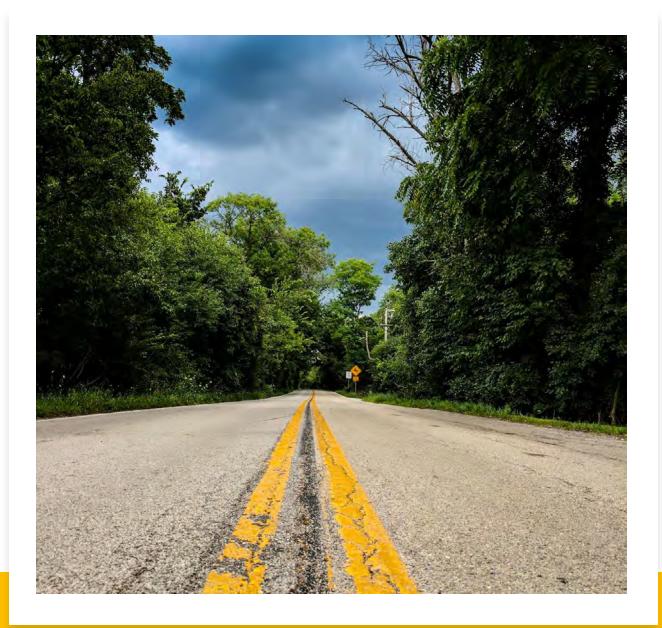
A Statewide View of Career and Technical Education

College Changes Everything 7-13-2023









Your Career Pathway Story

When did you decide what career you wanted to go into?

- 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



Your Career Pathway Story

- Did you take aptitude tests or career interest surveys in middle school or high school?
- Did you have counseling opportunities to explore a range of possible careers?
- Did you have workplace experiences through school as a regular part of high school?
- Did your high school classes prepare you with/for the skills you use daily in the workplace?

What is CTE?

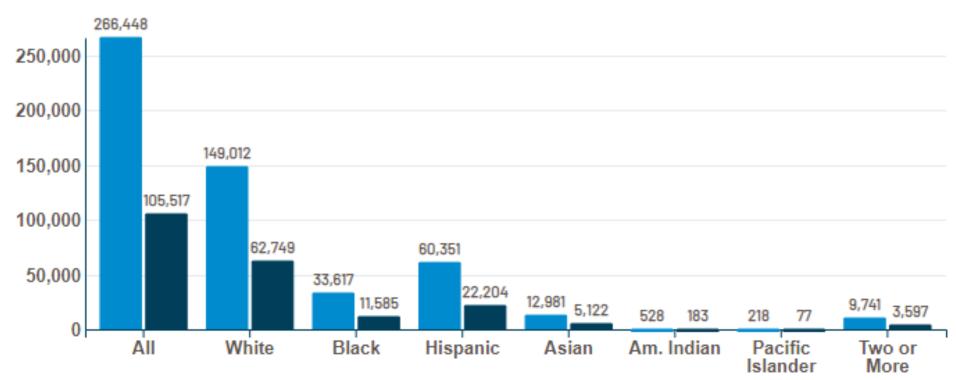
Career and Technical Education (CTE) is—

- a sequence of courses that include <u>rigorous academic content and relevant</u> <u>technical knowledge and skills</u> that prepares secondary or postsecondary students for further education and careers in high-skill, high-wage, and in-demand occupations;
- <u>applied learning</u> that supports the development of academic knowledge, higherorder reasoning and problem- solving skills, work attitudes, employability skills, occupation-specific technical skills, and knowledge of all aspects of an industry;
- to the extent practicable, <u>coordinated between secondary and postsecondary education programs through programs of study,</u> which may include early college high school programs, dual credit, and other articulations; and
- includes <u>career exploration</u>





CTE Illinois Report Card Data

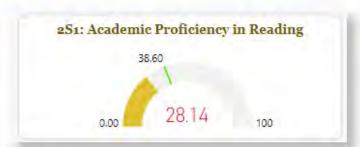


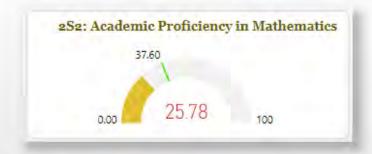


HELP



















Funding

State CTEi - \$43,062,100

- Formula grants \$38,062,100
- Education Pathway Grants
 \$5 million

Agriculture - \$7,050,000

Incentive

Three Circles

Facilitating Coordination of Ag Education – Curriculum, WBL, Program support

PreS-ervice and Growing Ag Science

Federal Perkins V 48,668,688

- 5% administrative
- · 8% leadership
- 2% Dept of Juvenile Justice
- 85% grants for districts
 - 70% formula
 - · 15% competitive
 - College and Career Pathway Endorsement Coordinators Grant

