Putting Students to (REAL) Work

Career Pathway Endorsements
What & Why

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GOAL 2025 COLLEGE CHANGES EVERYTHING®

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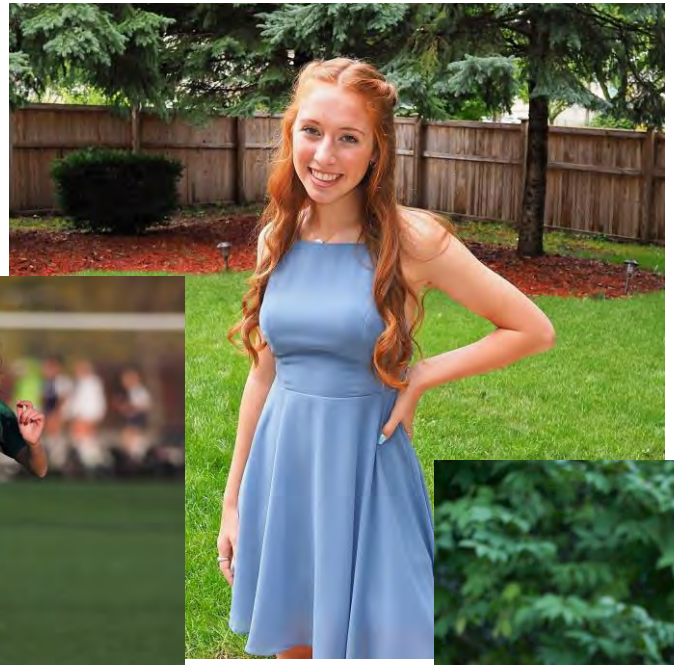
Your story for your students and their futures?



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5 Objectives Today

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What is the PWR Act?

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What is the PaCE Framework?

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What are the College & Career Pathways?

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What are the College & Career Pathway Endorsements?

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Why should we do this and what are our next steps?

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How old are the students you teach?

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In what year will your current students be 30 years old?

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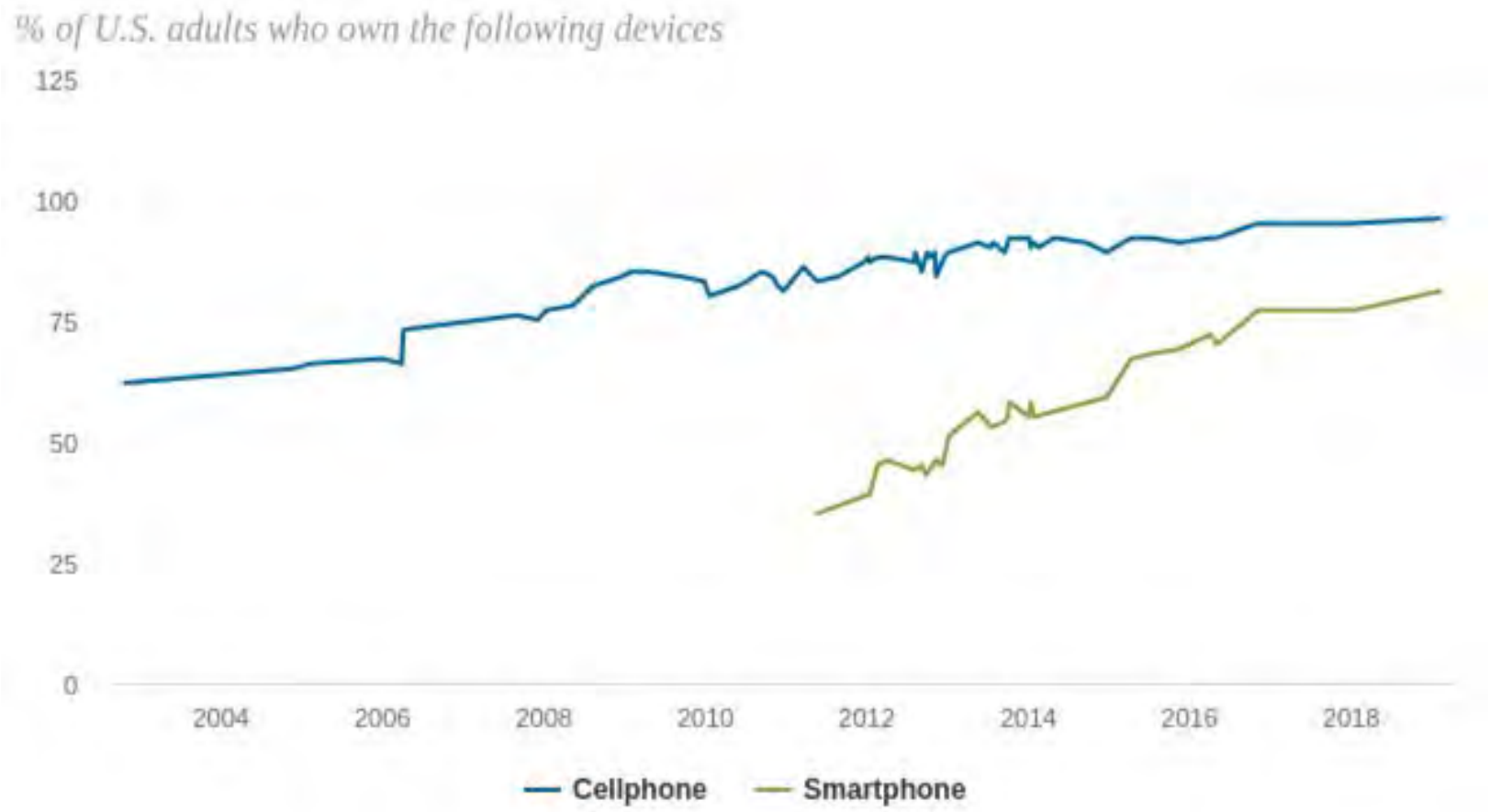
Smartphones - A quick look back



Source: Surveys conducted 2002-2019.

Learn more:
Pew Research Center Mobile Fact Sheet

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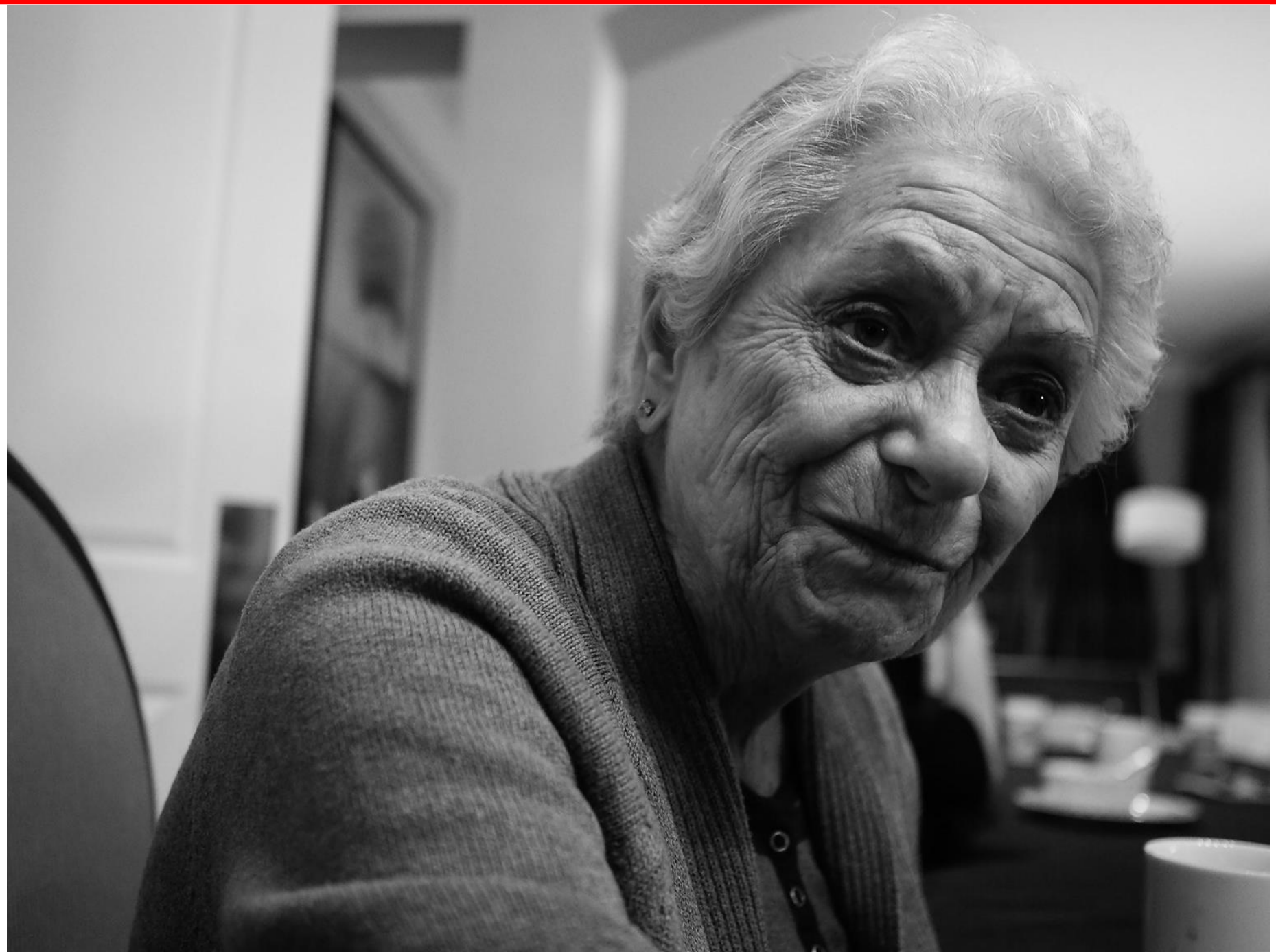
What did we imagine her world to be?



