. Essential Employability Skills are foundational skills needed for success in college, careers, and life including, but not limited to, the following:</p> <ul style="list-style-type: none"> i. Personal Ethic: Integrity, respect, perseverance, positive attitude; ii. Work Ethic: Dependability, professionalism; iii. Teamwork: Critical thinking, effective and cooperative work; and iv. Communication: Active listening, clear communication <p>Implementation Guidance: Districts determine level of participation. Acceptable co-curricular activities may include student newspapers, student council, musical performances, art shows, mock trials, honors societies, debate competitions, mathematics, robotics, and engineering teams and contests. Students may count extracurricular activities, such as sports teams and general interest clubs, toward the requirement. Adaptive competencies and Essential Employability Skills may be incorporated within existing courses or programs. These competencies should be assessed based on how students apply and integrate into actions. Multiple years of the same activity do not represent different activities – e.g., multiple years of a sport, multiples years on student council.</p>	
			01	Yes		
			02	No		

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