College and Career Pathways
Fall Forum 2024

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Agenda

- Your Story
- The Pathways
- The Framework
  - Individual Plan
  - Professional Learning
  - Career-Focused Instructional Sequence
  - Academic Readiness
- Career Pathway Endorsement Data
- Resources and Trainings

Please reference the ISBE Pathway Endorsement webpage for the latest CCPE updates, office hours, trainings, and webinars.

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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

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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?

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What is a College and Career Pathway Endorsement?

A College and Career Pathway Endorsement is awarded on Illinois high school diplomas/transcripts to simultaneously demonstrate students' readiness for postsecondary programs and entry-level professional learning experiences in a selected career interest area. The endorsement incentivizes career exploration and acceleration, particularly in-demand career fields.

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Timeline Requirements

By School Year...	All High Schools and Unit Districts are required to offer...
2026-27	One College and Career Pathway Endorsement
2028-29	Two College and Career Pathway Endorsements
2030-31	Three College and Career Pathway Endorsements (School districts with more that 350 schools)

About half of school districts in Illinois have opted for early adoption of the program, already offering one or more pathway endorsements

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7 Illinois College and Career Pathway

Crosswalk of Endorsement Areas to National Career Clusters

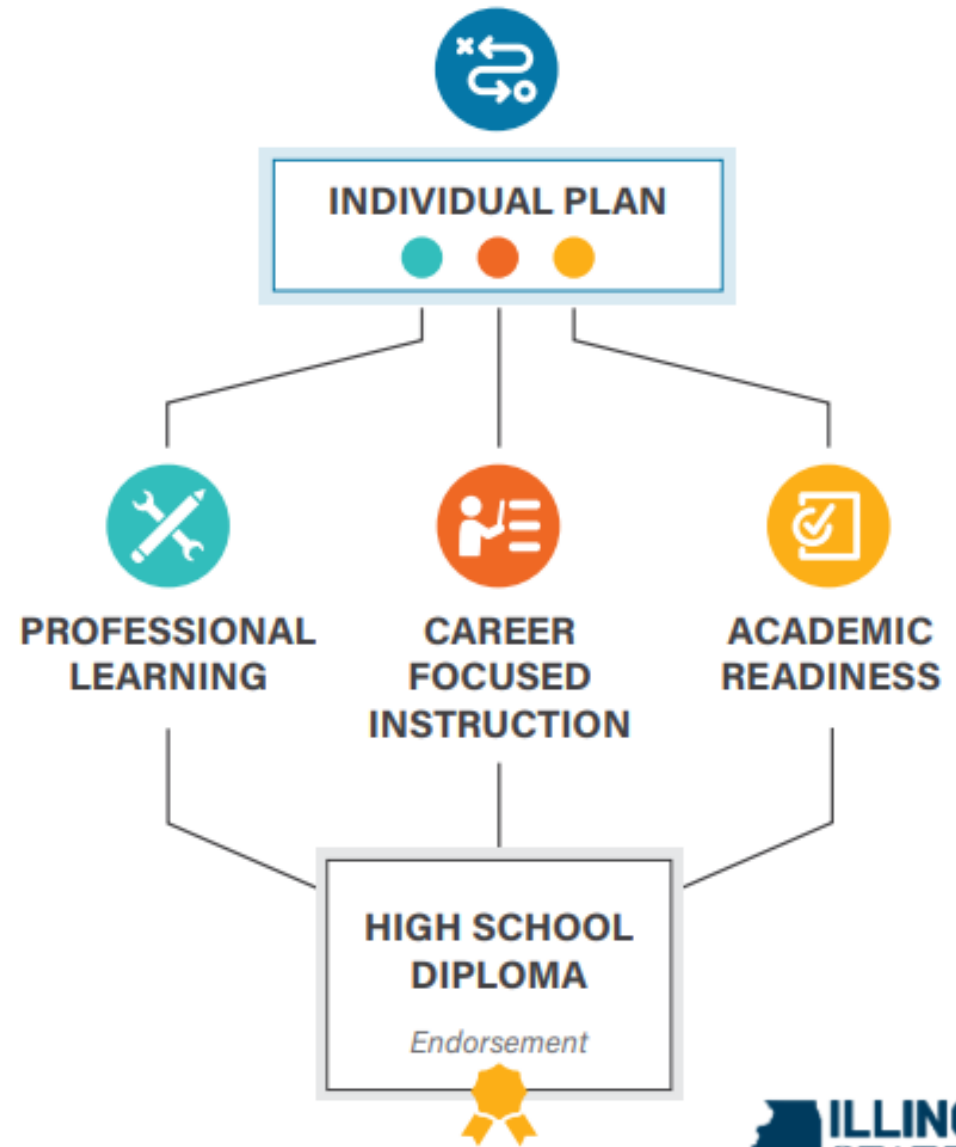| ENDORSEMENT AREA	RELATED CAREER CLUSTERS (From National Career Cluster Framework)
ANFR (Agriculture, Food, and Natural Resources)	• Agriculture, Food, and Natural Resources
A&C (Arts and Communications)	• Arts (Performing and Visual), Audio/Video Technology and Communications
FBS (Finance and Business 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