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What do we imagine her world to be?

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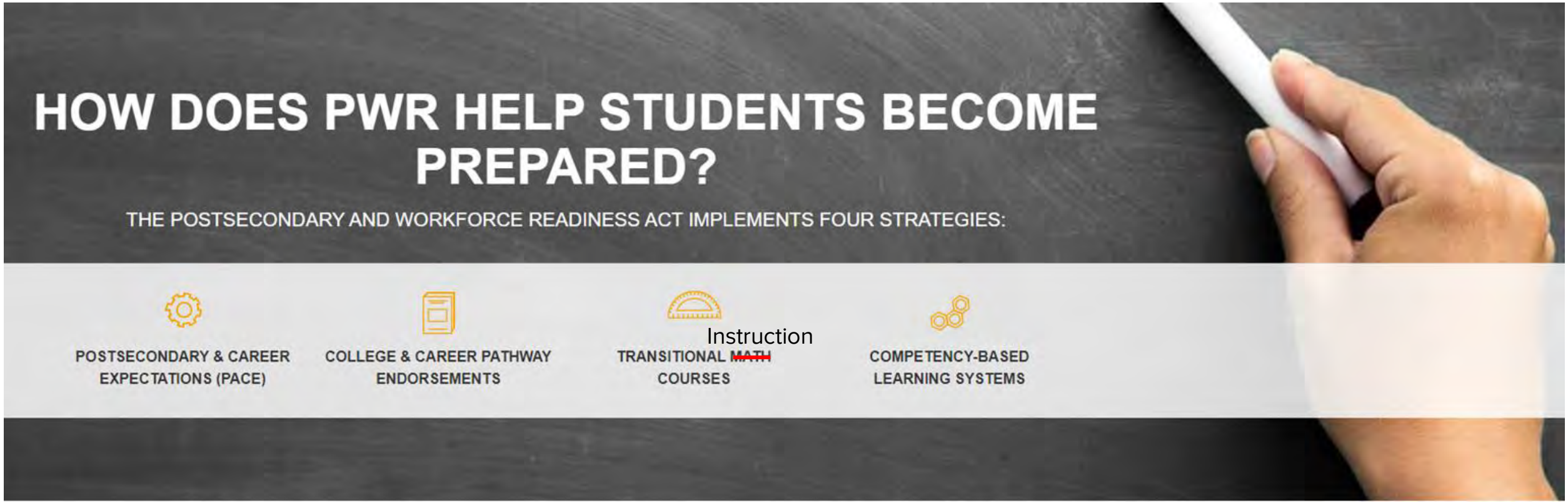
Postsecondary & Workforce Readiness Act



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Illinois PaCE

Postsecondary and Career Expectations

Illinois PaCE Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.

By the end of 8th grade

A student should be supported to:

- complete a career cluster survey
- attend a career exploration day
- complete a unit on education planning
- be exposed to a financial literacy unit in a course or workshop

A student should know:

- the concept of career clusters of interest
- relationship between community service/extracurricular activities and postsecondary (PS)/career goals

By the end of 9th grade

A student should be supported to:

- revisit career cluster interest survey and take a career interest survey
- complete an orientation to career clusters
- attend a PS options workshop
- meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators
- begin determining eligibility for advanced placement (AP) courses
- outline a plan for community service and extracurricular activities related to PS plans
- complete a financial aid assessment with a family member

A student should know:

- one or two career clusters for further exploration and development
- the relationship between HS cousework, attendance, and grades to PS plans
- importance of community service and extracurricular activities to PS and career plans
- general cost ranges of various PS options

By the end of 10th grade

A student should be supported to:

- visit at least one workplace aligned with career interests
- complete an orientation course to a particular career cluster or cluster grouping
- select a career pathway (CP) within a career cluster of interest
- begin determining eligibility for AP courses
- identify 2-3 adults to support the student through the PS and career selection process
- review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)
- attend a PS affordability workshop with a family member

A student should know:

- educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP
- different types of PS credentials and institutions
- general timing of PS entrance exams and applications
- benefit of early college credit opportunities to PS access and completion

By the end of 11th grade

A student should be supported to:

- revisit the career survey
- participate in a mock job interview
- create a resume and personal statement
- identify an internship opportunity related to the CP
- determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course
- complete or enroll in at least one early college credit opportunity
- attend a college fair
- visit at least 3 PS institutions
- take at least one college entrance exam

A student should know:

- application deadlines, test timing, cost, and preparation for industry-based certification for CP
- career attributes related to career interests
- entrance requirements, including application deadlines, for expected PS programs of study
- 3-5 match schools, one safety, one reach school for PS program of study
- negative impact of remediation on PS goals
- financial aid deadlines for chosen PS options

By the end of 12th grade

By 12/31 of 12th grade a student should have:

- completed 3 or more admissions applications to PS institutions
- met with a school counselor to ensure all steps in the PS admissions process are completed on time
- attended a FAFSA completion workshop
- completed the FAFSA

By the end of 12th grade a student should be supported to:

- address any remedial needs in math/ELA
- obtain an internship opportunity related to the CP
- if applicable, receive industry-based certification(s) related to the CP
- complete one or more team-based challenges or projects related to the CP
- attend a financial aid award letter workshop

A student should know:

- how CP courses and experiences articulate to degree programs at PS options
- estimated cost of each PS option
- affordability of PS options in relation to expected entry-level career salary and anticipated debt
- terms and conditions of any scholarship or loan

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ISAC

Illinois State Board of Education

ICCB

IBHE ILLINOIS BOARD OF HIGHER EDUCATION

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HBR Career Readiness Plan

Hinckley-Big Rock CUSD #429 defines career ready graduates as having the skills and motivation to pursue a self-directed goal, adapt to challenges along the way, and know the options to obtain their post-secondary career. It is our goal that all graduating seniors will have a defined plan and be career ready when they complete high school. This list of benchmark expectations will act as a guide for HBR staff, students, and parents as we plan and prepare for our students to be ready to go.

