Career Pathways

*Please sit according to a Career Pathway*

- Arts & Communications
- Manufacturing, Engineering, Technology & Trades
- Health Sciences & Technology
- Human and Public Services
- Finance & Business Services
- Information Technology
NORTHERN ILLINOIS REGIONAL
P-20 Network

Fall 2019
Northern Illinois University | Holmes Student Center
October 2, 2019
Introductions

- Your Name
- Your Position
- Your Organization
Welcome

NIU
President
Dr. Lisa
Freeman
Continuing our work from previous meetings

- College & Career Pathway Endorsements
- Dual Credit & Equity
- NIU P-20 Research Collaborative
Today’s Agenda

- College & Career Pathways Panel
- Career Pathways Endorsements Discussion
- Work-Based Learning Experiences
- Career Pathways Team-Based Challenges
- IllinoisPostSecondaryProfiles.com Preview
Career Pathways Panel

• Juan Jose Gonzalez, Pathways Director
  Ed Systems Center, Northern Illinois University

• Danielle Hauser, Director of Instructional Improvement
  Township High School District 211

• Janis Jones, College & Career Readiness Facilitator Emeritus
  Sauk Valley Community College
Traditional vs. Career Pathways

Traditional Model of Career Preparation vs. Career Pathway Endorsements:

What will that mean for our students, programs, and outcomes?

Amy Jo Clemens
Director of the Center for P-20 Engagement
Northern Illinois University
Creating a Quality Career Development Experience

Essential Components

For career development experiences (CDEs) to have impact and contribute to meaningful competency development for participants, the components and learning outcomes need to be aligned. The CDE should be a carefully considered work experience in which participants have personal and career-related goals, and the opportunity to reflect throughout the experience. A quality CDE, at minimum, will include the following features and outcomes:

- Opportunity to Reflect
  - Time is provided throughout the CDE for participants to examine both their goals and what they have learned—specifically their development and attainment of essential employability and technical competencies.
  - Support from an industry expert, mentor, and/or other trusted adults.

- Participants and Host Support
  - Opportunities are available for the participant and host to submit feedback directly to the organization to address successes and challenges of the CDE.
  - The organization is also available throughout the CDE to address needs in real-time.

- ESSENTIAL COMPONENTS

- Employer Engagement
- Work-Based Learning Experiences
- Career Development Experiences

WHAT IS A CAREER DEVELOPMENT EXPERIENCE?

This toolkit focuses on the “Career Development Experience” as articulated in the PARI Act. Career development experiences are also part of Illinois’ broader work-based learning (WBL) continuum.

Conduit of Employer Engagement & Work-Based Learning Experiences

- Increasing intensity of employer engagement

While these WBL continuum elements have statutory definitions that are included in the Career Pathways Dictionary—which includes the overarching Illinois Career Development for Career Pathways, it also defines terms essential to career pathway program and system elements. Those definitions have been developed and refined through research, stakeholder engagement, and through alignment to a variety of existing—especially the Workforce Innovation and Opportunity Act (WIOA), the Illinois Early Childhood Education Act (ECCA), and the Illinois Postsecondary and Workforce Readiness (PWR) Act.

The Career Development Experience can refer to a broad array of experiential learning. However, for an experience to count towards a student’s pathways endorsement, it must include the components included in this statutory definition of the Career Pathways Dictionary:

Career Development Experience (CDE)

- A supervised work experience relating to an individual’s career area of interest
- A CDE is required in a workplace or under authentic working conditions
- It may be developed by an educational provider and an employer in the relevant field

Heather Penczak
Policy & Program Manager, Education Systems Center
Northern Illinois University
What is a Career Development Experience (CDE)?

A supervised work experience relating to an individual’s career area of interest that:

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 Essential Employability Skills framework;
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.
But really.. What is a CDE?

- Internship
- School-based Enterprise
- Supervised Agricultural Experience
- Cooperative Education
- Remote Work for a Client or Employer
- Student-led Enterprise
- Youth Apprenticeship
Purposes of the CDE Toolkit

• Establish expectations for implementing high-quality, rigorous work-based learning experiences that prepare young people to be college and career ready through the development of Essential, Entrepreneurial and Technical Employability Competencies

• Provide guidance, tools, and frameworks to offer a Career Development Experience, which is a required component of the College and Career Pathway Endorsement framework and in the State’s Every Student Succeeds Act (ESSA) as a College and Career Readiness Indicator

• Highlight best practice examples of how organizations are accomplishing this on-the-ground and spark thinking for other communities on how these examples might be modified to fit into their own unique context
## Toolkit Terminology

<table>
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<tr>
<th>Term</th>
<th>Description and Examples</th>
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<tr>
<td>Participant</td>
<td>The individual who will participate in the CDE: high school student, opportunity youth, participant in a non-profit/community-based youth development program, etc.</td>
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<tr>
<td>Managing Organization or Organization</td>
<td>Lead entity working to organize and coordinate the delivery of CDEs to participants: school, non-profit or community-based organization, chamber of commerce, other public/private institutions, religious organization, etc.</td>
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<tr>
<td>Host</td>
<td>Typically thought of as the employer, the company or organization providing the workplace or authentic working conditions for a participant to complete their CDE.</td>
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Sections Covered in the Toolkit