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College and Career Pathway Endorsement (CCPE) Framework

INDIVIDUAL PLAN

PROFESSIONAL LEARNING

CAREER FOCUSED INSTRUCTION

ACADEMIC READINESS

HIGH SCHOOL DIPLOMA

Endorsement

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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.
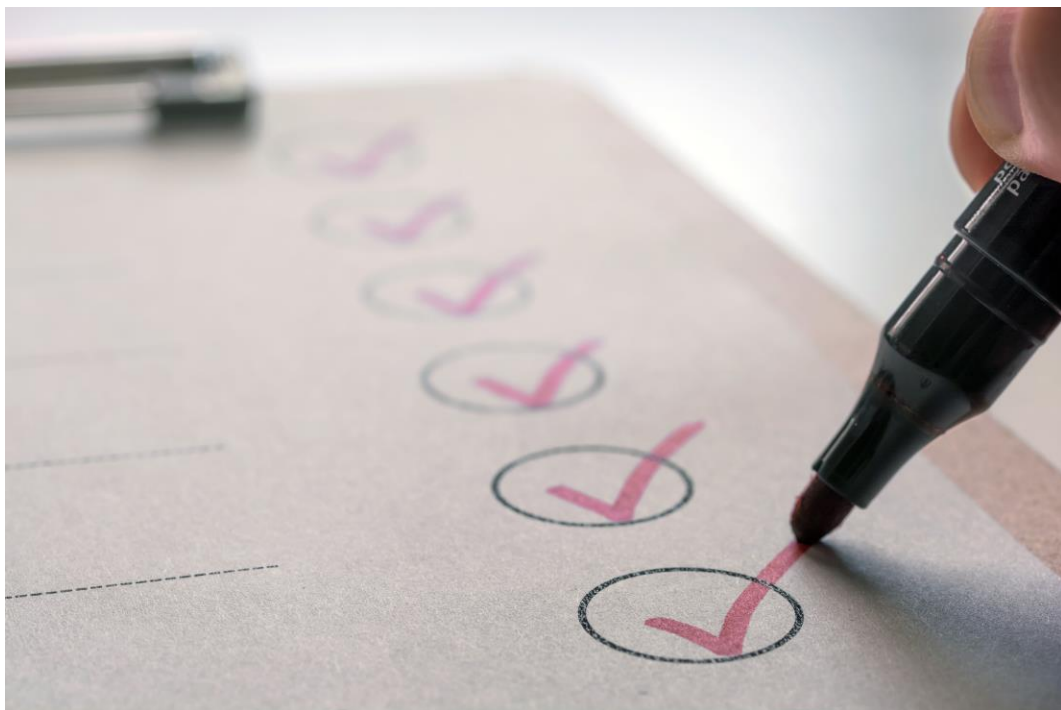
Individual Career Plan

Individual career plan is a tool that students use-with support from school staff (administration, counselors, teachers, etc.), outside partners, and parents- to define their personal interests and goals related to their education, career and postsecondary education and to plan what courses to take and what activities to participate in during their educational experiences to further their interests and achieve their goals.

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What an Individual Student Plan Isn't

- One time activity
- Something that lives on a shelf
- Lives only with school counselor
- A plan not accessible to parents
- Simply an interest inventory or skills survey

Question 1: How are students supported with comprehensive postsecondary and career planning?

Question 2: Where are you collecting and storing information regarding the students' Career Goals?

Question 3: What are the various roles that are responsible (role/position-not name) for the work related to students' Career Goals? (Multiple positions should be included)

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Question 4: Where are you collecting and storing information regarding the students' Postsecondary plans?

