Work-Based Learning Continuum

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CAREER CONNECTED ILLINOIS
Opportunities for Success

ICCB Illinois Community College Board

Illinois State Board of Education

EdSystems
EDUCATION SYSTEMS CENTER at NORTHERN ILLINOIS UNIVERSITY

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
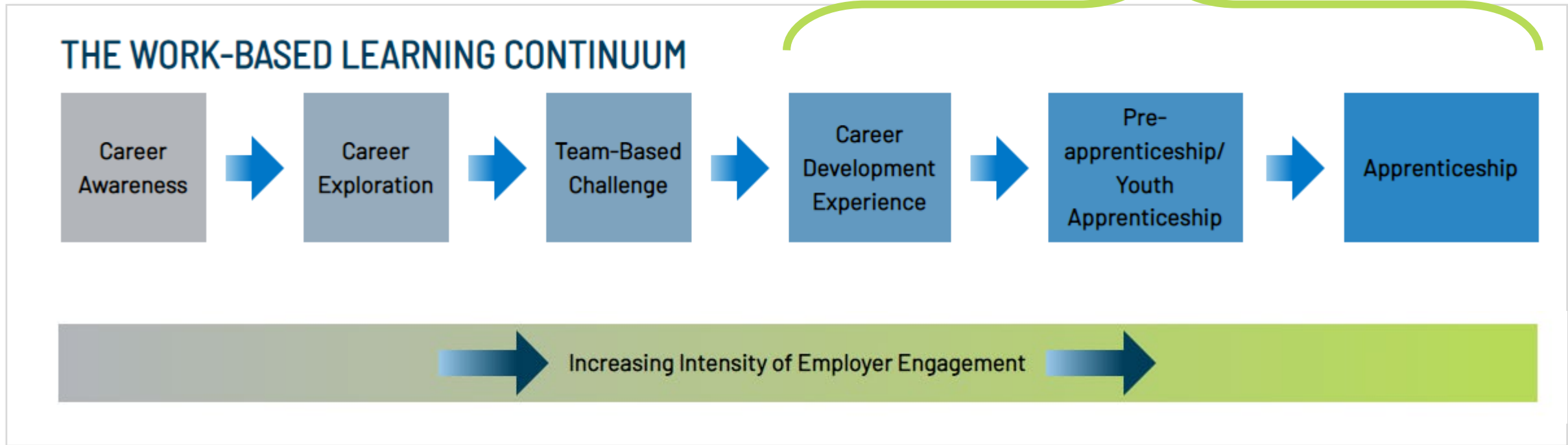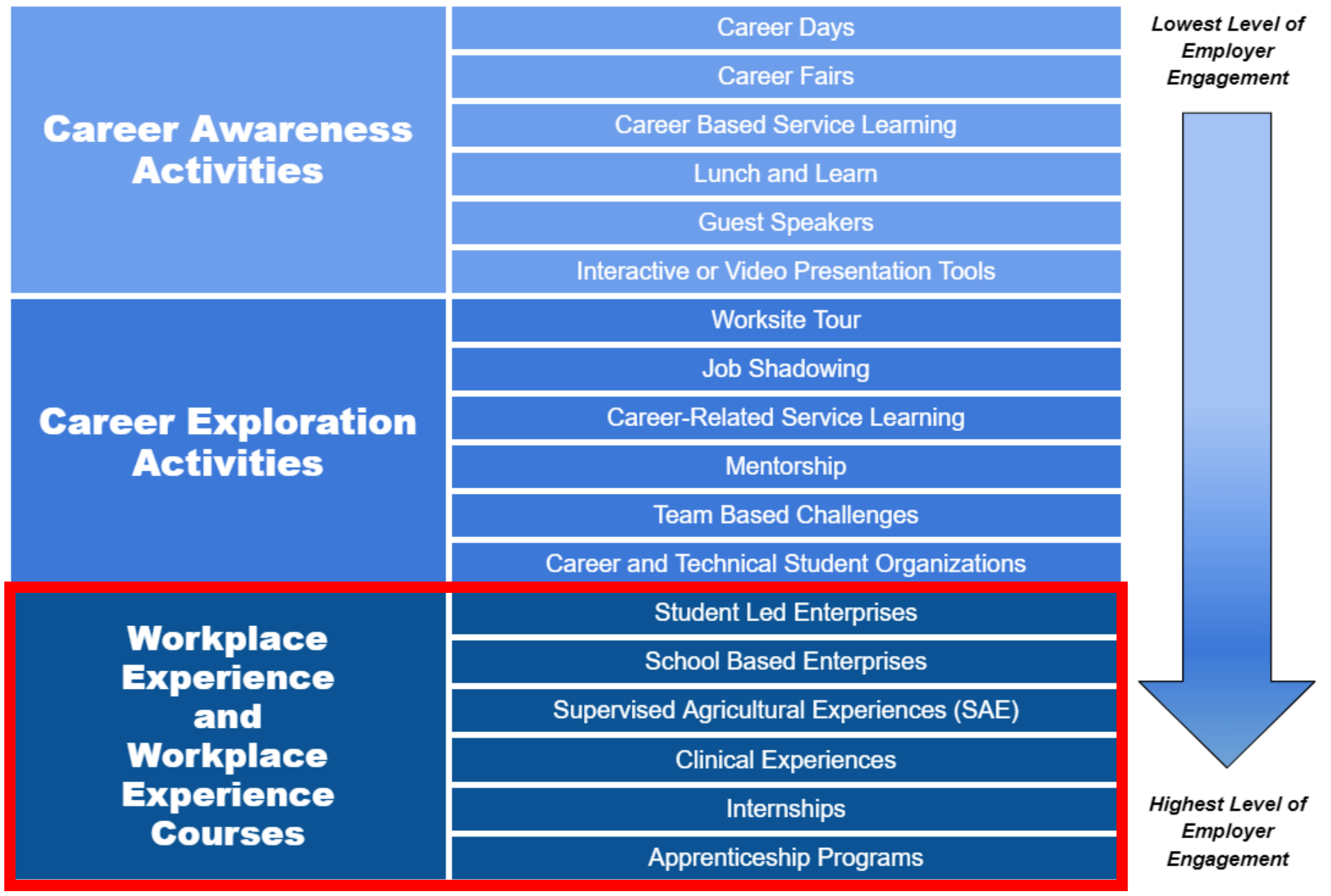
- After earning a graduate degree

