

CTE College and Career Pathway Overview

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Illinois State Board of Education



Your Career Pathway Story

When did you decide that you wanted to become an educator?

- Before high school
- During high school
- After high school but before college
- During college (undergrad)
- After your (first) Bachelor's
- After working in another field
- After earning a graduate degree
- Other

*They can't be what
they can't see!*

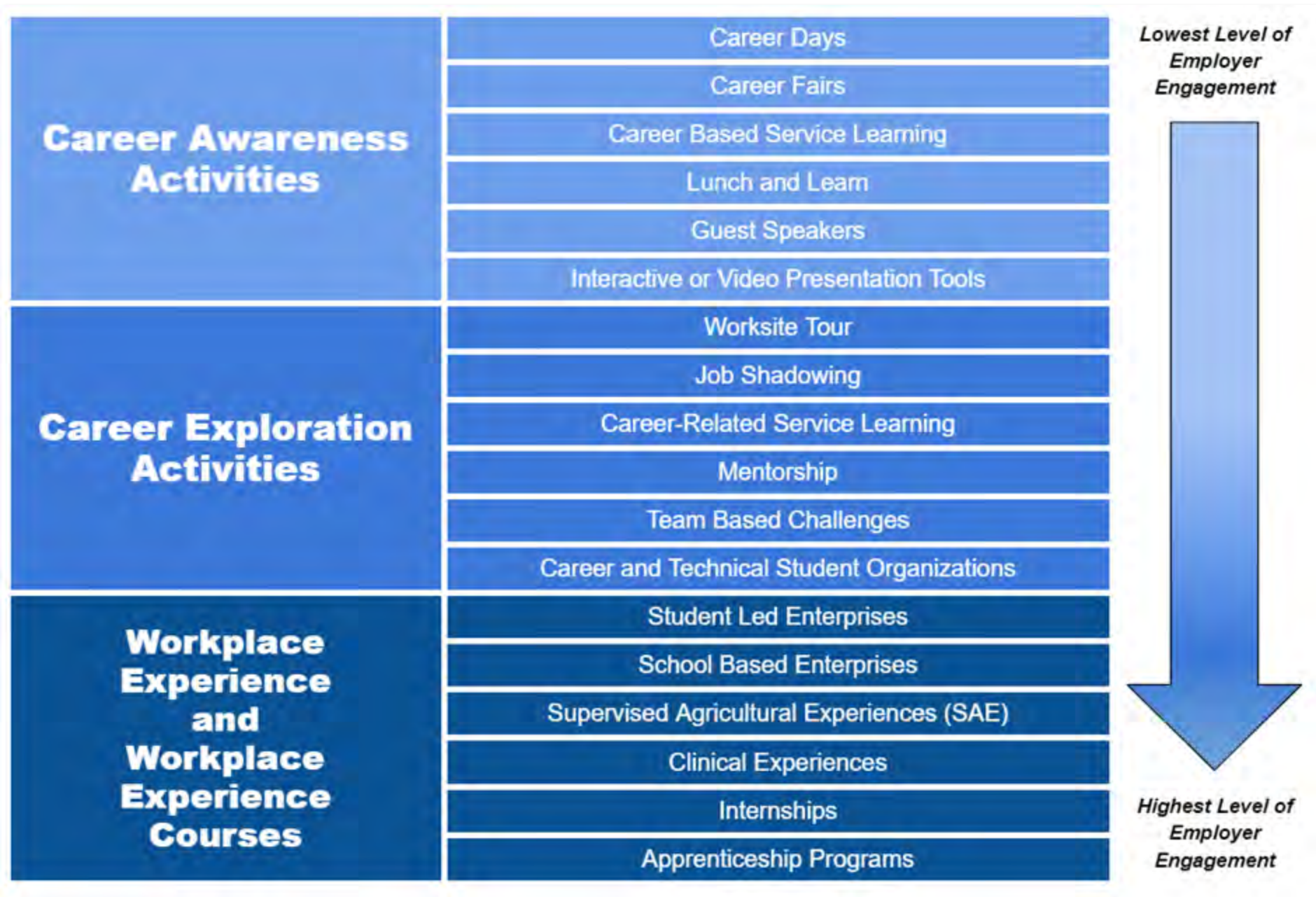
[100 Kids Tell Us What They Want To Be When They
Grow Up](#)