Perkins V State Plan

- Goal 1: Increase the percentage of individuals who obtain a postsecondary certificate, degree, or industry-recognized credentials.
- Goal 2: Strengthen CTE offerings by improving access, program quality, and transition points between education and workforce systems and programs.
- Goal 3: Increase participation in CTE dual credit coursework.

- Goal 4: Increase responsiveness to local, regional, and state workforce needs based on labor market information and employer input.
- Goal 5: Recruit and retain a sustainable pipeline of CTE educators.
- Goal 6: Expand access to quality work-based learning for all students.

https://www.isbe.net/perkinsv



Programs of Study Matrices

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video and Communications
- Financial and Business Services
- Government and Public Administration
- Health Sciences and Technology
- Hospitality and Tourism
- Human Services
- Information Technology
- <u>Law, Public Safety, Corrections, and Security</u>
- Personal Services
- STEM and Manufacturing
- Transportation, Distribution, and Logistics

Model Programs of Study

- Accounting Program of Study
- Agribusiness Program of Study
- Business Management Program of Study
- Construction Program of Study
- Cybersecurity Program of Study
- Education Program of Study
- Engineering Program of Study
- Graphic Communications Program of Study
- Machining Program of Study
- Marketing Program of Study
- Nursing Program of Study





CTE Educators

Two Routes for CTE Licensure









(Educator License with Stipulations) obtained by using industry work experience, often in combination with college hours.





Postsecondary Workforce Readiness Act

develop their confidence in their abilities Middle School PaCE Framework

By the end of 6th grade

range of careers

strengths, and assets

explore their interests

practice their strengths

A student should be exposed to:

information about and examples of a wide

language that emphasizes individual skills,

practices that develop a growth mindset

A student should be supported to:

By the end of 7th grade

A student should be supported to:

- engage in guided self-reflection
- articulate aspirations
- envision a positive future
- explore their habits
- create or change a habit
- record their progress
- explore career interests
- explore their strengths
- effectively ask for help
- understand a growth mind set

A student should be supported to:

- explore barriers to aspirations
- articulate personal strengths

By the end of 8th grade

- identify sources of motivation
- explore career interests
- develop an educational plan for at least one career interest
- compare possible financial futures
- complete a career cluster survey
- attend a career exploration day
- demonstrate a growth mind set
- explore learning styles
- map a support network
- complete a unit on education planning

A student should be exposed to:

- the concept of career clusters of interest
- relationship between community service/extracurricular activities and postsecondary (PS)/career goals
- be exposed to a financial literacy unit in a course or workshop

High School PaCE Framework

By the end of 9th grade

A student should be supported to:

- complete a career cluster survey
- o complete a career interest survey
- attend a PS options workshop
- select course work for PS/career plans aligned with the ISBE College and Career Readiness Indicators
- enroll as appropriate in early college credit courses
- outline a plan for community service and extracurricular activities related to PS plans
- attend a basic financial aid presentation with a trusted adult

A student should know:

- one or two careers for further exploration
- the relationship between HS coursework, 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
- participate in activities related to their career cluster of interest
- select a career area of interest: enroll in career pathway (CP) as available
- explore opportunities along the Work Based Learning Continuum.
- connect and build relationships with 2-3 adults to support 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 basic financial aid presentation with a family member

A student should know:

- educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP
- skills related to career interests
- 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 interest survey
- participate in a mock job interview
- create a resume and personal statement
- complete an experience within the Work Based Learning Continuum.
- determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course
- complete at least one early college credit opportunity
- attend a college fair
- visit at least 3 PS institutions
- take at least one college entrance exam
- complete a Postsecondary Plan Workshop

A student should know:

- application deadlines, test timing, cost, and preparation for industry-based certification for CP
- 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 the end of 12th grade a student should be supported to:

- o complete at least two team based challenges."
- obtain an internship opportunity related to the CP if applicable
- if applicable, receive industry-based certification(s) related to the CP
- address any remedial needs in math/ELA
- complete a financial aid offer workshop

A student should know:

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

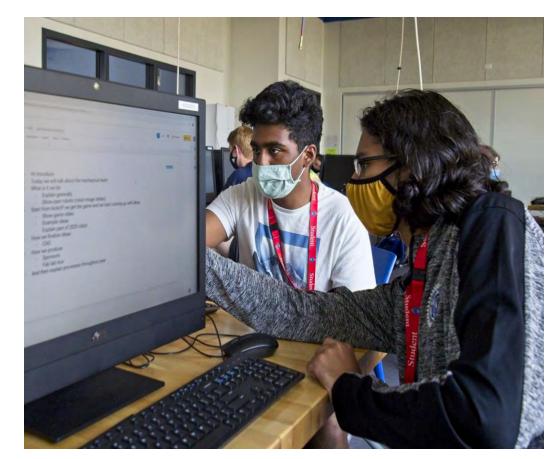
By 12/31 of 12th grade a student should have:

- completed 3 or more admissions applications to PS institutions
- ensure all steps in the PS admissions process are completed on time
- attended a Financial Aid Application completion workshop
- completed a financial aid application



HB3296

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





7 Illinois College and Career Pathways

Crosswalk of Endorsement Areas to National Career Clusters

RELATED CAREER CLUSTERS ENDORSEMENT AREA (From National Career Cluster Framework) ANFR (Agriculture, Food, and Natural · Agriculture, Food, and Natural Resources Resources) · Arts (Performing and Visual), Audio/Video Technology and A&C (Arts and Communications) Communications Business Management and Administration Finance FBS (Finance and Business Services) Marketing Hospitality and Tourism Transportation, Distribution, and Logistics (Logistics Pathway) Education and Training · Government and Public Administration **HPS (Human and Public Services)** Law, Public Safety, Corrections, and Security Human Services HST (Health Sciences and Technology) • Health Sciences IT (Information Technology) · Information Technology · Architecture and Construction Manufacturing METT (Manufacturing, Engineering, STEM (particularly Engineering and Technology Pathway) Technology, and Trades) · Transportation, Distribution, and Logistics (Transportation Technology) Energy











HUMAN & PUBLIC SERVICES



INFORMATION TECHNOLOGY



Postsecondary & Workforce Readiness Act



Career Pathway Endorsement Growth Data



Total Number of Endorsements by Year

Year	2020	2021	2022
Total Number of Endorsements Awarded	5	47	596



Applications to Issue CCPEs

190 school districts





What is a Career Pathway Endorsement? How does it apply to an employer?



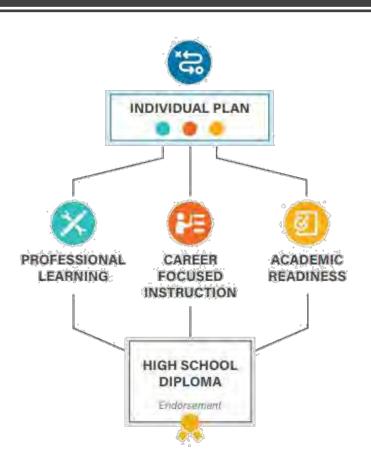
College and Career Pathway Endorsement

- 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 Exploration	Team Based Challenge	Career Development Experience
Provides an individual with the ability to engage directly with employers, for the purpose of gaining knowledge of one or more industry sectors or occupations.	A group problem-based learning project relating to an individual's career area of interest that involves a problem relating to employers within that area, including mentoring from adults with expertise in that area, and requires the individual to present the outcomes of the project.	A supervised work experience relating to an individual's career area of interest that: 1. Occurs in a workplace or under 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 (or both); 4. Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework; and 5. Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool. 6. Takes place for a minimum of 60 total cumulative hours

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 11th 12th At least 2 career exploration activities or 60 cumulative hours of paid or credit supervised career 1 intensive experience 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. 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





Professional Learning

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

Professional Learning Team-Based Challenges

☐ Report two Team-Based Challenges that include these components: ☐ Authentic problem or challenge identified from and/or in collaboration with a community or business partner ☐ Students interact in a meaningful way with an adult mentor with expertise in a field related to the Team-Based Challenge that is someone other than their assigned classroom teacher ☐ Students demonstrate at least one Pathway-specific Technical Competency ☐ Students demonstrate 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

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

Work-Based Learning Continuum



Host Engagement Continuum



Definitions: *Illinois Career Pathways Dictionary*



What is Work-based Learning?