Question 5: What are the various roles that are responsible (role/position-not name) for the work related to students' Postsecondary plans? (Multiple positions should be included)

Question 6: Where are you collecting and storing information regarding the students' Financial Aid and Literacy plans?

Question 7: What are the various roles that are responsible (role/position-not name) for the work related to students' Financial Aid and Literacy plans? (Multiple positions should be included)

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Individual Student Plan - Stored

- Places the plan is kept or stored
  - Management Software
    - Xello, MajorClarity, Naviance, Kuder, etc.
  - Excel or Google Sheets
  - Student Managed
  - Counselor/Student Services
    - Hard copies

Is this accessible to students after graduation?
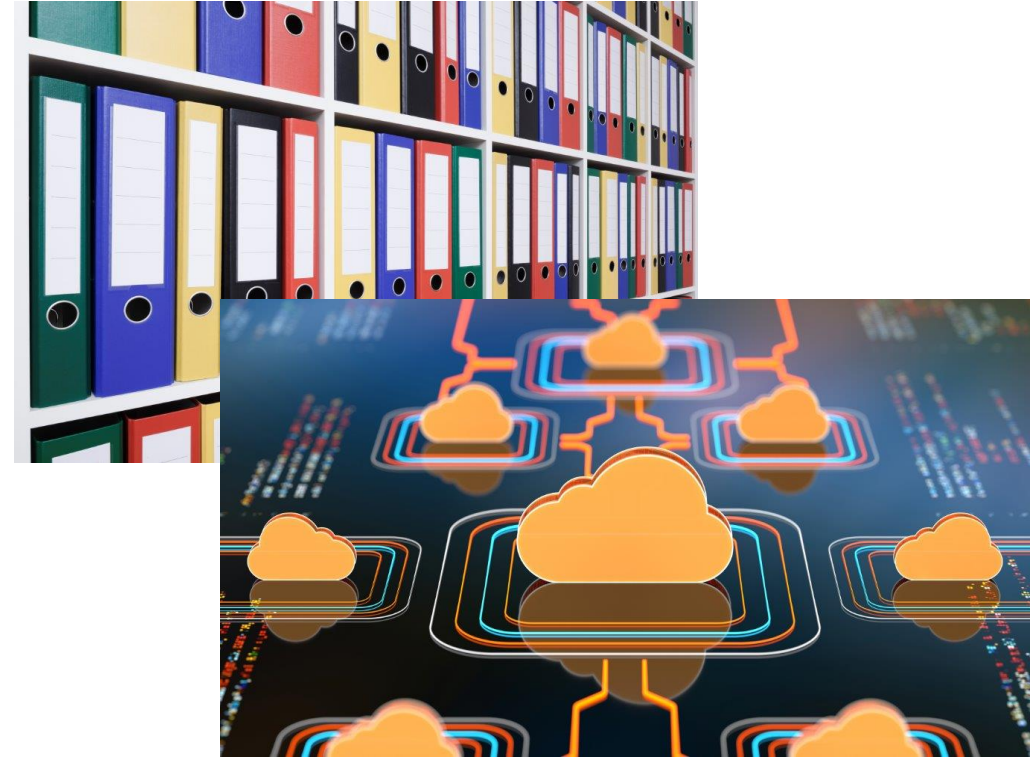
PROFESSIONAL LEARNING

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

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Competencies

Cross-Sector Essential Employability Competencies (Essential Skills)

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	**Verbal:** Students can use their understanding of English grammar and public speaking, listening, and responding, convey an idea, express information, and be understood by others.
	Written: Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct.
	Digital: Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.
Problem Solving	Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.
Decision Making	Students can use their understanding of problem solving to implement and communicate solutions.
Critical Thinking	Students can use their understanding of logic and reasoning to analyze and address problems.
Adaptability & Flexibility	Students can use their understanding of workplace change and variety to be open to new ideas and handle ambiguity.
Initiative & Self-Drive	Students can use their understanding of goal setting and personal impact to achieve professional goals and understand personal impact.
Reliability & Accountability	Students can use their understanding of commitment, time management, and follow through to ensure that a professional team functions properly and meets collective goals.
Cultural 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, set-backs, and failure in order to adapt strategies and continue efforts to achieve personal goals.

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Competencies

Technical Competencies

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.