The Continuum

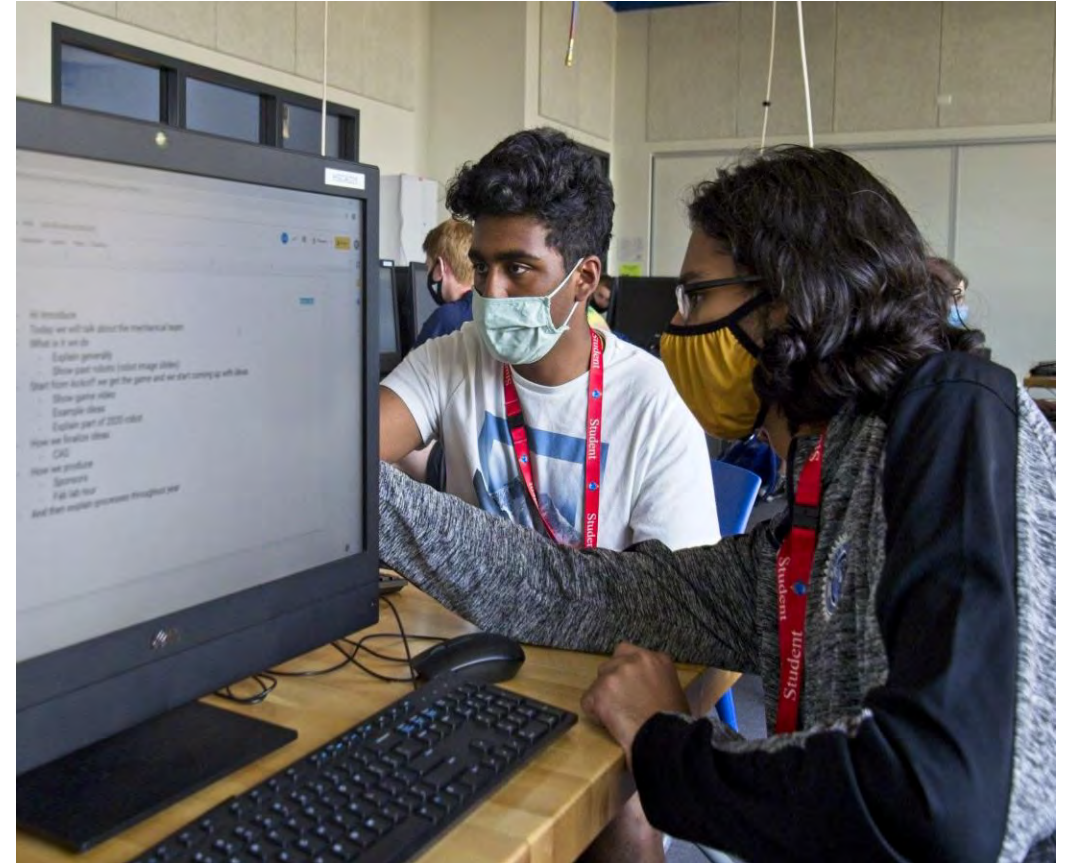
THE WORK-BASED LEARNING CONTINUUM





HB3296

- Signed May 27, 2022
- Implementation of PaCE Framework
- 2027 - 1 Career Pathway Endorsement
- 2029 - 2 Career Pathway Endorsements
- 2031 - 3 Career Pathway Endorsements
- Opt-out provision
- Rulemaking forthcoming



The vision of the College and Career Pathway Endorsements is of quality for individual students rather than quantity for schools or districts.



In achieving this goal, College and Career Pathway Endorsements should raise the quality, relevance, and authenticity of instruction for all students and increase the opportunities for all students to learn and become proficient with the Essential Skills.



7 Illinois College and Career Pathways

Endorsement Area	Related Career Clusters (From National Career Cluster Framework)
AFNR (Agriculture, Food, and Natural Resources)	<ul style="list-style-type: none"> Agriculture, Food, and Natural Resources
A&C (Arts and Communications)	<ul style="list-style-type: none"> Arts (Performing and Visual), Audio/Video Technology and Communications
FBS (Finance and Business Services)	<ul style="list-style-type: none"> Business Management and Administration Finance Marketing Hospitality and Tourism Transportation, Distribution, and Logistics (Logistics Pathway)
HPS (Human and Public Services)	<ul style="list-style-type: none"> Education and Training Government and Public Administration Law, Public Safety, Corrections, and Security Human Services
HST (Health Sciences and Technology)	<ul style="list-style-type: none"> Health Sciences
IT (Information Technology)	<ul style="list-style-type: none"> Information Technology
METT (Manufacturing, Engineering, Technology, and Trades)	<ul style="list-style-type: none"> Architecture and Construction Manufacturing STEM (particularly Engineering and Technology Pathway) Transportation, Distribution, and Logistics (Transportation Technology) Energy