- 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?

The Continuum

The "Workplace Experience" course falls in this portion of the continuum

THE WORK-BASED LEARNING CONTINUUM

Career Awareness → Career Exploration → Team-Based Challenge → Career Development Experience → Pre-apprenticeship/Youth Apprenticeship → Apprenticeship

Increasing Intensity of Employer Engagement

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

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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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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.

HB3296

- Signed May 27, 2022

- Implementation of PaCE Framework

- 2027 - 1 Career Pathway Endorsement

- 2029 - 2 Career Pathway Endorsements

- 2031 - 3 Career Pathway Endorsements
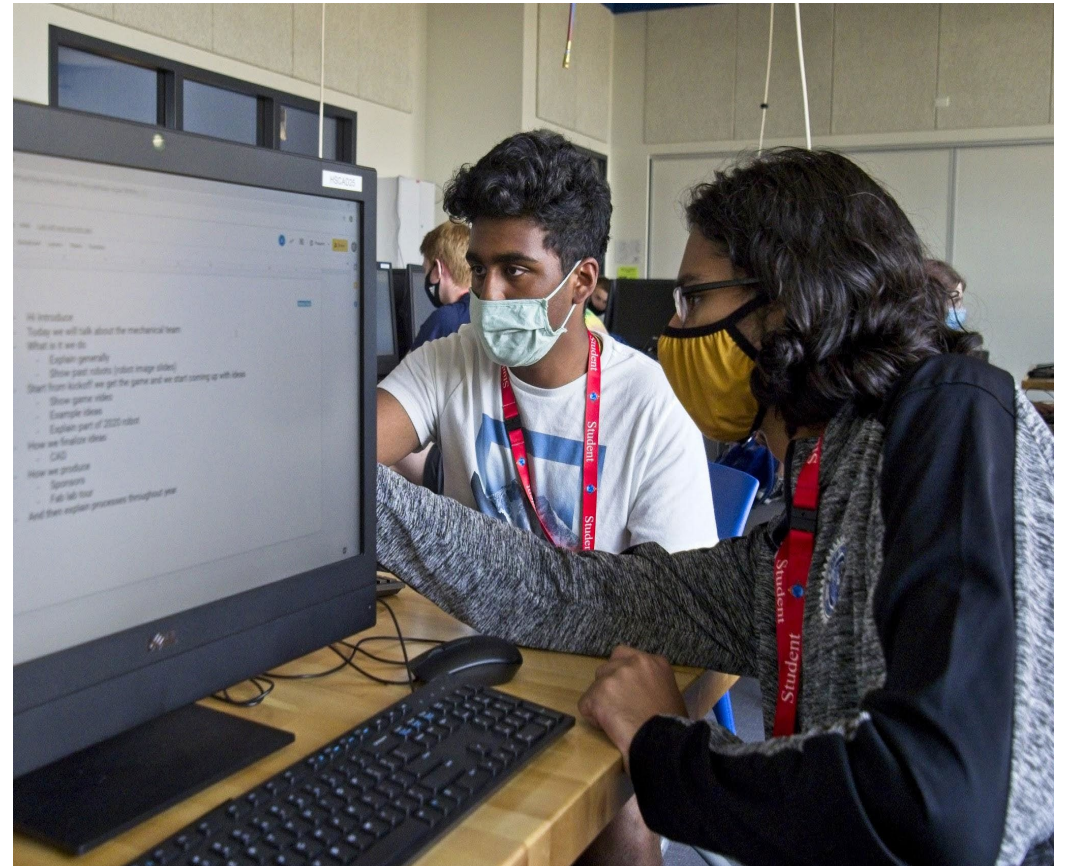
7 Illinois College and Career Pathways

Crosswalk of Endorsement Areas to National Career Clusters

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

Postsecondary & Workforce Readiness Act

AGRICULTURE FOOD & NATURAL RESOURCES

ARTS & COMMUNICATIONS

FINANCE & BUSINESS SERVICES

HEALTH SCIENCES & TECHNOLOGY

HUMAN & PUBLIC SERVICES

INFORMATION TECHNOLOGY

MANUFACTURING, ENGINEERING, TECHNOLOGY & TRADES

Career Pathway Endorsement Growth Data

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Total Number of Endorsements by Year