- skills and motivation to pursue a self-directed goal
- adapt to challenges along the way
- know the options to obtain their PS career

By the end of 5th grade

A student should be supported to:

- identify and set personal and academic goals
- consistently apply the SEL (Grit/Growth/Goal Setting) in daily practices
- gather information regarding training and education for jobs in field of choice
- create an inventory of interests and possible careers

A student should know:

- the jobs and/or careers their parents hold
- the learning behaviors consistent with successful students

By the end of 8th grade

A student should be supported to:

- complete a career cluster survey
- engage in annual career day
- take part in a financial literacy exercise
- attend a day with parent/guardian at work

A student should know:

- the concept of career clusters for further exploration
- possible career clusters they are currently interested in
- the relationship between the skills acquired in community service and extracurricular activities and postsecondary career goals

By the end of 9th grade

A student should be supported to:

- revisit/update the career interest inventory
- complete orientation to career clusters
- attend a PS options workshop
- complete 4 year plan with counselor
- outline a plan for school and community engagement aligned with PS goals

A student should know:

- at least one career cluster for further exploration
- the relationship between coursework, school and community engagement, and outcomes to PS goals
- general cost ranges of various PS options

By the end of 10th grade

A student should be supported to:

- complete orientation to a chosen CP
- chose a CP related to a career cluster
- identify 2-3 adults to support him/her through the PS planning/selection process
- attend a PS financial workshop with an adult family member

A student should know:

- educational requirements, cost, entry level, and median salary for chosen CP
- different types of PS credentials and institutions
- general timing of exams and applications aligned with chosen CP
- benefit of early college credit related to PS goals

PS - Post-secondary, CP - Career Pathways

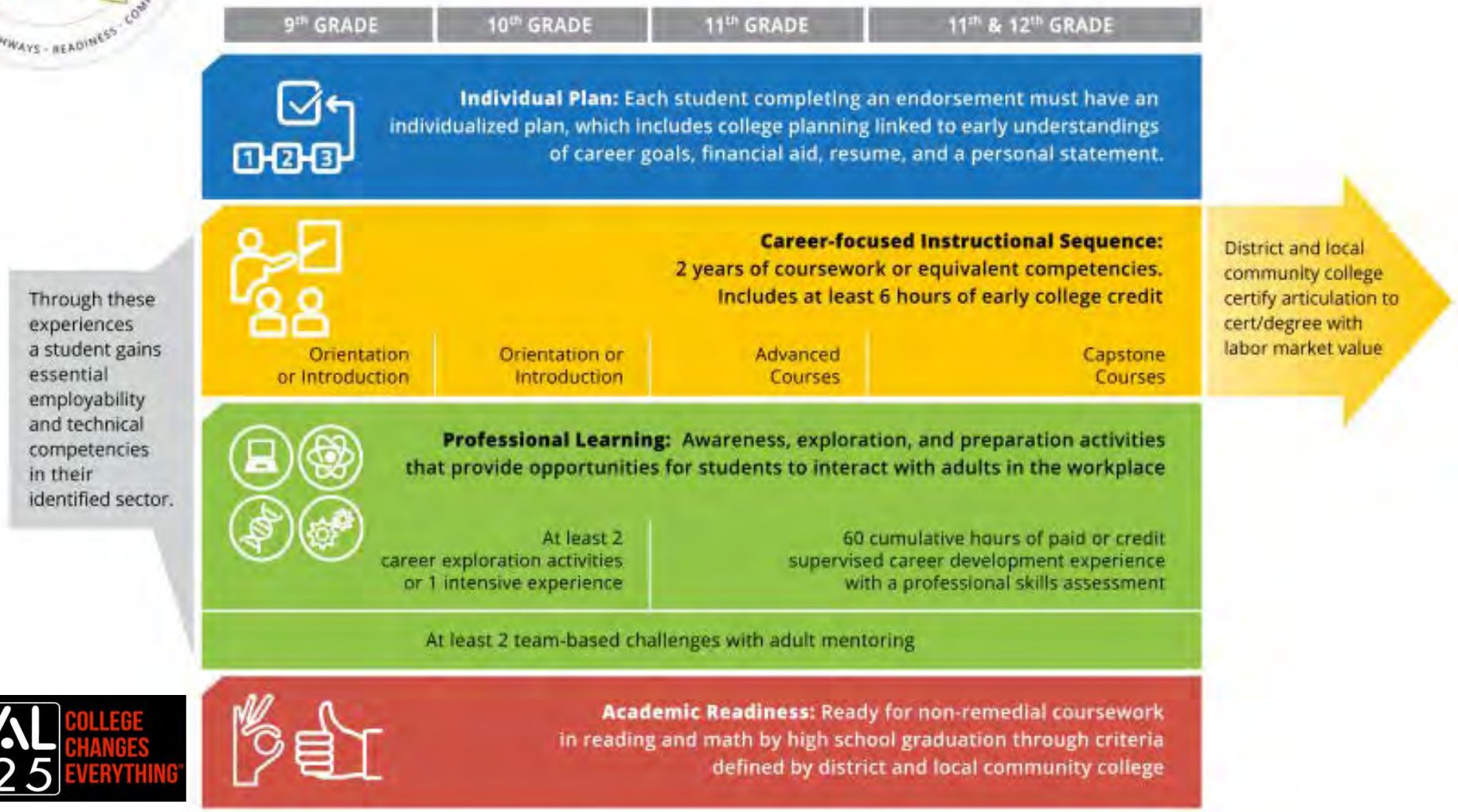
Learn more:

HBR429 Full PaCE Framework

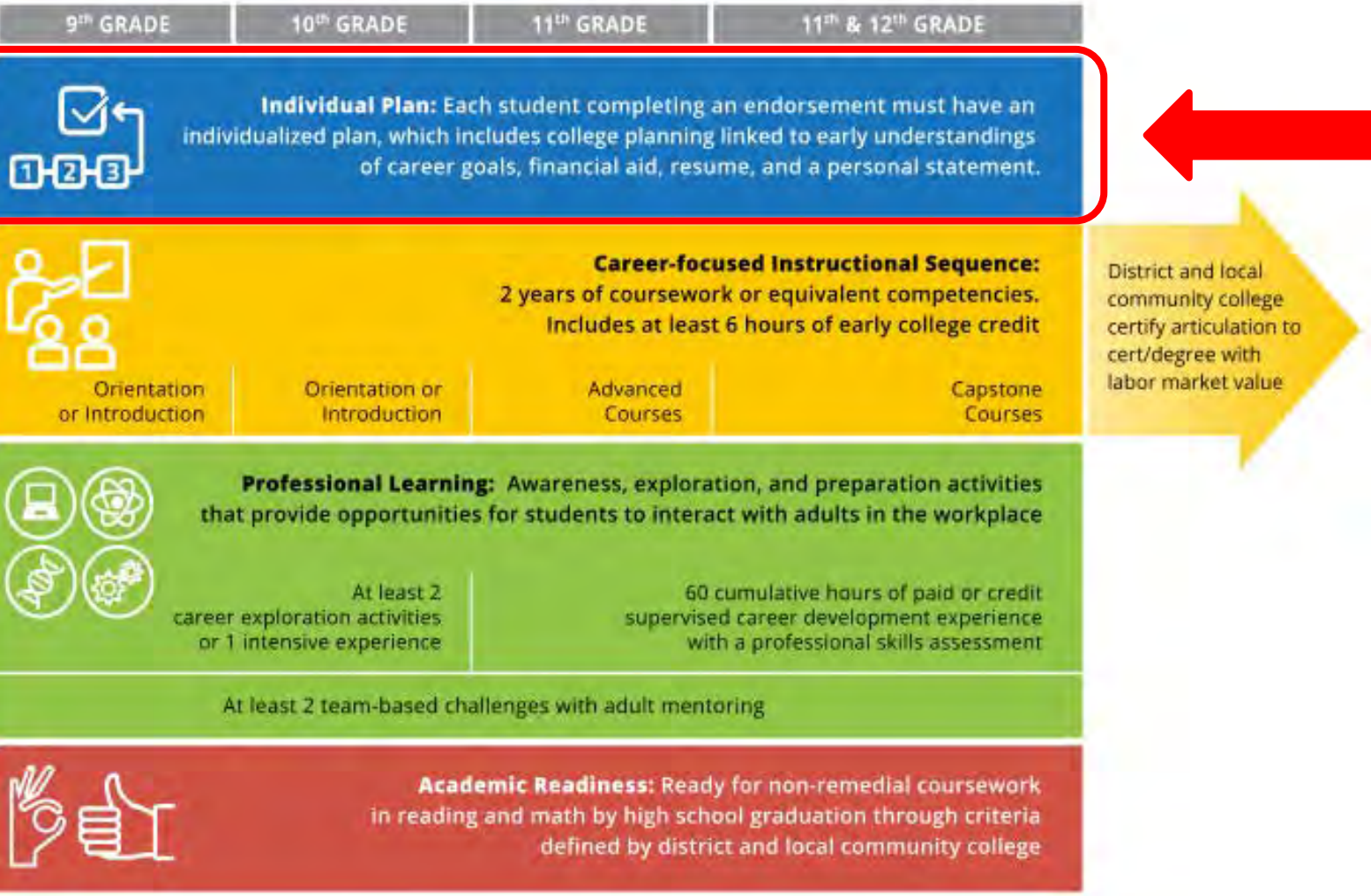
Illinois School District PaCE Examples

ISAC PaCE Framework Information

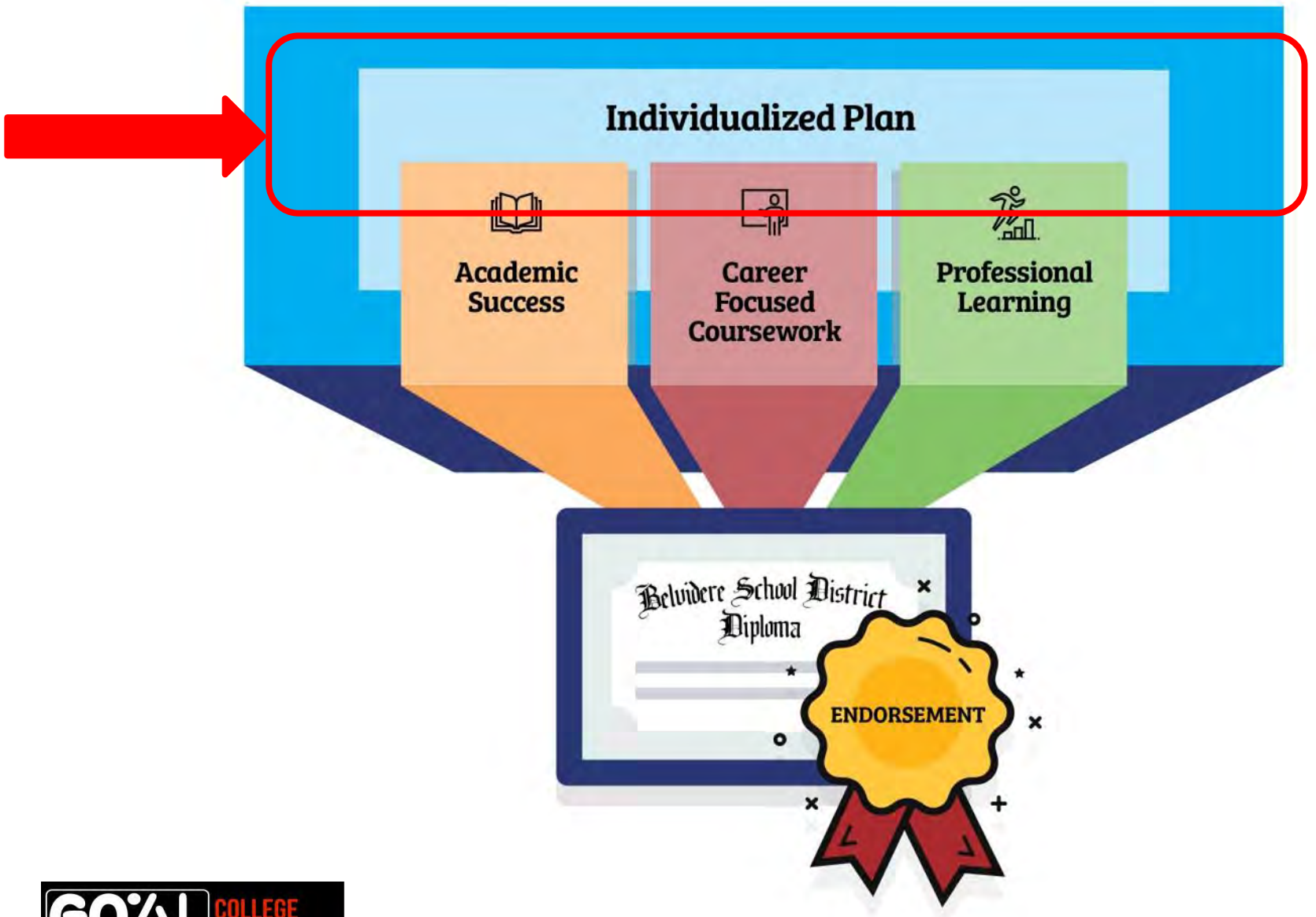
College and Career Pathway Endorsement Framework



College and Career Pathway Endorsement Framework



Belvidere School District 100



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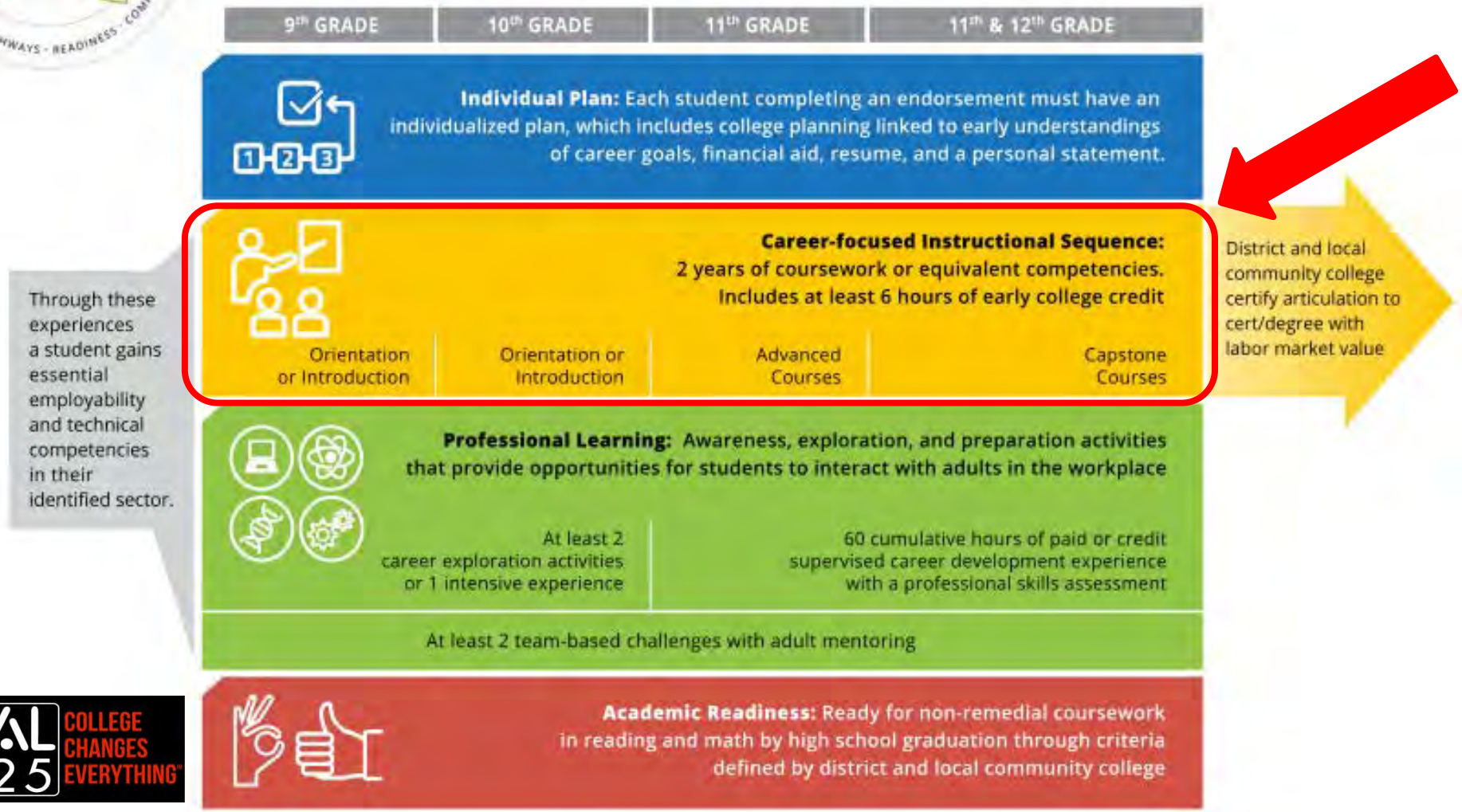
College and Career Pathway Endorsement Framework



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

District and local community college certify articulation to cert/degree with labor market value