PLANNING AND PREPARATION

Childhood and Student Development	Students can use their understanding of learner development theory from early childhood through adult learning including cognitive development, self-esteem, motivation, perseverance, and intellectual risk taking in order to provide appropriate content and supports for students.
Curriculum and Program Design	Students can use their understanding of effective teaching strategies, scope, and sequence in order to design a logical curriculum and classroom experience that meets individual student and group academic readiness.
Curriculum Relevance and Collaboration	Students can use their understanding of current events, cross-curriculum connections, and out-of-classroom realities to create linkages among content areas and learners' lived experiences.

CLASSROOM ENVIRONMENT

Managing and Monitoring Learning	Students can describe and demonstrate strategies to enrich, maintain, and alter learning environments in order to engage and motivate student learning.
Equitable Treatment	Students can use their understanding of diversity of language, culture, and ability to ensure an inclusionary environment for all students to learn.
Learning Environment	Students can use their understanding of motivational, social and physical environmental elements to optimize learning and establish a positive environment for all learners.

PROFESSIONAL RESPONSIBILITIES

Citizenship, Family, and Community Relationships	Students can use their understanding of community and family engagement in order to connect students to opportunities and effectively support learning.
Health, Safety, and Legal Responsibilities	Students can use their understanding of health, safety, and legal expectations in order to adhere to organizational procedures, local, state, and federal law.

INSTRUCTION

Evaluation and Assessment	Students can use their understanding of learning standard and multiple measures and methods to demonstrate learning in order to evaluate growth in learning and adjust to learners' needs.
Observation and Adaptation	Students use their understanding of individual student and classroom observation in order to adjust curriculum to meet individual and group learning needs.



Competencies

Technical Competencies

COMPETENCIES

Cash & Capital Principles	Students can use their understanding of the nature of cash, monetary systems, and the value of money in order to recognize the risk, return, and opportunity cost associated with capital.
Technical Applications	Students can use their understanding of spreadsheets and accounting software to maintain, update, and retrieve data from records.
Project Management	Students can use their understanding of time management and organization to set timely and measurable goals leading to project completion.
Principles of Economics & Business	Students can use their understanding of micro- and macro-economics to understand how an economy functions locally and globally.
Financial Reporting	Students can use their understanding of financial statements to assess a business's financial information.
Financial Statements	Students can use their understanding of financial statements to prepare and interpret balance sheets, income statements, cash flow statements, and retained earnings.
Customer Care & Marketing	Students can use their understanding of market demands to meet the needs of a client.
Business Operations	Students can use their understanding of transaction management to perform business operations.
Principles of Customer Relationship Management	Students can use their understanding of customer communication and customer relationship management software to attract new customers and sustain existing customers.
Fundamentals of Sales	Students can use their understanding of personalized service and market demands to secure successful sales interactions.



Competencies

Technical Competencies

CROSS-SECTOR ESSENTIAL EMPLOYABILITY COMPETENCIES (ESSENTIAL SKILLS)

Teamwork & Conflict Resolution	Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.
Communication	<p>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.</p> <p>Written: Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct.</p> <p>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.</p>
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 Competence	Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.
Planning & Organizing	Students can use their understanding of time management to plan effectively and accomplish assigned tasks.

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, setbacks, and failure in order to adapt strategies and continue efforts to achieve personal goals.



Competencies

Cross-Sector Essential Employability Competencies (Essential Skills)

What is required for a student to earn a Career Pathway Endorsement?