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

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Applications to Issue CCPEs

184 school districts
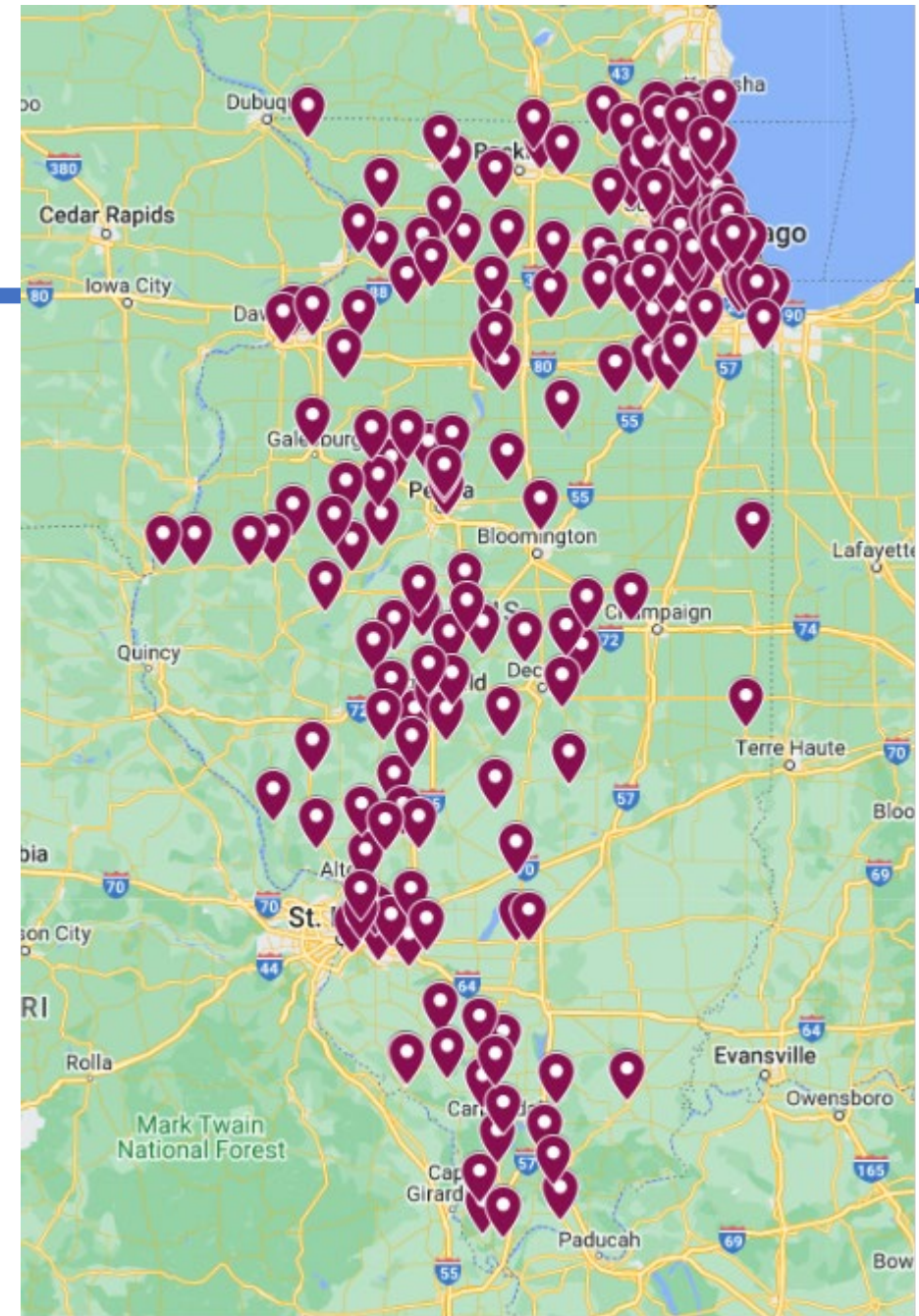
College and Career Pathway Endorsement

- 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**.

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Career Pathway Endorsements
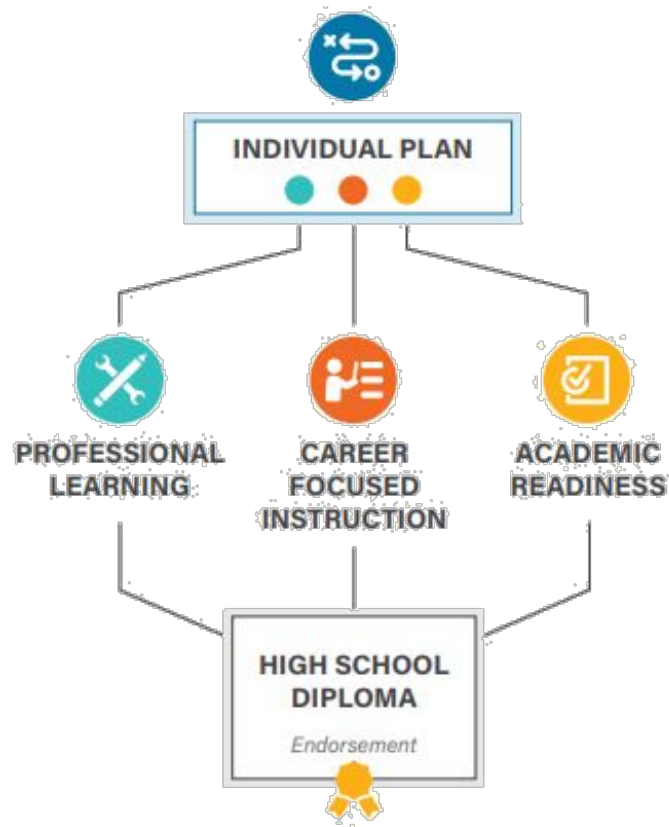
INDIVIDUAL PLAN