- **Getting Started**
  - Creating a Quality Career Development Experience
  - Models for Implementation

- **Organizational Structure**
  - Staff Professional Development
  - Data Collection
  - Legal Considerations

- **Host Outreach**
  - Host Engagement
  - Forming Host Partnerships

- **Onboarding**
  - For Participants & Employers
    - Demonstrating Readiness and Clarifying Expectations
    - First Day Needs and Considerations
    - Professional and Youth Development Resources

- **During**
  - Participant Assessment
  - Navigating Challenges

- **Wrapping Up**
  - CDE Close-Out
  - Measuring and Communicating Impact
CDE Toolkit Roll-Out

• **Early August – End of September:** Toolkit was reviewed by a wide audience of stakeholders

• **Mid-October:** Toolkit document and related website will be available to the public

• **Starting in November and Ongoing:** Webinars, in-person workshops, and individual sessions with communities as requested
Building a Network of Resources & Learning

- Communities will continue to be able to offer feedback and provide resources and models for best practice
- The website will be updated monthly with new templates and community-developed materials
- Those who do this work will consistently be highlighted and the main presenters during any webinars and/or workshops
Thoughts on Initial Outreach/Support?

• Getting Started
  • Creating a Quality Career Development Experience
  • Models for Implementation

• Organizational Structure
  • Staff Professional Development
  • Data Collection
  • Legal Considerations

• Host Outreach
  • Host Engagement
  • Forming Host Partnerships

• Onboarding
  • For Participants & Employers
    • Demonstrating Readiness and Clarifying Expectations
    • First Day Needs and Considerations
    • Professional and Youth Development Resources

• During
  • Participant Assessment
  • Navigating Challenges

• Wrapping Up
  • CDE Close-Out
  • Measuring and Communicating Impact
Questions?

Thoughts?

Resources and/or best practices you’d like to share? 😊
Heather Penczak
Policy and Program Manager
hpenczak@niu.edu
Career Endorsements & Team-Based Challenges

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>11th &amp; 12th Grade</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<td>Career-focused Instructional Sequence: 2 years of coursework or equivalent competencies. Includes at least 6 hours of early college credit.</td>
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<td>Professional Learning: Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in the workplace.</td>
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<td>Academic Readiness: Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college.</td>
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Through these experiences, a student gains essential employability and technical competencies in their identified sector.

Jason Klein
Director of P-20 Initiatives
Northern Illinois University

District and local community college certify simulation to cert/degree with labor market value.
Career Endorsements

Requirements:

• Individualized career plan
• 2 years of coursework or equivalent competencies, including at least 6 hours of post-secondary credit
• At least 2 Team-Based Challenges with adult mentoring
• At least 2 career experiences or 1 intensive experiences totaling at least 60 hours
Team-Based Challenges

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.

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

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.

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

At least 2 team-based challenges with adult mentoring.

District and local community college certify articulation to cert/degree with labor market value.
Team-Based Challenges

- Which competencies best lend themselves to being taught, used and assessed through a team-based challenge?
- What are the critical elements of a team-based challenge?
- What are ideas (and who might be involved) for actual team-based challenges for students?
Next steps

- Team-Based Challenges Working Group(s)
- Follow-up information regarding Dual Credit, Transitional Math, Transitional English (in development)
- In-person and online working & learning opportunities
Save the date

April 22, 2020
IllinoisPostSecondaryProfiles.com

Alan Clemens
Director of Illinois Interactive Report Cards Office
Northern Illinois University
NIU P-20 Research Coalition

Transform the World

Northern Illinois University's vision is to be an engine for innovation to advance social mobility; promote personal, professional and intellectual growth; and transform the world through research, artistry, teaching and outreach.

- Illinois Interactive Report Cards
  - Illinois Interactive Report Cards specializes in data analysis and strategic

- Northern Illinois Regional P-20 Network
  - NIU's Center for P-20 Engagement leads the Northern Illinois Regional P-20 Network.

- College of Education
  - The NIU College of Education offers research and instructional expertise across 30.

- Education Systems Center
  - Education Systems Center (EdSystems) is a mission-driven policy.

- Center for Governmental Studies
  - The Center for Governmental Studies provides expertise that helps decision-makers.
Welcome to Illinois Postsecondary Profiles

Illinois Postsecondary Profiles (IPP) is a development project resulting from an intergovernmental agreement between the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and Northern Illinois University (NIU) executed in the spring of 2018. The central vision guiding development of the IPP is the creation of a powerful but accessible web site through which interested stakeholders can access data contributed by multiple state agencies pertinent to the postsecondary experience in Illinois in meaningful and useful ways. Agencies participating directly in the development of the initial release include IBHE and ICCB. Additional agency partners Illinois Student Assistance Commission (ISAC) and Illinois Department of Employment Security (IDES) are also lending assistance.

What differentiates the IPP from other postsecondary data reporting tools?
IllinoisPostSecondaryProfiles.com
Website Tour
IllinoisPostSecondaryProfiles.com Launch

- “Soft Release” - Wednesday, October 10th
- IPP.com User Group Sub-Committee to the Advisory Board