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Competencies ⌄

- [Agriculture, Food and Natural Resources Technical Competencies](#)
- [Arts and Communications Technical Competencies](#)
- [Finance and Business Services Technical Competencies](#)
- [Health Sciences and Technology Technical Competencies](#)
- [Human and Public Services Technical Competencies](#)
- [Information Technology Technical Competencies](#)
- [Manufacturing, Engineering, Technology, and Trades Technical Competencies](#)
- [Cross-Sector Essential Employability Competencies (Essential Skills)](#)

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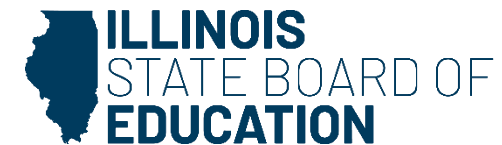
[CCPE Planning Companion](#)

College and Career Pathway Endorsement IWAS Planning Companion

Use this companion document which follows the formatting of the IWAS system to assist you in building your CCPE plan and to check the level of implementation. **Be sure to place all information in IWAS to meet the requirement.**

Endorsement Area: Select One

Specific Career Pathway: Click or tap here to enter text.

	Self-Check	Details
Broadly describe labor market/workforce needs for this Endorsement	Yes ☐ No ☐	
Postsecondary Partner(s) The pathway plan must be aligned with one or more postsecondary institutions. This alignment allows students to continue their pathway in a seamless and deliberate manner toward a postsecondary credential. Be specific about the credential (e.g., Associate in Applied Sciences in Cyber Security/Information Assurance.)		
Postsecondary Partner	Yes☐ No ☐	
Eligible Credentials	Yes☐ No ☐	
Postsecondary Partner (optional)	Yes☐ No ☐	
Eligible Credentials (optional)	Yes☐ No ☐	
Postsecondary Partner (optional)	Yes☐ No ☐	
Eligible Credentials (optional)	Yes☐ No ☐	

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

The plan must be aligned with coursework in the career pathway that is offered in one or more postsecondary institutions in the region.

❑ Name one or more postsecondary institutions in the Career Pathway regionally

❑ List any credentials that will result in coordination with the partner

❑ Eligible credentials include...
  ➢ Bachelor's degree
  ➢ Associate degree
  ➢ Apprenticeship
  ➢ College certificate

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Course Sequence Requirements

- A *minimum of two years (or the equivalent of four semesters)* of courses, some of which must yield an opportunity to earn early college credit equivalent to a minimum of six college credit hours.
- A course is required to be aligned to a specific career pathway to be included in an instructional sequence.

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Matrices

- Agriculture and Environmental Systems
- Arts and Communication
- Business Systems
- Finance Systems
- Marketing
- Tourism Management
- Health Professions
- Culinary Arts
- Education Professions

- Family and Human Services
- Law and Public Safety
- Legal Professions
- Military and Public Service
- Personal Services
- Computer and Information Sciences
- Construction and Design
- Manufacturing Systems
- Engineering and Energy Systems
- Transportation And Distribution

Education Professions Career Program

This career program is focused on preparing individuals for employment in education and training with a focus on the theory and practice of learning and teaching. All career and technical education programs provide students opportunities for practical application of academic concepts. The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) emphasizes student achievement in science, English language arts, and mathematics. To assist local education agencies in selecting courses best suited for this purpose, specific CTE courses with emphasis on these subjects have been highlighted below. Courses best suited for science applications are shown in yellow, mathematics are shown in blue, and English language arts are shown in orange. Local boards of education may allow CTE courses to be substituted for graduation requirements. Refer to 105 Illinois Compiled Statutes 5/27-22 and 105 ILCS 5/27-22.05 for more information.

All courses within the Education, General (13.0101) CTE program can be taught by any educator with an ISBE-issued Professional Educator License (PEL) that has served as a full-time classroom instructor for at least two years and is licensed to teach within the appropriate grade band. There is no requirement for these educators to attain an additional CTE Educator License with Stipulations in this content area (ELS-CTE). If an educator has the appropriate experience but is not licensed to teach in the appropriate grade band, they can add the Education & Training (HPS) ELS-CTE to their endorsement.