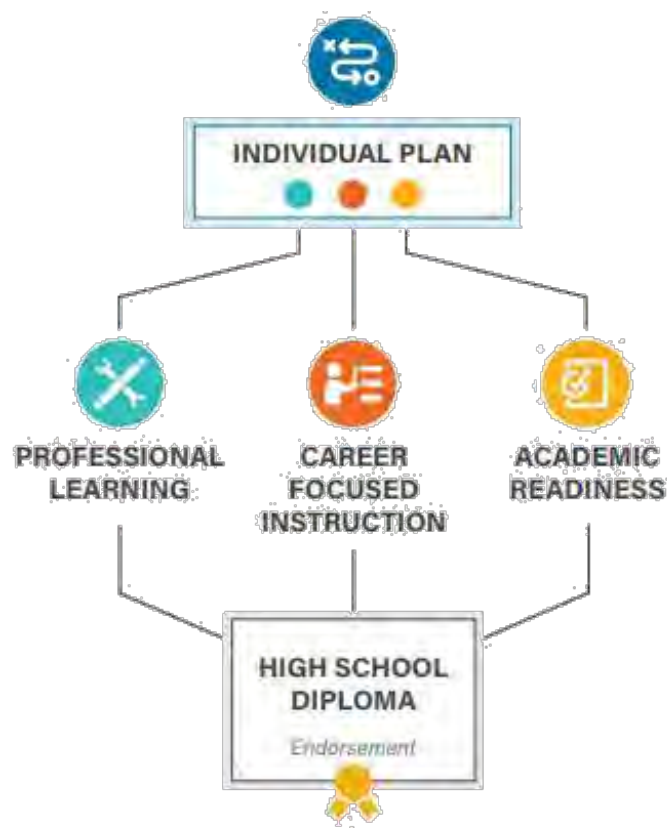


College and Career Pathway Endorsement

- The eligible school district shall complete an application for awarding pathway endorsements to students within their school or district.
- The eligible school district shall certify:
 1. An **individualized planning process** spans grades 9-12 and includes an annual process for updating the plan
 2. The **career-focused instructional sequence** is articulated to a certificate or degree program with labor market value, with opportunities for ongoing student advancement.
 3. Completion of a **minimum of two career exploration activities** or one intensive career exploration experience, a minimum of **two team-based challenges**, and at least **60 cumulative hours** of participation in one or more **supervised career development experience**.
 4. **Readiness for non-remedial coursework** in reading and mathematics by high school graduation through criteria **certified by the eligible school district and a local community college**.



Career Pathway Endorsements



INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

9th	10th	11th	12th
At least 2 career exploration activities or 1 intensive experience.		60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment	
At least 2 team-based challenges with adult mentoring			

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

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.

9th	10th	11th	12th
Orientation / Introduction			
		Skill Development	
		Capstone / Advanced Courses	

ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college





College and Career Pathway Endorsement Framework

9TH GRADE 10TH GRADE 11TH GRADE 11TH & 12TH GRADE



Individual Plan: Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understandings of career goals, financial aid, resume, and a personal statement.

Individual Plan



Orientation
or Introduction

Orientation or
Introduction

Advanced
Courses

Capstone
Courses

Career-focused Instructional Sequence:
2 years of coursework or equivalent competencies.
Includes at least 6 hours of early college credit

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



Professional Learning: Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in the workplace

At least 2
career exploration activities
or 1 intensive experience

60 cumulative hours of paid or credit
supervised career development experience
with a professional skills assessment

At least 2 team-based challenges with adult mentoring



Academic Readiness: Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college

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

Individual Plan

Career Goals

- How are students supported with comprehensive postsecondary and career planning?

Postsecondary Plans

- Where are schools collecting and storing information?
- What are the various roles and responsibilities for the work related to students postsecondary and career planning?

Literacy Planning



College and Career Pathway Endorsement Framework

9TH GRADE 10TH GRADE 11TH GRADE 11TH & 12TH GRADE



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Career-focused Instructional Sequence:
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Orientation
or Introduction

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Course Sequence

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



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Academic Readiness: Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college

Course Sequence

2 years (or four semesters) of coursework
which includes at least 6 hours of early college credit

How does this course teach students skills and/or content that is needed to be successful in the Career Pathway?

How does this course help students learn what the actual work is like in the workplace and help them to determine if this work aligns with their interests?

Districts and local community college certify articulation to certificate/degree with labor market value

Course Sequence

Ensuring Labor Market Value

Broadly describe labor market/workforce needs in the Career Pathway in which an Endorsement is being offered