 Work-based learning is defined in Perkins V legislation as "sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction."



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	Career Days	Lowest Level of
	Career Fairs	Employer Engagement
Career Awareness	Career Based Service Learning	
Activities	Lunch and Learn	
	Guest Speakers	
	Interactive or Video Presentation Tools	
	Worksite Tour	
	Job Shadowing	
Career Exploration	Career-Related Service Learning	
Activities	Mentorship	
	Team Based Challenges	
	Career and Technical Student Organizations	
Montantana	Student Led Enterprises	
Workplace Experience	School Based Enterprises	
and Workplace	Supervised Agricultural Experiences (SAE)	
	Clinical Experiences	
Experience	Internships	Highest Level of
Courses	Apprenticeship Programs	Employer Engagement



Workplace Learning

Alignment of Classroom and Workplace Learning	Application of Academic, Technical, and Essential Employability Skills in an Authentic Work Setting	Support from Classroom or Workplace Mentors
Comprehensive work-based learning opportunities: • Help meet industry demands for a more skilled workforce by providing opportunities for students to receive training, learn skills, and gain experience in all aspects of an industry; • Map academic content to authentic workplace tasks and integrate workplace tasks and classroom instruction; • Allow students to reflect on their learning process and experience; and • Require training for instructors on how to integrate WBL experiences into curriculum and instruction.	Comprehensive work-based learning opportunities: • Are based on rigorous academic and employability skill requirements; and • Include in-depth and hands-on work experiences (either on site or through simulated/virtual methods), with activities ranging from career awareness and exploration to career preparation and training.	Comprehensive work-based learning opportunities: Promote student engagement through mentorship from supervisors, instructors, and WBL coordinators; Allow students to develop relationships with industry and community professionals; Are monitored and evaluated by workplace supervisors, classroom instructors, or WBL coordinators; and Offer training for mentors on providing students with industry-specific support; general career and education guidance; personal and professional growth; and a caring, emotional connection.



WBL Online Course

ISBE partnered with NIU Illinois CTE Project Team to develop a free online course to support Illinois teachers

- Focuses on the comprehensive nature of the WBL Continuum
- Works to develop materials for Workplace Experience Courses

Opportunities for Success



Work-Based Learning Online Course

Information and FAQ

The NIU Illinois CTE Project Team, in collaboration with the Illinois State Board of Education (ISBE), has designed an online course for CTE educators to complete the required learning experience to lead Work-Based Learning (WBL) programs in their schools and districts as defined on the state's work-based learning continuum and the Perkins V State Plan. This document is intended to provide general information about the Work-Based Learning Online Course.

Why is this course being offered?

The state of Illinois has moved away from the traditional cooperative education model for workplace experiences and has implemented a more comprehensive Work-Based Learning Continuum, which includes activities ranging from career awareness to workplace experience courses. The Work-Based Learning Continuum allows increased opportunities for students to learn about college and careers. These changes created a need for the state of Illinois to offer a more extensive educator course that reflects these reforms in WBL education.



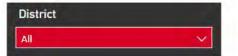


Work-Based Learning Employer Champions

Career and Technical Education



Link to Work-Based L	earning Survey Forn	ئى ا
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Type of Work-Based Learning	
All	~

Business Name

Advocate Good Shepherd Hospital

Alfonsos Pizza

Americana Outdoors Inc

Auffenberg

Aurora Specialty Textiles Group, Inc.