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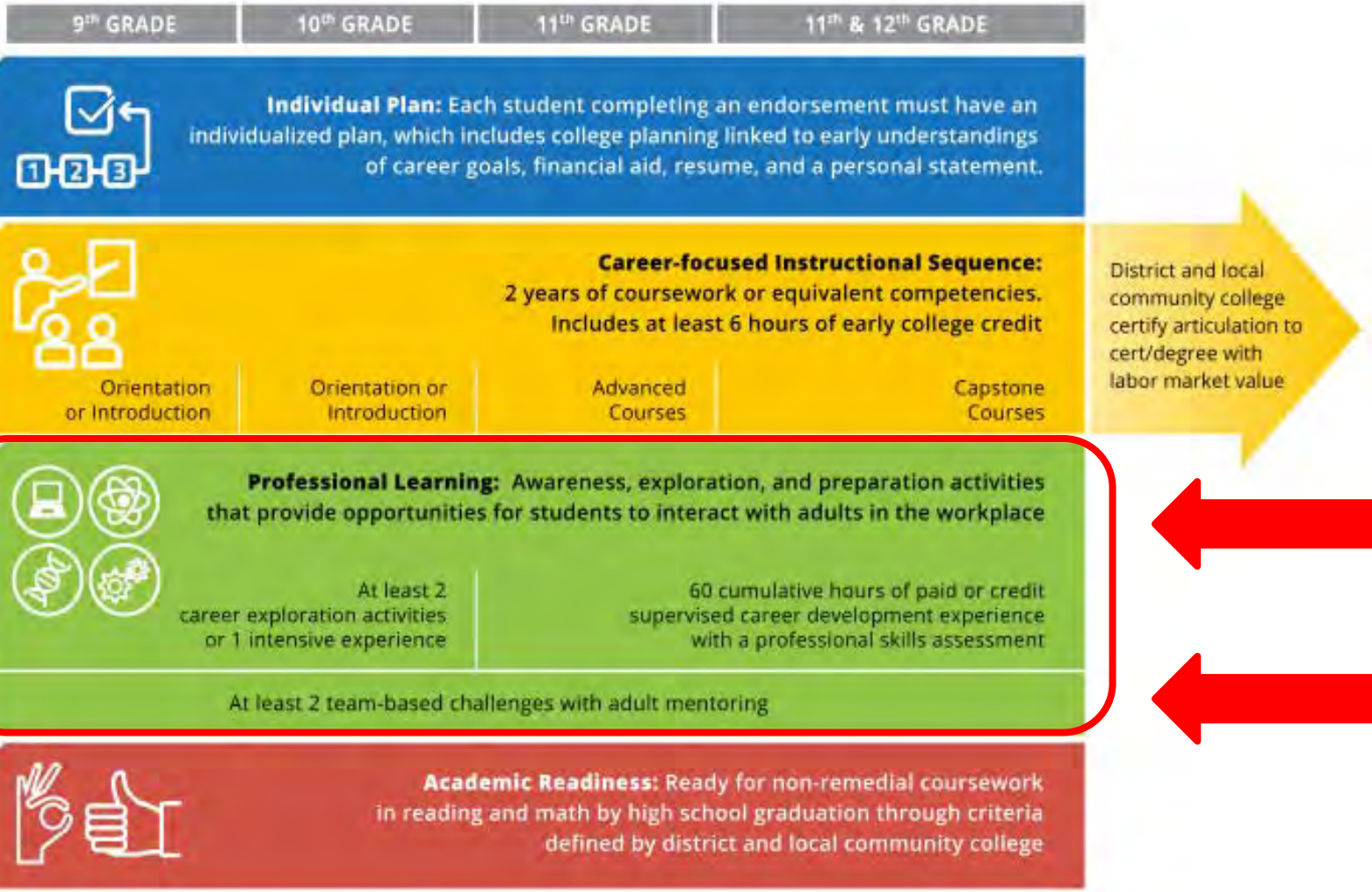
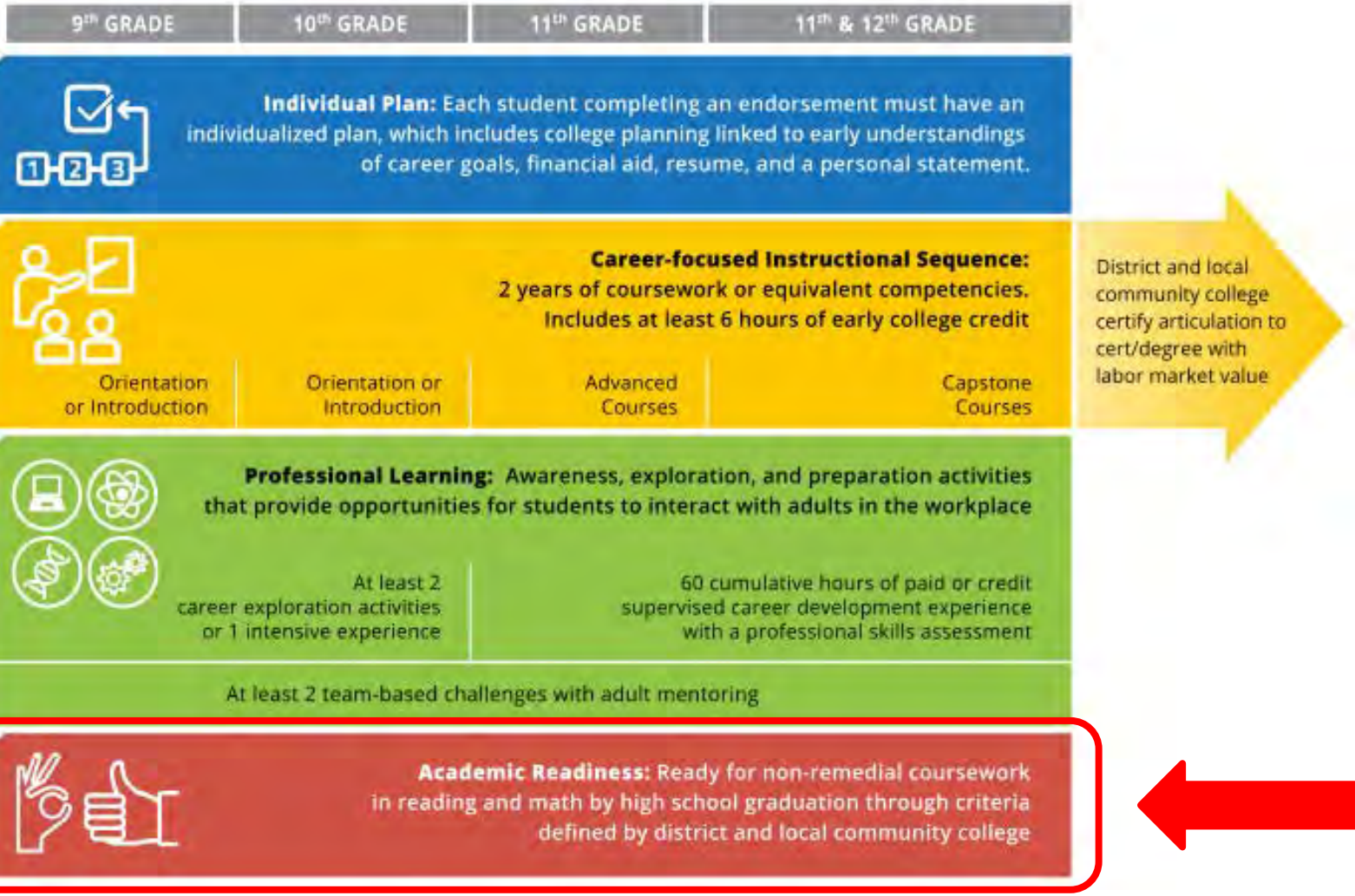
College and Career Pathway Endorsement Framework



College and Career Pathway Endorsement Framework



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Career Pathway Endorsement Competencies

TOP 10 CROSS-SECTOR ESSENTIAL EMPLOYABILITY COMPETENCY STATEMENTS	
Teamwork & Conflict Resolution	Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.
Communication	**Verbal:** Students can use their understanding of English grammar and public speaking, listening, and responding, convey an idea, express information, and be understood by others. **Written:** Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct. **Digital:** Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.
Problem Solving	Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.
Decision Making	Students can use their understanding of problem solving to implement and communicate solutions.
Critical Thinking	Students can use their understanding of logic and reasoning to analyze and address problems.
Adaptability & Flexibility	Students can use their understanding of workplace change and variety to be open to new ideas and handle ambiguity.
Initiative & Self-Drive	Students can use their understanding of goal setting and personal impact to achieve professional goals and understand personal impact.
Reliability & Accountability	Students can use their understanding of commitment, time management, and follow through to ensure that a professional team functions properly and meets collective goals.
Cultural	Students can use their understanding of diversity and inclusion to communicate and work effectively across , cultures, and backgrounds.
	r understanding of time effectively and accomplish

ENTREPRENEURIAL COMPETENCIES
Principles of Entrepreneurship
Students can apply their understanding of the process and characteristics of business development and promotion in order to apply strategies of innovation to personal and professional business pursuits.
Innovation & Invention
Students can use their understanding of idea generation, design thinking, product and business development in order to introduce and process new and effective ideas.
Growth Mindset
Students can use their understanding of learning from challenges, set-backs, and failure in order to adapt strategies and continue efforts to achieve personal goals.