Science Applications	Math Applications	ELA Applications

CAREER CLUSTER	Education and Training	Education and Training
CIP	13.0101	13.1210
TEACHER LICENSURE ENDORSEMENT	**PEL with FACS** **ELS with EDTN**	**PEL with FACS** **ELS with ECED**
PATHWAY	**EDUCATION, GENERAL**	**EARLY CHILDHOOD EDUCATION AND TRAINING**
GROUP 1: ORIENTATION COURSES		
ORIENTATION COURSES	**Career Exploration** 22151A001	**Career Exploration** 22151A001
	Human Services Career Exploration 19001A001	**Human Services Career Exploration** 19001A001
GROUP 2: INTRODUCTORY COURSES		
INTRODUCTORY COURSES	**Foundations to Teaching** 19151A001	**Foundations to Teaching** 19151A001
	Human Growth and Development 19261A001	**Human Growth and Development** 19261A001
	Work and Family Relationships	**Work and Family Relationships**

Education Professions Career Program (2024-2025)

Group	State Course Code	State Course Title	State Course Description
Group 1	22151A001	Career Exploration	Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills.
Group 1	19001A001	Human Services Career Exploration	Human Services Career Exploration courses introduce and expose students to the career opportunities pertaining to the provision of personal and consumer services for other human beings. Course topics vary and may include (but are not limited to) caring for others, education, cosmetology, apparel/textiles, entrepreneurship, labor laws, and customer service. Course activities depend upon the careers being explored.
Group 2	19151A001	Foundations to Teaching	This course introduces students to the principles underlying teaching and learning, responsibilities and duties of teachers, and strategies and techniques to deliver knowledge and information. A combination of classroom and field experiences will enable the student to gain skilled knowledge and understanding of the education profession. Course content includes projects to develop an understanding of the learner and the learning process, instructional planning, the learning environment, assessment and instructional strategies, career opportunities in the field of education, and Illinois regulations and licensing requirements.
Group 2	19261A001	Human Growth and Development	This course focuses on the development and wellness of individuals and families throughout the life cycle. Topics include human development and wellness theories, principles, and practices; life cycle expectations and issues, including biological, physiological, social, and psychological needs and concerns of aging adults; community services, agencies, and resources; roles, responsibilities, and functions of families, family members and caregivers; family issues, including ethics, human worth and dignity, change, stress, neglect and abuse, and care of the care -giver; individual and family wellness planning; and fostering intergenerational relationships. Practical experiences related to these topics are included through a variety of activities such as volunteer experiences, service learning, and intergenerational event planning opportunities. Information on a variety of human and family services careers is incorporated throughout the course.
Group 2	19259A001	Work and Family Relationships	Work and Family Relationship is a project-based course that emphasize building and maintaining healthy interpersonal relationships among families, communities, society, and workplace. These courses often emphasize (but are not limited to) topics such as balancing the responsibilities of a family and career, human sexuality and reproduction, parenthood and the function of the family unit, the family life cycle, life stages, and social interactions and interpersonal relationships. The course uses communication, leadership, and management methods to develop knowledge and behaviors necessary for individuals to become independent, contributing, and responsible participants in family, community, and career settings. analyzing personal

Professional Learning
Career Exploration

❏ Report on two Career Exploration Activities or one intensive Career Exploration Activity

❏ Activities can take place while the student is in grades 6 –12, however 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 that is identified from or in collaboration with a community or business partner

❑ Meaningful interaction with an adult mentor who has career expertise relating to a team-based challenge and who is not an assigned classroom teacher

❑ Demonstration of at least one career pathway-specific technical competency

❑ Demonstration of at least one cross-sector essential employability competency skill

❑ Collaboration by students within a group to solve a problem

❑ Solution product(s) used for the outcome of the Team-Based Challenge

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Authentic Task vs. Authentic Problem

- New ISBE resource that explains the difference between Authentic Tasks and Problems and the reasoning for creating Team-Based Challenges that are rigorous and provide opportunity to build upon "critical thinking" skills for students

Authentic Task vs. Authentic Problem

When creating your Team-Based Challenge, it is important to ensure that challenges offer an Authentic Problem. What is an authentic problem? Authentic Problems encourage learners to explore different perspectives and processes and use critical thinking skills to develop creative solutions. The following statement accurately defines an authentic problem:

> authentic problem / a-'then-tik 'prablem/ noun - problems that are characterized by their connection to genuine situations, contexts, or dilemmas that people encounter in everyday life or professional practice. These problems are often open-ended, complex, and may not have a single correct solution.