Example

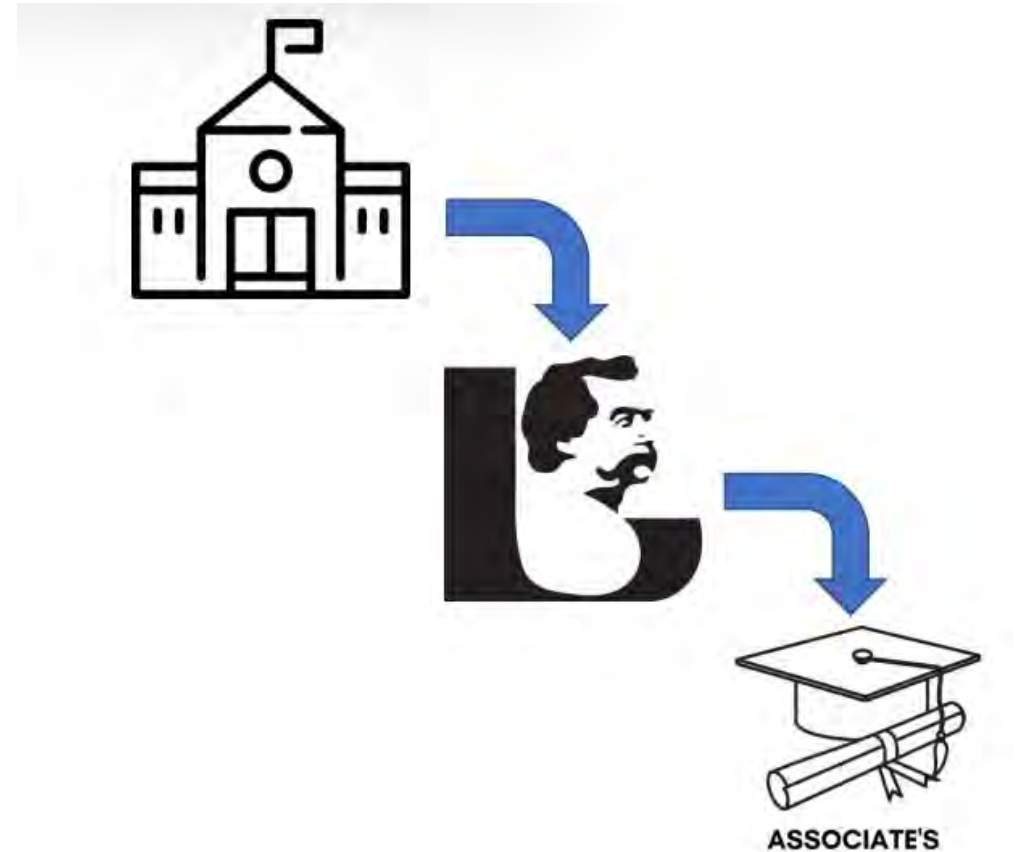
As a result of examining our workforce market data and through meetings with our District Partner Advisory Council, we have identified a significant need within the Health Sciences and Technology Career Pathway for more Physicians Assistants and Nurse Practitioners. While these careers will require extensive postsecondary schooling, to help students begin to explore careers in Health Sciences and Technology in more detail, we will offer a Health Sciences and Technology College and Career Pathway Endorsement with a focus on the nursing

Postsecondary Partner

Example

Dual credit courses are included in the IT Pathway from the local community college, which in this example is John A Logan College, that leads to a specific Associate's Degree - the Associate in Applied Science in Cyber-Security/Information Assurance.

This would represent alignment with one institution regionally in the Career Pathway.

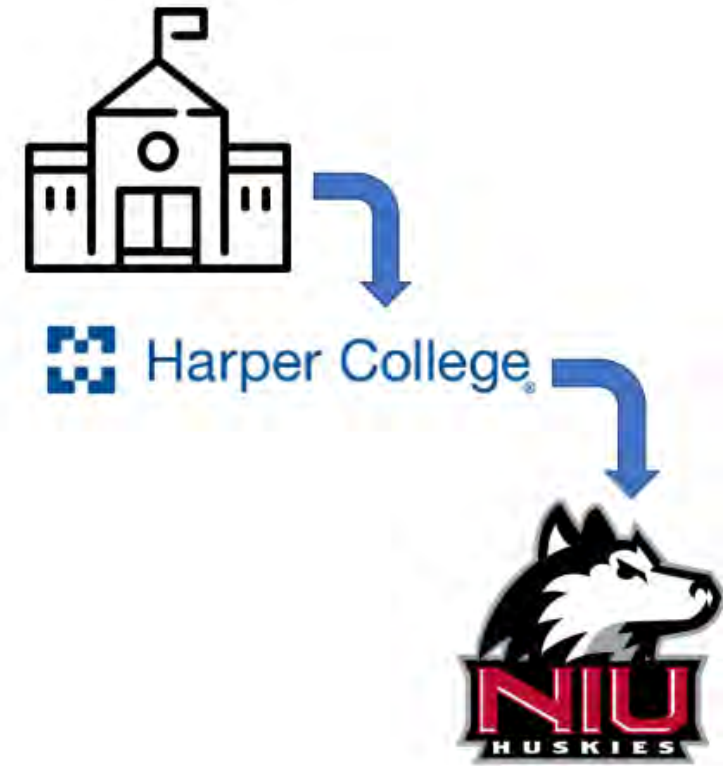


Postsecondary Partner

Example

Dual credit courses in Accounting are included from the local community college, which in this example is Harper College. These courses are part of the Pathway course sequence and are transferable via the Illinois Articulation Initiative (IAI). These courses lead to an Associate's Degree in Accounting from Harper College.