- Agriculture, Food, and Natural Resources
- Arts and Communications
- Finance and Business Services
- Health Sciences and Technology
- Human and Public Services
- Information Technology
- Manufacturing, Engineering, Technology & Trades
- Cross-Sector Employability Competencies

Learn more:
Career Pathway Competencies

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Look at the Cross Sector Employability Competencies.

What is interesting? Surprising? Agreement? Disagreement?

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Look at the Cross Sector Employability Competencies.

How would you teach them?
How would you assess them?

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What does this mean for instruction and assessment in your classroom?

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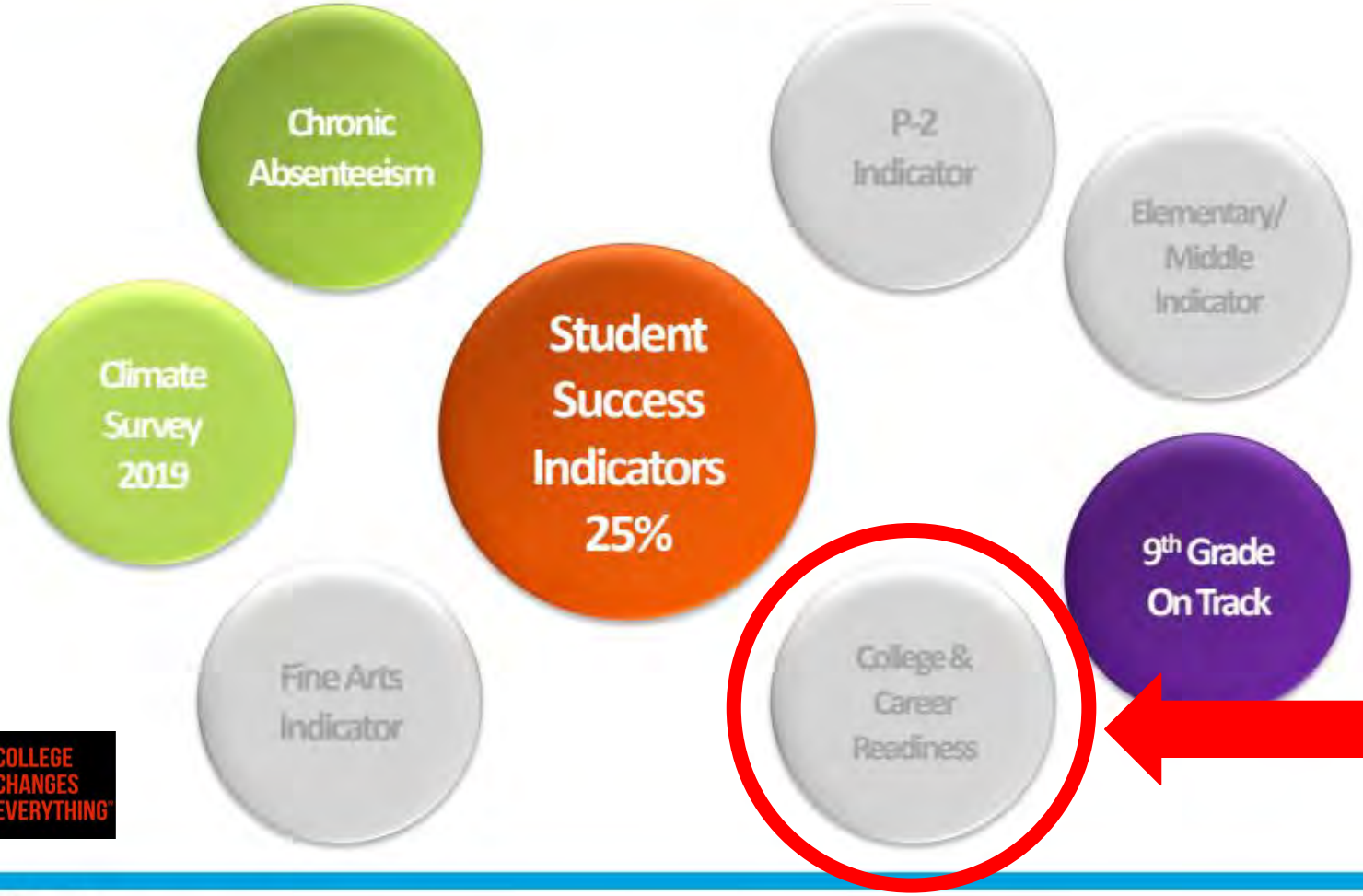
Official School Quality Indicators

12



1 Reason

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Illinois State Board of Education

Whole Child • Whole School • Whole Community

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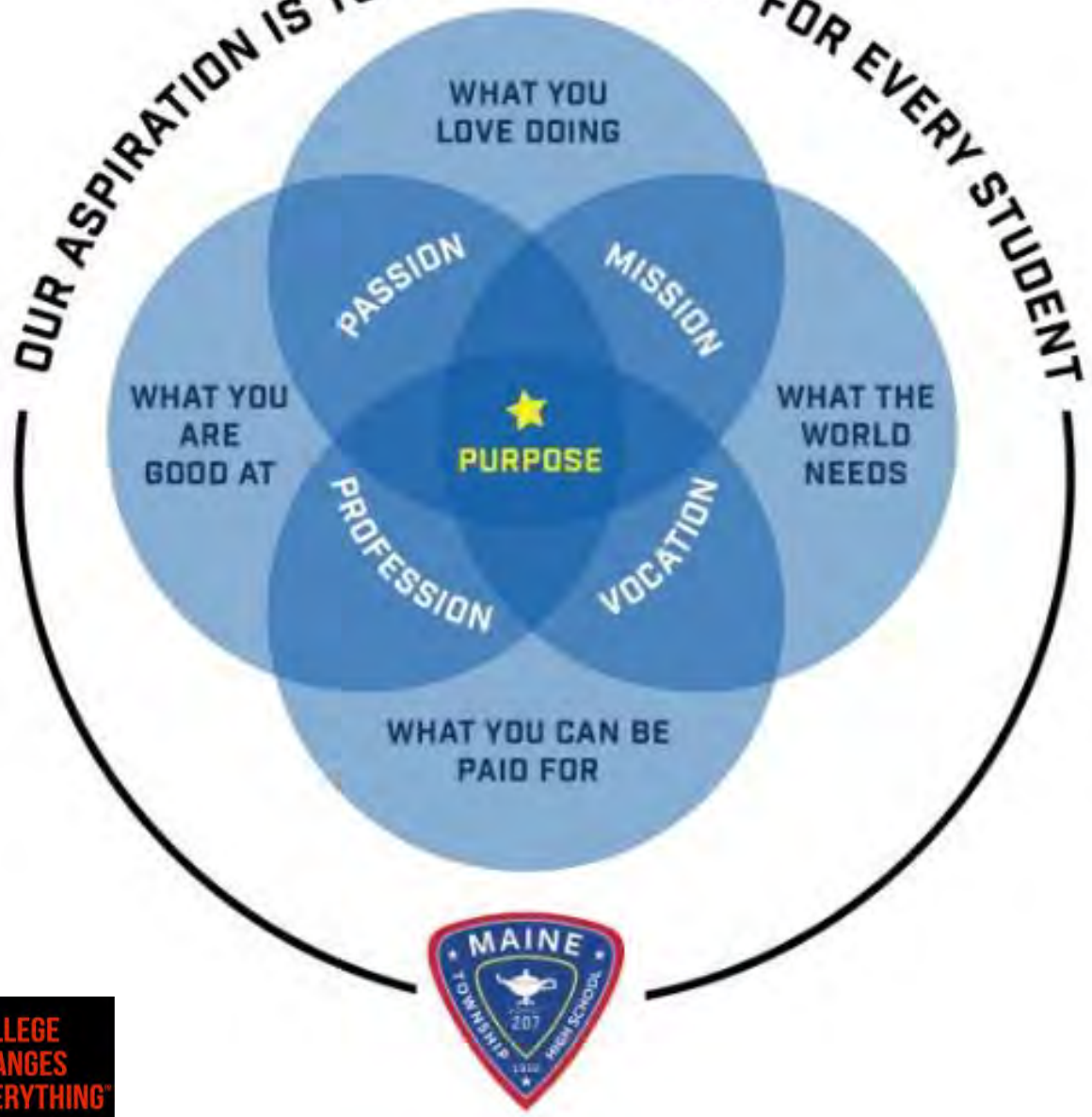
Better reasons