Career Pathway	Task	Task - Product	Learning (Content)
Finance and Business Authentic Task	Students will create a Business plan for their Coffee Shop in the library at school	Business Plan - created by teams of students	Students learn the components of a Business Plan
Career Pathway	**Authentic Problem**	**Problem - Product(s) Determined by Students**	**Learning (Content and Skills)**
Finance and Business Authentic Problem	A local business is applying for a government grant and needs support to document the business's goals, products/services, and financial planning. Develop a plan to address the business needs.	• Full-scale Business Plan on paper • Presentation of the goals, services, products, and finances • Promotional video containing an overview and future success plan of the business	Students meet with businesses to determine the best approach, using their critical thinking skills to address the needs of their clients and learn the components and skills needed to apply for a business grant.

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Team-Based Challenge Library

Overview and Guidance

Authentic Problem

Authentic Problems are problems characterized by their connection to genuine situations, contexts, or dilemmas that people encounter in everyday life or professional practice. These problems are often open-ended, complex, and may not have a single correct solution.

Authentic Problems:
- Encourage critical thinking skills
- Allow for student voice and choice
- Require students to "ask more questions"
- Follow various processes that may allow their products to look differently
- Work with a career expert (not their classroom teacher)
- Encourages teamwork and individual student self-motivation

Competencies

Competencies are one of the most important aspects of the development of a Team-Based Challenge. Competencies are the "glue" of the challenge, connecting the Authentic Problem, Industry Partner, and Solution Products in a way that highlights the skills that students walk away with from the challenge. Competencies are hyper focused, meaning that 1-2 competencies at most should be utilized to drive the challenge.

Industry Partner

Community and Industry partners provide support through various forms of feedback to student solution products. The partner would ideally provide support through all aspects of the challenge; however, the most important part is that they interact and provide feedback to students.

Solution Product(s)

Solutions products are products that provide answers to the authentic problems. Some problems have multiples questions that arise that students will try to answer. Students determine the level and depth of knowledge by which they answer the questions through their solution products.

Feel free to use these examples as a guide or example and to make changes to encourage innovation with these Team-Based Challenges. Make these your own, choose the format for your students that matches your community's needs.

Team-Based Challenge Library

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Focus on the Competencies

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Team-Based Challenges: Solution Products

Written Solutions

The following product solutions focus on the writing of various Work-related tasks. The focus of these products is the communication aspect of work. This includes various topics on who your audience is, what type of medium is best used situationally, and how to communicate in a fashion that is professional and to industry standards.

Research Paper	Letter	Brochure
Script	Blog	Editorial
Book review	Field guide	Training Manual
Movie Review	Journal	College/Career Essay

Planning Solutions

The following product solutions focus on the planning of various Work-related tasks. The focus of these products is on the planning side, hence, they are often shortened solutions that analyze the plan, and not the action taking place.

Business Plan	Financial Plan	Education (Lesson Plan)
Proposal Presentation	Design/Engineering	Bid or Estimate
Timeline	Blueprints	Celebration/Event plan
Flowchart	SWOT Analysis	Marketing Plan

Built or Constructed Solutions

The following product solutions focus on the construction of Work-related tasks. The focus of these products is getting your hands dirty, and your minds working together to provide an exemplary end product.

Models (home, car, etc)	Invention/Prototype	Network or Computer
Science Experiment	Landscapes	Architecture
Museum floor plan or exhibit	Large scale building	Space and Restraints

Media Ideation or Creation Solutions

The following product solutions focus on the creative side of Work-related tasks. This is where critical thinking, creativity, outside-the-box thinking, entrepreneurial skills development, and process management skills are used the most. Some of these activities will be intense in both time and project instruction, while others will be less intense.

Animation	Comic strip	Website

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Other Considerations

Other Considerations

Feel free to approach the problem through a biosecurity and/or animal welfare lens.

"As a team of biologists or veterinary pathologists, design a logistics plan to address common issues that impact risk management, biosecurity, and/or animal welfare."

Reference the corresponding Team-Based Challenge Companion for Agriculture, Food, and Natural Resources to find additional resources that can impact instructional practices.

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Team-Based Challenge Companions

- Agriculture, Food, and Natural Resources TBC Companion Guide
- Arts and Communications TBC Companion Guide
- Finance and Business Services TBC Companion Guide
- Health Sciences and Technology TBC Companion Guide
- Human and Public Services TBC Companion Guide
- Information Technology TBC Companion Guide
- Manufacturing, Engineering, Technology, and Trades TBC Companion Guide

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Provides Meaningful Supports

- Checklist of items needed in my Team-Based Challenge
- Essential Employability Skills and Technical Skills
- Options for Solution Products
- Additional "Other Considerations"

Team-Based Challenge Companion – Agriculture, Food, & Natural Resources

A Team-Based Challenge is a group-based learning project related to a career area that addresses an authentic problem that employers within the area may encounter. The project includes mentoring from adults with expertise in the career area and requires the students to present the outcomes of the of the authentic problem in a project format that builds students critical thinking and development of their essential employability competencies and technical skills.