Then, a second partner is Northern Illinois University, which offers a Bachelor of Science in Accountancy Degree that leads to licensure as a Certified Public Accountant (CPA). This would represent alignment with two institutions regionally in the Career Pathway.





College and Career Pathway Endorsement Framework

9TH GRADE 10TH GRADE 11TH GRADE 11TH & 12TH GRADE



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Professional Learning



Professional Learning

- ☐ Two Career Exploration Activities
- ☐ Two Team-Based Challenges
- ☐ 60 hours of Career Development Experience/Internship

Professional Learning

Career Exploration

- ☐ Report on two Career Exploration Activities
- ☐ Activities can take place while the student is in grades 6 –12. At least one of the activities must take place in grades 9 –12.

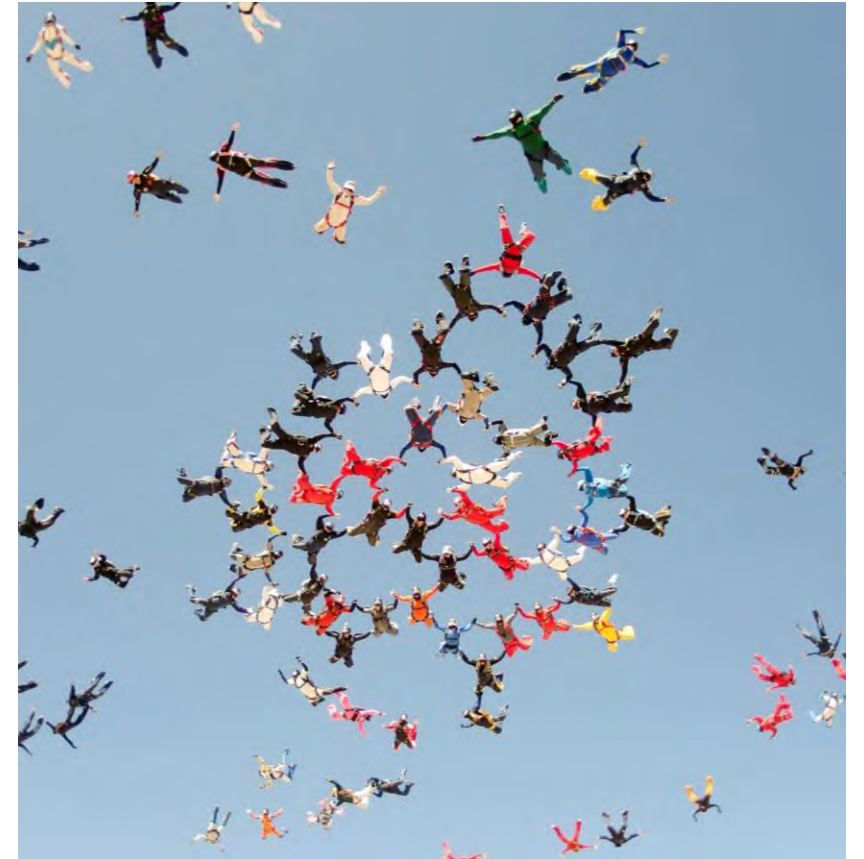
Career Exploration Activities	Worksite Tour
	Job Shadowing
	Career-Related Service Learning
	Mentorship
	Team Based Challenges
	Career and Technical Student Organizations

Professional Learning

Team-Based Challenges

Report on two Team-Based Challenges that include these components:

- ☐ Authentic problem or challenge
- ☐ Students interact in a meaningful way with an adult mentor
- ☐ Students demonstrate at least one Pathway-specific Technical Competency and at least one Cross-Sector Essential Employability Competency (Essential Skill)
- ☐ Students work in collaborative groups to solve the problem
- ☐ Final product or a final presentation on the outcome of the Team-Based Challenge



Professional Learning Career Development Experience

Career Development Experience/Internship of at least 60 hours

60 hours of time completed by the student in the authentic working environment can occur either through a single Career Development Experience or may occur across two Career Development Experiences, provided that no individual experience is less than 20 hours.