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

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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*

Resources

❑ [Work-Based Learning Manual](#)
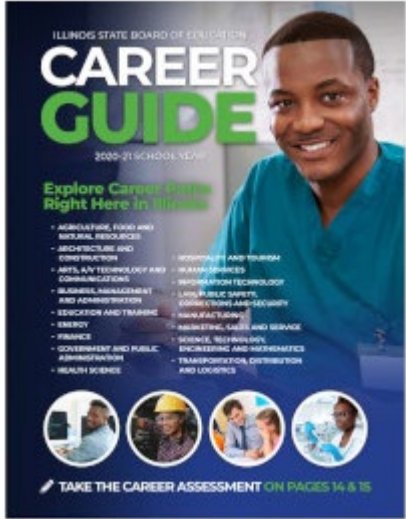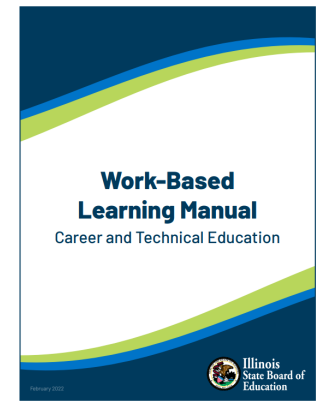
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Community Resources and Models

Heather Penczak

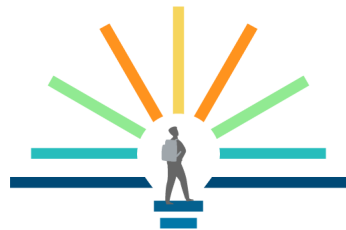*Director of Innovation & Implementation*

Our Mission

Shape and strengthen education and workforce systems to advance racial equity and prepare more learners for productive careers and lives in a global economy.

Focus Areas

Bridges to Postsecondary

College & Career Pathways

Data Impact & Leadership

Geographic Focus

Statewide

Community Networks

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I-WIN
Illinois Work-Based Learning Innovation Network

Explore the I-WIN Resource Hub and subscribe to the newsletter

Highlight and explore innovative models for work-based learning

Engage in conversations on creating sustainable, high-quality models that provide broader and more equitable access, focusing on building social capital for Black and Latinx students

Build connections among communities to share best practices, learnings and resources

Identify needs for state policy changes or support systems

Work-Based Learning Continuum

Host Engagement Continuum

Definitions: *Illinois Career Pathways Dictionary*

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

Student-centered competency-based approach

Recommended Technical and Essential Employability Competencies
For College and Career Pathway Endorsements
April 2020

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.

[Link to competencies](#)

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HEALTH SCIENCES & TECHNOLOGY

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.

WBL Continuums by Endorsement Area

I-WIN currently has resources across the WBL continuum built out for the following endorsement areas:

- Education

- Health Sciences

- Manufacturing

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WBL & Social Capital

- Students may know that networking is important, but most have not been taught how social capital works

- Social capital provides value by connecting one person with another or with a network.

- Social capital provides information, influence, and solidarity as it begins to build a network of social trust and support.

- People and employers evaluate and then include or exclude applicants based on what are most often unstated biases and assessments having to do with race, class, language, and gender. Will students know people with power and influence who can vouch for them as quality candidates?