For a student to earn a College and Career Pathway Endorsement on their high school transcript, they must participate in a minimum of two team-based challenges within their identified pathway.

A Team-Based Challenge must meet all the following criteria:
- ☐ Solves an authentic problem (INSERT Authentic Task vs Problem)
  - ☐ identified in collaboration with community members (industry, business, government, etc)
  - ☐ is local or regionally relevant to the community as a whole
  - or
  - ☐ is connected to a "global issue" pertaining to your community
- ☐ Relates to a question in Agriculture, Food, and Natural Resources
- ☐ Student growth is tied to the essential employability competencies and/or technical skills
- ☐ A final solution product is created (Team Based Challenges-Solution Products)

Requirements for the College and Career Pathway Endorsement	
Is there an **existing** group project in your current class that meets ALL the criteria? Whether you are implementing a new Team-Based Challenge or using an existing group project that meets the criteria, use this table to input your information	
Name of Team-Based Challenge	Description: Give your Team-Based Challenge a creative name that students will be motivated to solve.
Authentic Problem that Students Investigate	Description: Create an authentic problem statement or question that puts the student into a real-life situation that is career related. Feel free to reference the Authentic Task vs. Authentic Problem resource to create your authentic problem. Please include details about the approximate team size.

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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

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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*

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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

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Career Pathway Endorsement Data

Status of the State

About half of school districts have chosen to adopt the pathway endorsement program **early**, in advance of the statewide requirement. The number of endorsements awarded to the Class of 2024 **more than doubled** from the 1,072 earned by the Class of 2023, reflecting the steady growth of the College and Career Pathways Endorsement Program.

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"High school is a critical time for preparing students for their future," **said State Superintendent of Education Dr. Tony Sanders.** "The College and Career Pathway Endorsement program plays a key role in ensuring they are ready for life after graduation. By connecting students with real-world experiences and specialized coursework, we are giving them the tools to thrive in both college and career. I applaud the students and school districts opting into this program early, providing valuable leadership for other districts to follow."

Districts awarded the following endorsements to the Class of 2024 graduates:

- **Arts and Communications** – 60 endorsements (5 districts)
- **Agriculture, Food, and Natural Resources** – 168 endorsements (11 districts)
- **Finance and Business Services** – 376 endorsements (12 districts)
- **Health Sciences and Technology** – 621 endorsements (50 districts)
- **Human and Public Services** – 935 endorsements (55 districts)
- **Information Technology** – 81 endorsements (8 districts)
- **Manufacturing, Engineering, Technology, and Trades** – 175 endorsements (15 districts)
- **Multidisciplinary** – 6 endorsements (3 districts)

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Want to Learn More? October In-Person Workshops

Register now for the CCPE 101/CCPE 201 In-Person Workshops!