Goals of the Career Development Experience/Internship include:

- Learn and utilize the Technical Competencies for the Career Pathway
- Learn and utilize the Cross-Sector Essential Employability Competencies
- Understand the different aspects of the work
- Understand the nature of the workplace setting

Professional Learning *Career Development Experience*

Examples of Career Development Experiences may include:

- *Work-based learning experiences (formerly referred to as cooperative education)*
- *Internships*
- *Supervised agricultural experiences*
- *Research apprenticeships*
- *School-based enterprises*
- *Student-led enterprises*
- *Youth Apprenticeships*

Professional Learning

Career Development Experience

Career Development Experiences can include:

Workplace settings based in the school district, so long as:

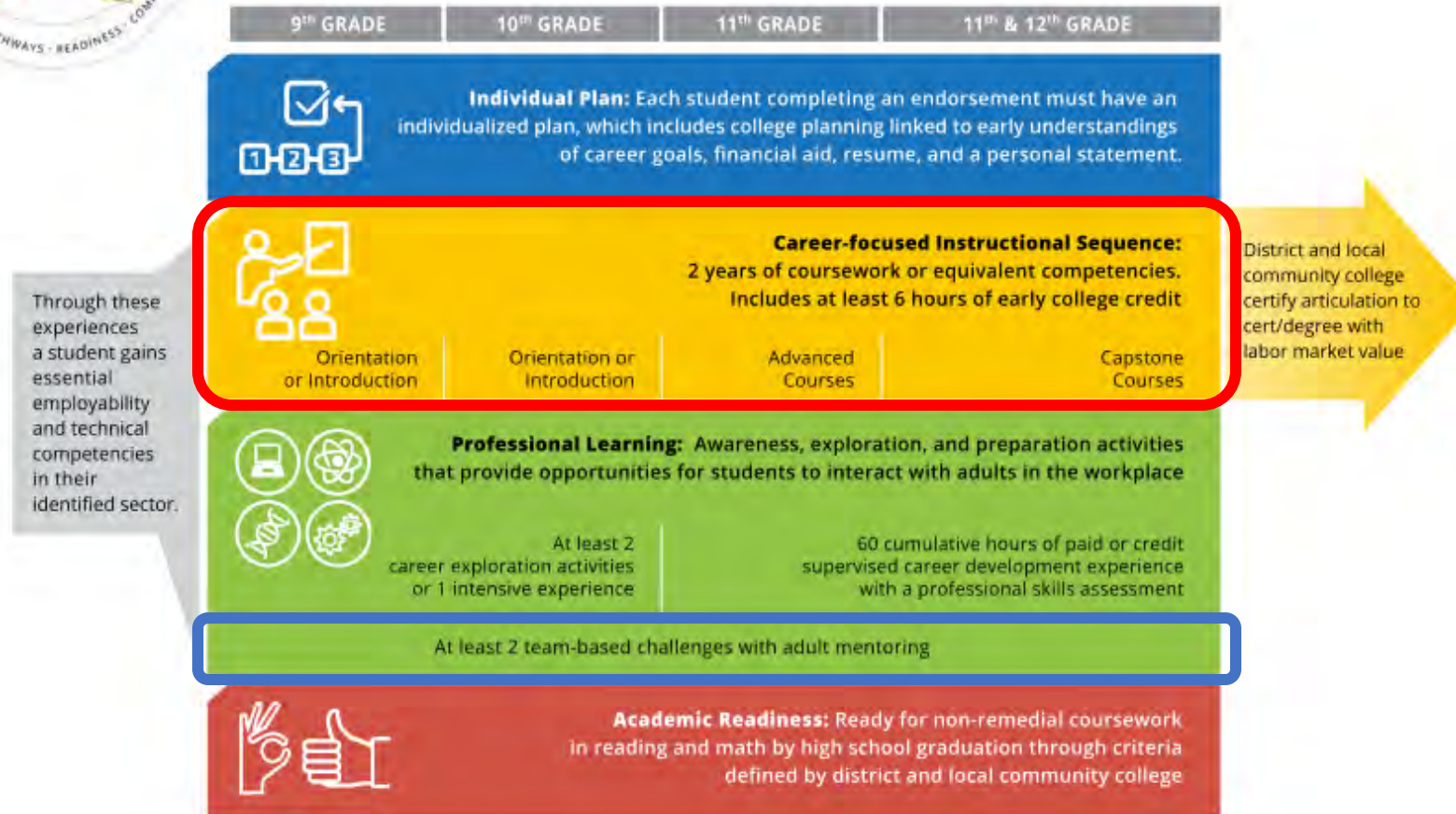
- *They are authentic*
- *The district employee fulfills the role of an industry mentor or supervisor rather than the role of a traditional classroom teacher*