From: *Who You Know Matters More Than Ever in the COVID-19 Job Market*

Career Exploration

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.

- Includes preparation activities and clear expectations for both students and partners

- Showcases industry diversity by including individuals of different races, genders, ages, background experience, and educational pathways

- Presentations are kept short and conversational - formal slide decks and recorded content are minimal

- Provides an opportunity for students to reflect and consider how the information they head and people they met may be influencing how they are thinking about their college and career interests

- Engages students and partners in feedback on the activity to inform future adjustments

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Career Exploration Models & Resources

- ISBE Career Exploration Pilots SY21-22
- VALEES, Waubonsee Community College and Northern Illinois University Future Teacher Conference
    - Agenda
    - NIU article
- Health Sciences Career Exploration (multigenerational)

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Team-based Challenges

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.

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Team-based Challenges: Project v. Problem-Based Learning

NOT Problem-based	Problem
Project based learning: Production model	Problem based learning: Inquiry model
Students work toward a specific goal, the "what" is structured and pre-designed. Known or defined outcome or artifact.	Students work with real world, authentic problems. Defined problems sources from authentic sources (industry, current events). The "what" is co-constructed
Less of a "solution" more of an end product. Outcomes are often teacher driven or school driven.	Every group comes up with different solutions Outcomes are relevant to industry/client.
May or may not be different pathways through the project (cookie cutter).	Leads to a more global or community impact (community service or entrepreneurial)
Typically interdisciplinary.	Transdisciplinary- can be viewed from different lenses
Resources are usually laid out.	Relies on industry partners, experts and is human centered. Time consuming, creative (work from scratch).

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Statewide Team-Based Challenge Resource Bank

IDEAS FOR INSPIRATION: TEAM-BASED CHALLENGES

Manufacturing, Engineering, Technology, and Trades

Plant Safety	Review the history and current practices for plant safety within an organization and suggest recommendations for improvement.
Review Plans/Maps	Inspect plans and/or maps of structures to determine areas in need of troubleshooting and make recommendations for repairs.
Basic Design	Given a design need, create basic detail and assembly drawings for products and equipment that address concepts in layout, print reading, measurement, and quality assurance.
Cost Estimation	Given an authentic need from a customer, research vendors and apply cost estimation principles to create a project timeline and estimate labor and material costs.
Build and Test Prototypes	Given a need to address, develop and test prototypes as potential solutions — document results as able to build and test prototype for quality control to make recommendations for improvement to prototype.

- Organized by College and Career Pathway Endorsement Area

- Includes ideas for inspiration and detailed models, along with a template for designing your own

- Resource bank and materials available on I-WIN resource hub

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PROJECT OVERVIEW

Team-Based Challenge Title	You and Yours Café – VALEES Graphic Student of the Year Competition 2021
Source	Valley Education for Employment System (VALEES, EFE #130) Designer of challenge and Website: Gautam Wadhwa, College of DuPage
Industry Partner(s)	Jason Christiansen, JC Imaginations; Andy Clements, Weblinx Inc.; Meghan Edmonson, Waubonsee Community College, Laura Ferguson, Batavia Park District; Andy Kenney, Andy James Design; Josh Wilson, freelance designer; Dylan Zimmerman, BFC Print
Endorsement Area	Arts & Communication
Problem to Investigate/Scope	Students must design an identity, menu/website for the following business: "You and Yours Café"; "YAY" YAY is a small restaurant/café based in the heart of the arts district of downtown Miami. It specializes in fresh and organic meals and offers an endless opportunity of mixing and matching foods. YAY's selling point is the fresh, organic, and welcoming atmosphere. It uses bright and 'beachy' colors to represent happiness. It has a live music event every night. It uses these events to give the opportunity to and promote local music talent.
Project Outcomes	Participants design logo and menu or website layout for YAY. Participants work successfully in teams and learn from industry mentor.