These workshops are intended for district staff that are working on any component of the CCPE.
CCPE 101 (8:30 to 11:30am) will include information on the required components, including opt-out information, and will include dedicated time to work through the CCPE components alongside ISBE CCPE staff.
CCPE 201 (12:30 to 3:30pm) is an in-depth workshop covering the components, building on industry partnerships, and increasing the number of endorsements offered within the district. Dedicated work time will be included with feedback from ISBE CCPE staff.
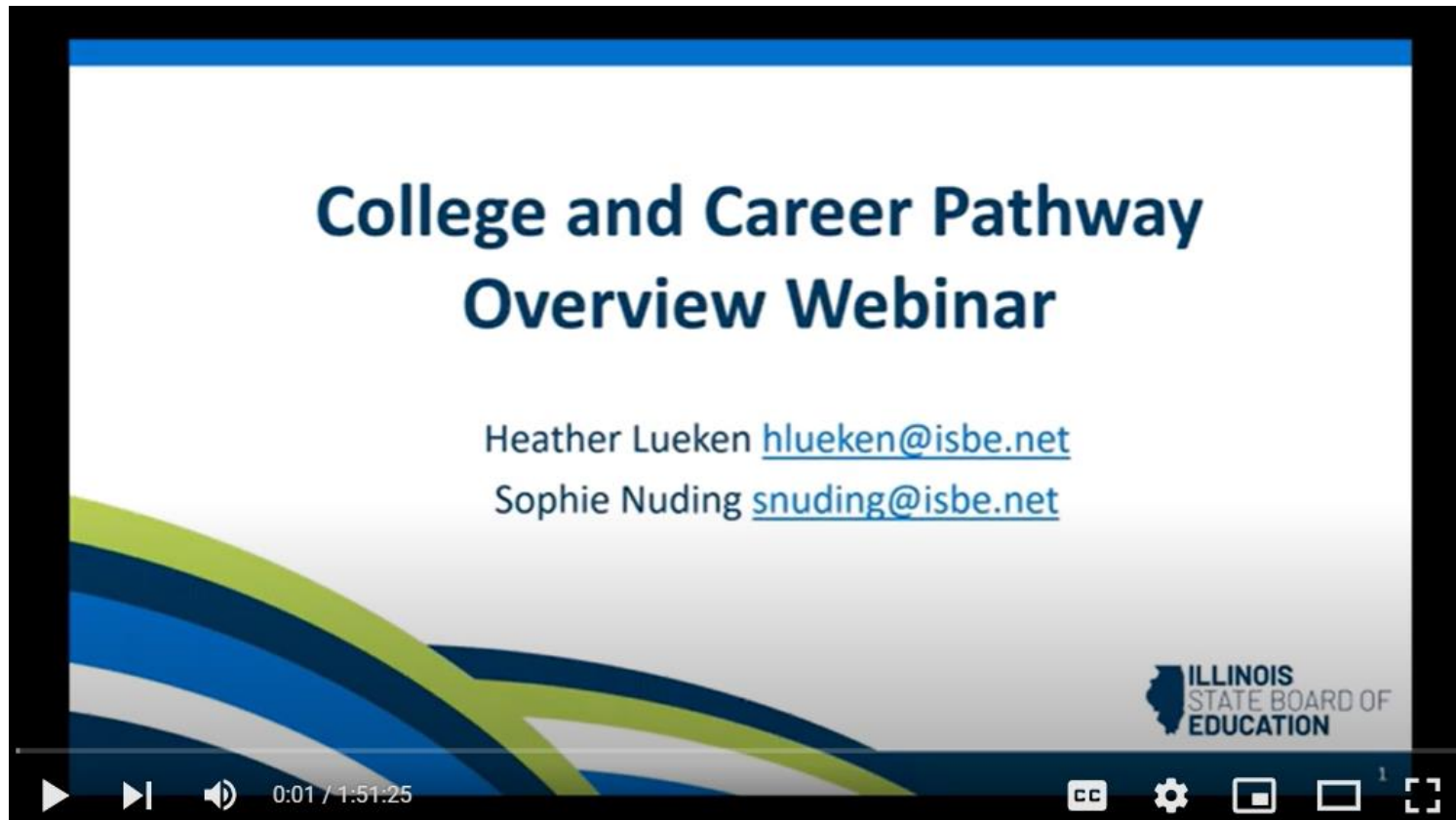
Dates/Locations:

- ~~Monday, October 7th, Waubonsee Community College - Sugar Grove~~
- ~~Wednesday, October 9th, Parkland Community College~~
- Thursday, October 17th, Jerseyville High School
- Friday, October 18th, ROE #33/Galesburg

PD Hours are available for each session

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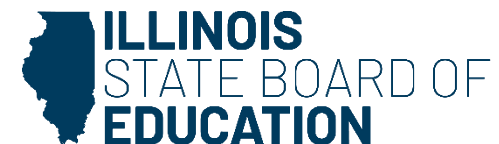
October 1st Webinar Recording

Professional Learning Calendar 24-25

Opportunities for Success

CAREER CONNECTED ILLINOIS

October 16	3:30 PM	CTE & Equity Promising Practices - Accessibility - Eliminating Barriers for CTE Students
November 12	11:00 AM	New Teacher - Using the Essential and Technical Skills in Your Lesson Planning (Lesson Sharing Workshop)
December 3	11:00 AM	New Teacher - Helping Students Learn: Planning Ideas for Your Spring 2025 CTE Course
December 11	3:30 PM	CTE & Equity Promising Practices Series - Bias, Micromessaging and Stereotypes

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ISBE CCPE Website

Questions?

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