Virtual workplace settings

- *Must be authentic to virtual working conditions*
- *Must have a mentor/supervisor from the workplace who is an employee of that organization*
- *All other criteria of the Career Development Experience must be met*



College and Career Pathway Endorsement Framework



**Team-Based Challenges
in the
Course
Sequence**



College and Career Pathway Endorsement Framework

9TH GRADE

10TH GRADE

11TH GRADE

11TH & 12TH GRADE



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Academic Readiness

Academic Readiness

Alignment with Academic College and Career Readiness Indicators

- ☐ Early college credit courses aligned with the College and Career Readiness Indicators
- ☐ Successful completion of approved Transitional Instruction coursework
- ☐ Other measures as defined by its partnering postsecondary institution(s)' multiple measures framework (e.g., SAT score, or GPA threshold and passing grades in specific English/Math courses).

Resources

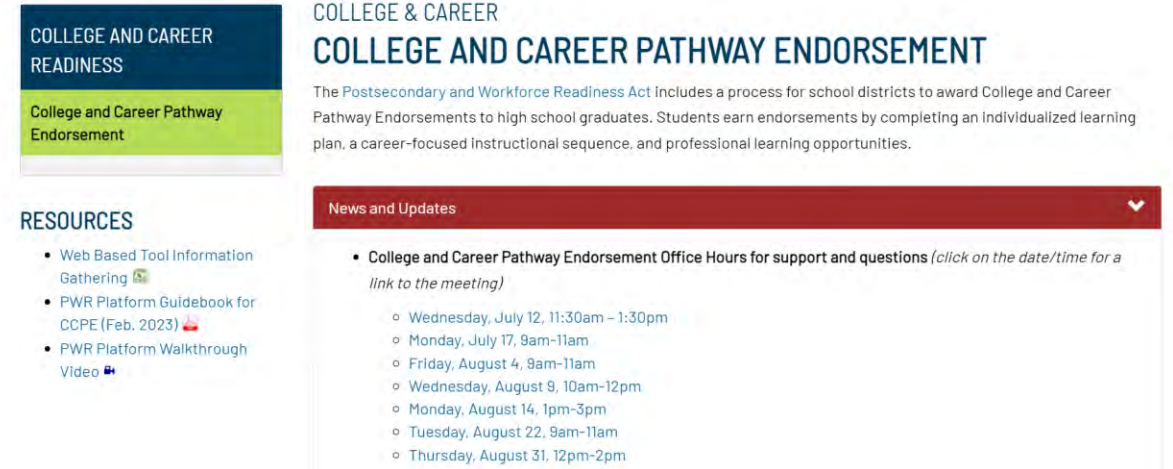
☐ [ISBE Website](#)

- ☐ Updated PWR Act Platform Guidebook
- ☐ PWR Act Platform Video Walkthrough

☐ Pathway Endorsement Office Hours

- ☐ Every week; 2-hour block
- ☐ Teams Meeting link on [ISBE website](#)
- ☐ No advance appointment required

☐ [ISBE Career Pathways User Group](#)



COLLEGE AND CAREER READINESS

College and Career Pathway Endorsement

COLLEGE & CAREER COLLEGE AND CAREER PATHWAY ENDORSEMENT

The Postsecondary and Workforce Readiness Act includes a process for school districts to award College and Career Pathway Endorsements to high school graduates. Students earn endorsements by completing an individualized learning plan, a career-focused instructional sequence, and professional learning opportunities.

News and Updates

- College and Career Pathway Endorsement Office Hours for support and questions (click on the date/time for a link to the meeting)
 - Wednesday, July 12, 11:30am – 1:30pm
 - Monday, July 17, 9am-11am
 - Friday, August 4, 9am-11am
 - Wednesday, August 9, 10am-12pm
 - Monday, August 14, 1pm-3pm
 - Tuesday, August 22, 9am-11am
 - Thursday, August 31, 12pm-2pm

☐ [Dual Credit Quality Act](#)

- ☐ Model Partnership Agreement
- ☐ Community College and School District Partnerships
- ☐ Out-of-State Contracts
- ☐ Professional Development Plan Eligibility
- ☐ Mixed Enrollment Option



Questions





Contact Info

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