Counseling, engaging instruction, and work-based learning with each student

Maine Township High School District 207

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GLENBARD PROFILE OF A GRADUATE

GLENBARD TOWNSHIP HIGH SCHOOLS · VERITAS · 1916 ·

CONTENT KNOWLEDGE AND SKILLS

General RTHS Academic Data

	F16							
Cumulative GPA	2.89							
Credits Earned to Date	3.0							
On-Track to Graduate	Yes							
Weighted Classes	0							

RTHS Key Indicators for Post-Secondary Educational Success

	Grade	Comments
Expository Writing	Not Taken	85% students taking Expos are placed into college-level writing courses. Students expecting to go to college should take Expos as one of their English classes.
Pre-Calculus	Not Taken	65% of RTHS students completing Pre-Calc or higher with a C or better placed into college-level math. Students expecting to go to college should take a 4th yr of math.
Agribusiness Mgmt (AG IV)	Not Taken	Students will learn about entrepreneurship, marketing, advertising, promotion, and risk management through a variety of student-led projects.
AP Statistics	Not Taken	Students can maximize their 4th year of math by taking AP Stats. Students work with data, use statistical reasoning at the college level, & possibly earn college credit.
Psychology	Not Taken	Psychology is common requirement for students who are interested in a career that emphasizes interacting with people. Many programs include Psych as a required class.

** * * The above list of suggested classes is based on the student's career interest. Make sure to talk with your counselor about RTHS offerings. * * **

SAT Assessment Data

Assessment Name	Math		Evidence-Based Reading and Writing		Combined Score
	Score	Benchmark	Score	Benchmark	
8 PSAT		430		390	
9 PSAT	480	450	420	410	700
10 PSAT		480		430	
11 PSAT / NMSQT		510		460	
SAT		530		480	

ACADEMIC BEHAVIORS

The Academic Behavior section of Jason's profile shows Jason's growth in many important areas which do not show up on a report card, but have a major impact on Jason's performance at school and ability to achieve Jason's post-secondary goal. RTHS teachers and counselors value how consistently students demonstrate these behaviors. For the ratings below, a 4 is the highest possible rating while a 1 is lowest. Visit www.rths.rochelle.net to view the Academic Behavior rubric that students use for self-assessment and teachers use as a feedback tool.

Efficient Learner Behaviors

EFFICIENT LEARNER behaviors include ability to organize oneself, study, manage time, prioritize tasks, and communicate effectively.

	F16								Explanation of Rating
Student Self-Assessment	3								An ability to stay organized and manage time are critical to college settings. Is your student showing a 3 or higher average rating?
Teacher Average	3								

Adaptive Learner Behaviors

ADAPTIVE LEARNER behaviors include ability to persevere, problem solve, transfer learning skills, and use technology effectively.

	F16								Explanation of Rating
Student Self-Assessment	3								The behaviors of a dynamic learner are important in work and college. Is your student showing a 3 or higher average rating?
Teacher Average	3.0								

Self-Reliant Learner Behaviors

SELF-RELIANT LEARNER behaviors include monitoring performance, self-advocacy, goal setting, and seeking outside resources for help.

	F16								Explanation of Rating
Student Self-Assessment	3								A 3 or higher average shows a student consistently demonstrating these behaviors and post-secondary readiness.
Teacher Average	3.5								

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College & Career Pathways...

...represent Authentic Learning

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Authentic Learning is…

Real “problems”

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Authentic Learning is...

Real processes

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Authentic Learning is...

Real collaboration

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Authentic Learning is...

Real skills

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Authentic Learning is...

Real products

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Authentic Learning is...

for Real people and audiences

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Authentic Learning is...

Focused on today & tomorrow

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Authentic Learning starts with...

Illinois State Board of Education

ILLINOIS LEARNING STANDARDS

The Illinois Learning Standards establish expectations for what all students should know and be able to do in each subject at each grade. The standards

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

NEXT GENERATION
SCIENCE
STANDARDS

What are the next steps in your school or district?

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Role of “tech” in Authentic Learning and with the College & Career Pathways

Unnecessary, yet helpful…

- Access to information
- Connections with others
- Amplification of products and solutions
- Application of industry-standard tools
- Specific content is less important than being an outstanding learner

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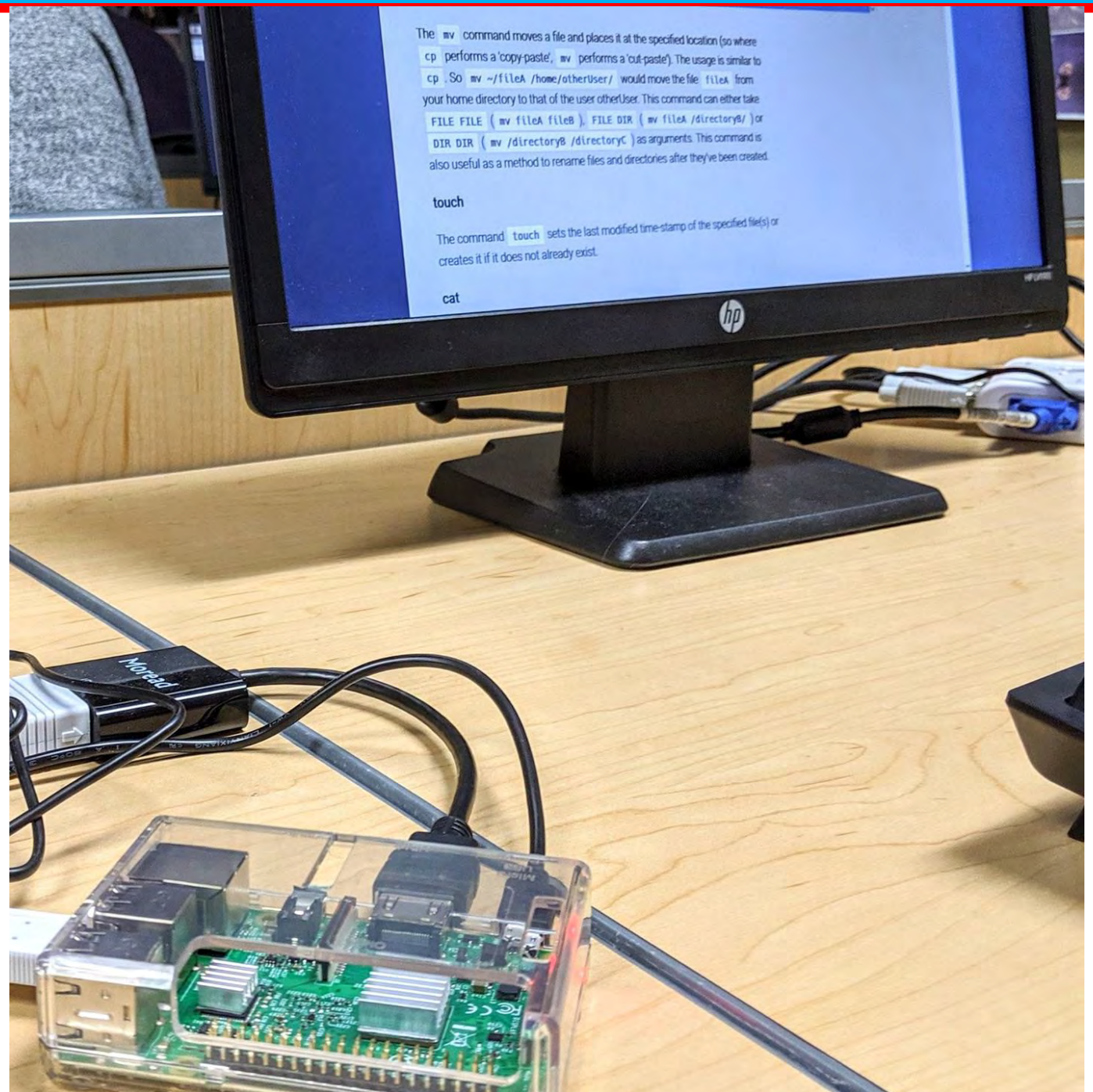

More students will learn more, more deeply, more memorably, and be more prepared for their futures while having more fun.