PROJECT OUTLINE

Stage:	Topics/Events:	Timeline:	Deliverables:
Preparation	- Set Expectations - Skill Development Part 1: review technical components - Meeting Industry Mentor	Day 1	Visual Moodboards
Project Plan	- Conduct initial research into similar businesses - Develop an approach to creating the final products	Day 2	Project Plan Sketches of logo ideas and menu/website layout
Project Execution	- Research - Status Update #1 – Initial theoretical ideas on design - Status Update #2 – Technical challenges encountered	Days 3 - 5	Status updates to Industry Mentor
Project Finalization	- Prep project Presentation	Day 6	Draft of deliverables and presentation to Industry Mentor
Project Presentation	- Skill Development Part 3: How to Make Your Pitch - Networking - Feedback from peers/ industry mentors	Day 7	Final presentation: - Create a final logo in Illustrator. Present the logo in both positive and negative options in black and white. Also, list the colors and fonts used. - Create 3 images that show the application of the logo. - Create a 4-page menu or a 4-page website layout for the restaurant in Photoshop, Illustrator, Adobe XD or a similar application.

Team-based Challenge: Additional Resources

- Illinois 60 by 25 conference [presentation](#) and [recording](#) from Illinois Health Occupations Students of America (HOSA) and the Illinois Science and Technology Institute (ISTI)

- Illinois Science and Technology Coalition: [Guidebook of Professional Learning Experiences within Information Technology](#) (p. 6-19)

- Project Lead the Way: [Resources, Materials, and Case Studies](#) – Computer Science, Engineering, and Biomedical Sciences

- Educators Rising: [Competition Guidelines and Scoring Rubrics](#)

- SkillsUSA: [Contest Descriptions for Championships Competitions](#)

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Career Development Experience (CDE)

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

- Occurs in a workplace or under other authentic working conditions;

- Is co-developed by an education provider and at least one employer in the relevant field;

- Provides compensation or educational credit to the participant;

- Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework;

- Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and

- Takes place for a minimum of 60 total hours.

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Participant Experience in a CDE

- Exposure to a new environment and expectations to support growth of Essential Employability & Technical competencies

- Authentic, quality engagement with industry professionals to build social capital and connection to college and career pathways

- Valued as a resource of talent with background knowledge and lived experience that are recognized as a benefit to the CDE Host

High School Interns at BJC Healthcare

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Stages of Implementation

Getting Started	Outreach	Onboarding	During	Wrapping Up
Clearly define roles and responsibilities of team to be able to communicate to Hosts & Participants Provide any relevant PD for staff Determine industry area(s) and general CDE model	Determine how CDE opportunities will be communicated so that all eligible Participants are provided the same information Recruit and assess potential Hosts to determine readiness for a CDE	Meet 1-1 with Participants to address transportation and support needs Are there any specific HR requirements from the Host for Participants to complete?	First days, mid-point check-ins to monitor progress and address needs to proactively navigate challenges Site visits for longer term CDEs and new Hosts Begin discussions on the Professional Skills Assessment	Provide an opportunity for both Participants and Hosts to evaluate one another and reflect on their experience Gather testimonials Support Participants to update resumes, portfolios, etc.

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Equitable Practices

Payment/stipend

Participants are often asked to pick between a meaningful CDE experience and a job that covers essential costs

Transportation stipend to address barrier to equitable access, especially in smaller cities and rural communities without public transportation

Flexible scheduling

Participants may have many competing priorities, depending on their circumstances. Assigning work that can be completed around their schedule increases capacity for participation.

Some Participants have other childcare responsibilities.

Virtual opportunities

The various barriers Participants face can be lowered through virtual CDE opportunities (transportation, cost, time spent traveling, etc.)

Offering opportunities to connect or work virtually whenever possible keeps equity at the forefront of the CDE.