Beno J. Gundlach

Betty Ann Market

Bourn & Koch

Bravo Hospitality

Bricklayers Local 8

Calhoun Collision

Carroll Industrial Molds Inc

CARZ R US

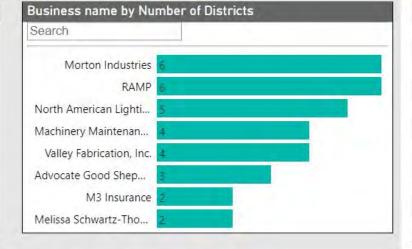
CCS Technology Group

Chelar Tool & Die

Chicago Executive Airport

Circle Boring

Districts Search TOWNSHIP HSD 214 9 BYRON CUSD 226 8 LAKE CO HIGH SCHO... 8 ROCKFORD SD 205 8 CALHOUN CUSD 40 7 CUSD 300 7 LA MOILLE CUSD 303 7 PEKIN CSD 303 7



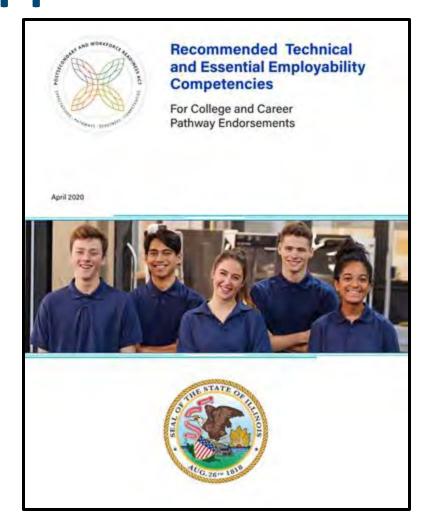
Work-Based Learning b	y Number of Districts
Search	

Career Clusters by Number of Districts		
Search		
ii-		





Student-centered competency-based approach



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.
	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.
Communication	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.

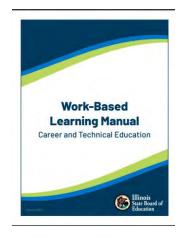


TOP 10 TECHNICAL COMPETENCY STATEMENTS FOR HEALTH SCIENCES & TECHNOLOGY

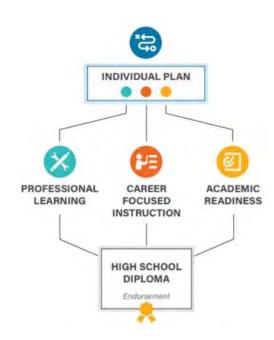
Medical Terminology	Students can use their understanding of basic medical terminology, including abbreviations, acronyms, and diagnostic terms, to communicate effectively with healthcare personnel and patients.
Healthcare Industry & Culture	Students can use their understanding of the basic components and culture of the health industry to understand the purpose and function of key stakeholders, practices, practitioners, and regulations.
Healthcare Delivery Practices	Students can use their understanding of the practices, procedures, and personnel involved in delivering quality patient care to evaluate the appropriateness of a plan, instructions, or assigned task.
Healthcare Industry Ethics	Students can use their understanding of confidentiality, morality, and legal concepts to evaluate and apply the merits, risks, and social concerns to workplace decisions.
Health Professions Licensure	Students can use their understanding of education requirements, licensure, and certification to ensure proper adherence to regulations that guide service delivery.
Emergency Response	Students can use their understanding of emergency procedures and protocols to respond to and expedite safety in an emergency situation.

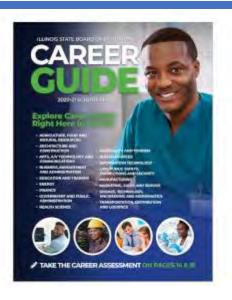
Resources

■ Work-Based Learning Manual



☐ College and Career Pathway Endorsements



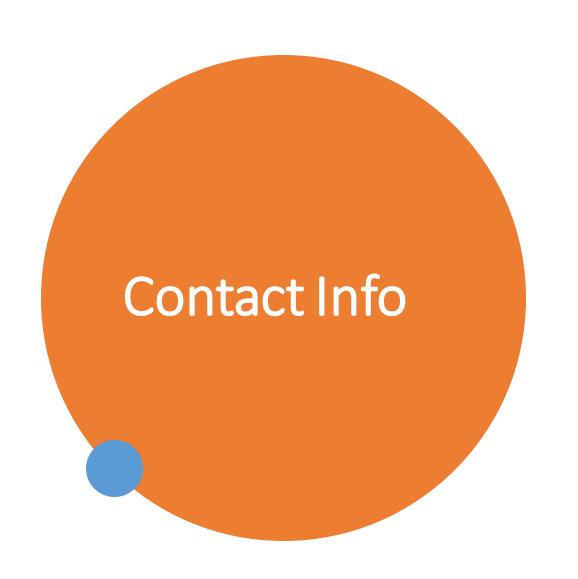




Questions







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