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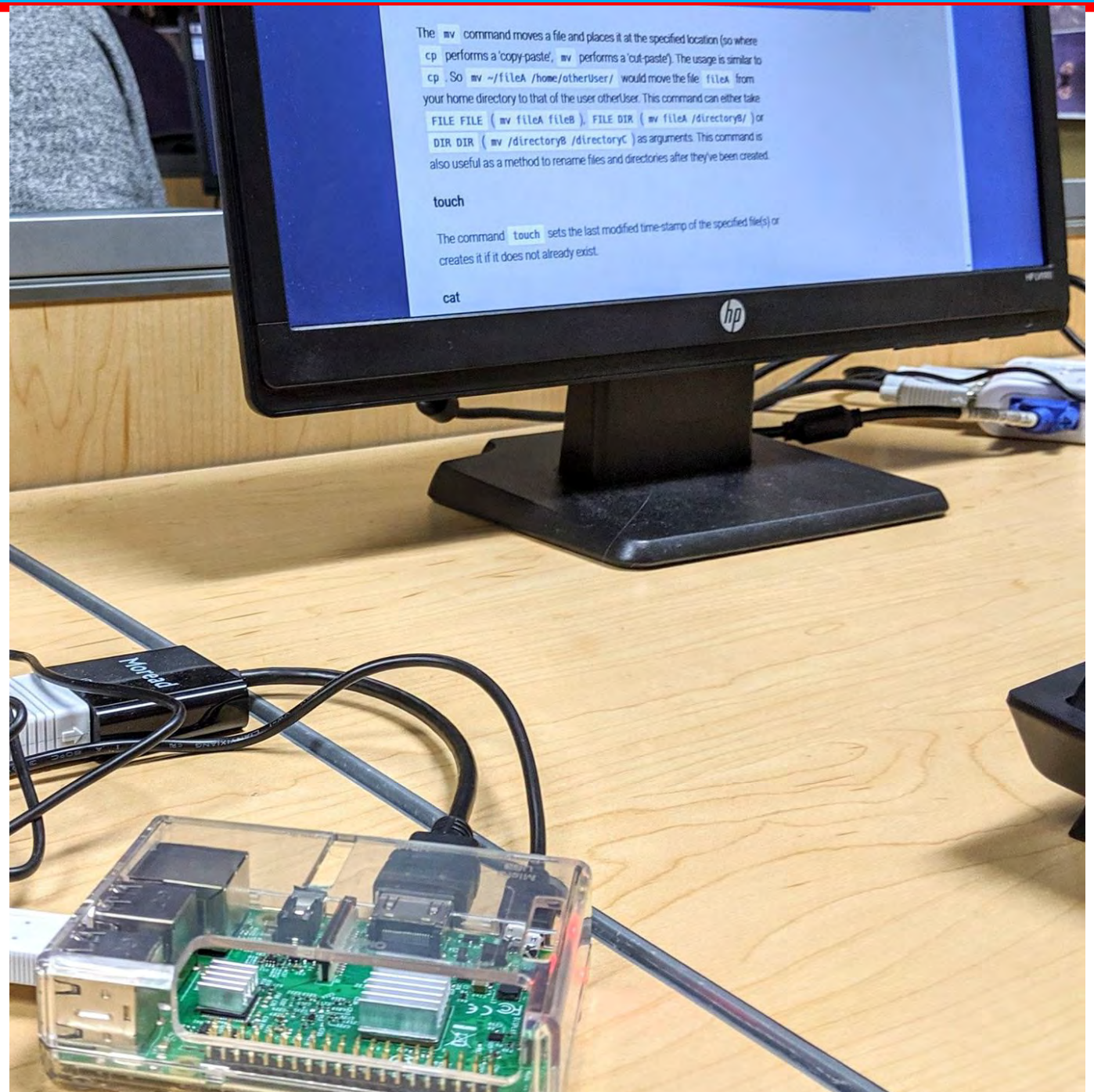

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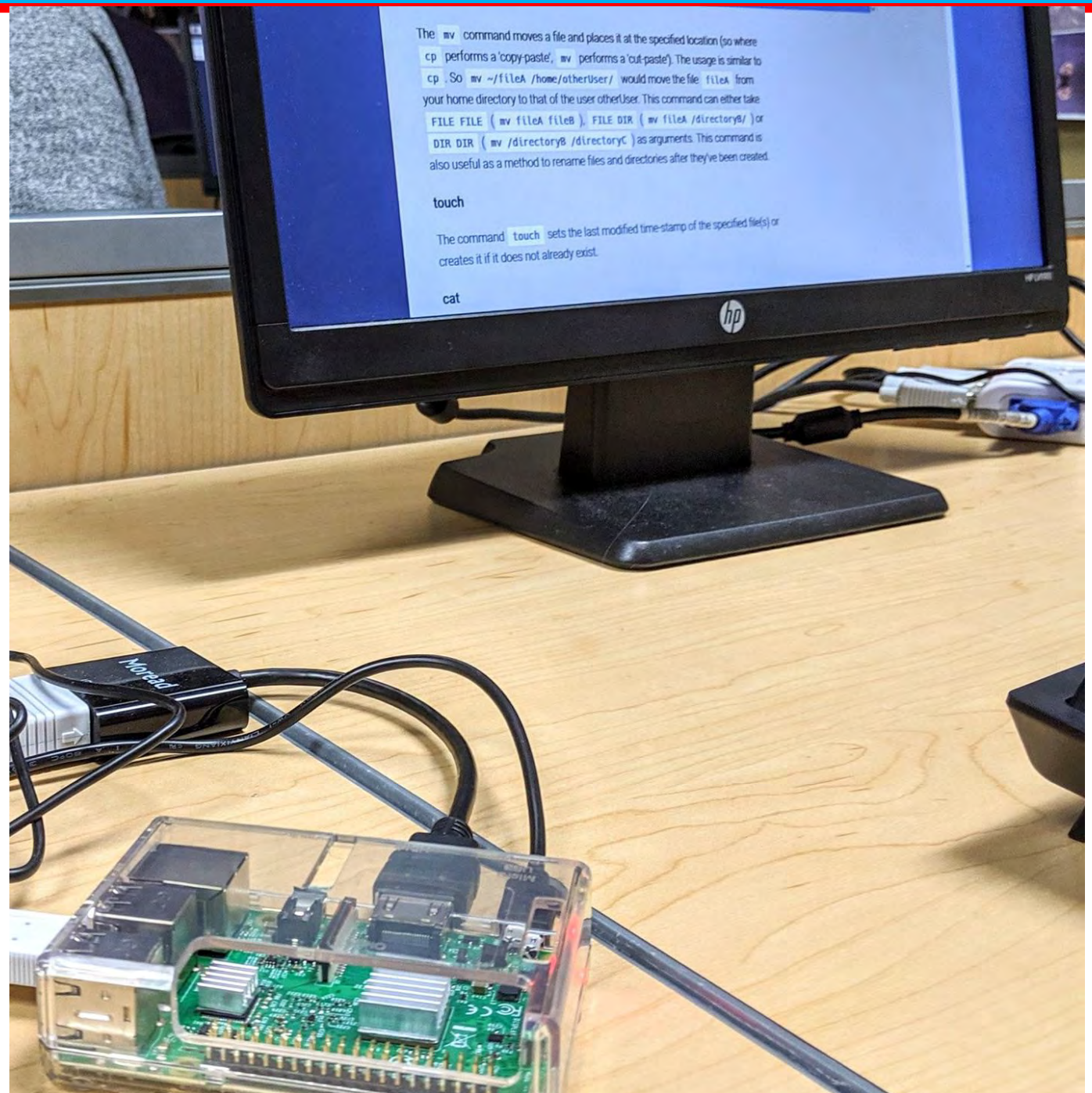

They will leave high school with authentic, usable, employable skills and certifications as well as the ability to continue their learning in a postsecondary institution.

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