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CDE Models & Resources

- ISBE CDE Pilots SY21-22

- Health Sciences

  - East St. Louis: Career Development Experience

  - Chicago: Career Development Experience

- School-based Enterprises

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Career Development Experience 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

CAREER DEVELOPMENT EXPERIENCE TOOLKIT

Education Systems Center
NORTHERN ILLINOIS UNIVERSITY

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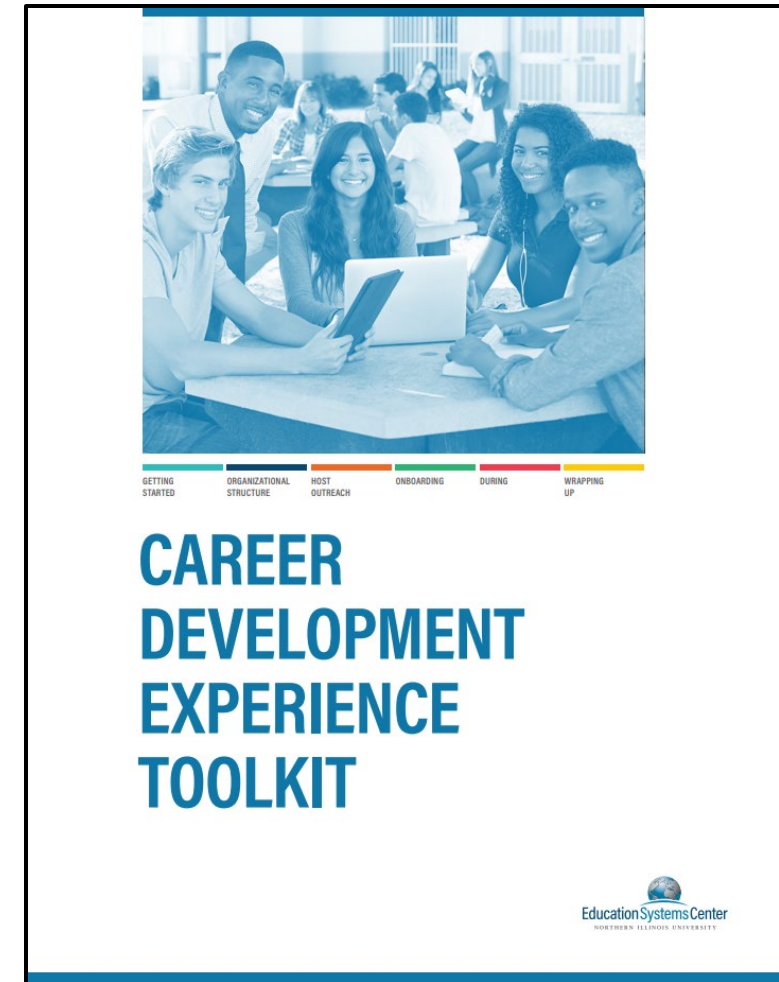
CDE Toolkit Resources Include:

- **Toolkit Document:** A PDF document is available for download and guides readers through each stage of implementation with links to related resources and materials

- **Toolkit Website:** The website includes links to all resources and materials referenced in the document and will be updated monthly with additional resources and best practices

- **Customizable Templates:** Within the document and website are links to templates that can be customized to reflect the unique context and needs of each community and organization

Link to CDE Toolkit Website

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Additional Resources

CDE Toolkit Companion Piece

CAREER
DEVELOPMENT
EXPERIENCE TOOLKIT
COMPANION PIECE

Education Systems Center
NORTHERN ILLINOIS UNIVERSITY

CDE Toolkit Facilitation Guide

CAREER
DEVELOPMENT
EXPERIENCE TOOLKIT
FACILITATION GUIDE

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Small Group Activity

- Choose an experience along the continuum you want to design for:

    - Career Exploration

    - Team-based Challenge

    - Career Development Experience

- Select an industry area/pathway you want to design for – what is your WHY for selecting this industry area/pathway?

- Brainstorm a bit: briefly describe your initial thoughts on the event you'd like to create

- How will this event address a current gap and/or equity challenge that you have?

- What assets does your Team currently have that you can leverage to develop and implement this event?

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Questions

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