

College and Career Pathway Overview Webinar

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Agenda

- Timeline
- Individual Career Plan
- Opt-Out Process
- Building Pathway Plans
 - Overview Information
 - Course Sequence
 - Professional Learning
 - Career Exploration
 - Team-Based Challenges
 - Career Development Experience

Please reference the [ISBE Pathway Endorsement webpage](#) for the documents used in this webinar

The Timeline

Requirements

- A school district that enrolls students in any of grades 9 through 12 electing to implement College and Career Pathway Endorsements shall become an eligible school district and either award College and Career Pathway Endorsements or opt-out of implementation of all or any part of the College and Career Pathway Endorsement requirements

Timeline for Implementation

By *July 1, 2025*, a school district that elects to implement College and Career Pathway Endorsements must submit the necessary materials to the State Board of Education to award the number of endorsements pursuant to the following schedule:

- For the high school graduating class of **2027**, a school district shall offer CCPEs in at least one endorsement area;
- For the high school graduating class of **2029**, a school district shall offer CCPEs in at least 2 endorsement areas; and
- For the high school graduating class of **2031**, a school district with a grade 9 through 12 enrollment of more than 350 students, shall offer CCPEs in at least 3 endorsement areas.

Timeline for Opt-out

By **July 1, 2025**, the school board of any school district may, by action of the board, opt out of implementation of all or any part of the College and Career Pathway Endorsement requirements through adoption of a set of findings that consider the following:

- The school district's current systems for college and career readiness;
- The school district's cost of implementation balanced against the potential benefits to students and families through improve postsecondary education and career outcomes;
- The willingness and capacity of local business to partner with the school district for successful implementation of pathways other than education;
- The willingness of institutions of higher education to partner with the school district for successful implementation of the pathway;
- The availability of a statewide database of participating local business partners; and
- The availability of properly licensed teachers or teacher meeting faculty credential standards for dual credit courses to instruct in the program required for the endorsement areas.

Pathway Endorsement Process and Requirements

Districts Offering Endorsements

The school district electing to offer Endorsements must complete the Individual Career Plan via the IWAS application portal **no later than July 1, 2025**

Once the ICP is approved, districts can begin building their plans. The plan must be submitted no later than December 15 of the school year the district intends to award the Endorsement.

Districts Opting-Out

A school district electing to opt out of the Endorsement system must submit the following information to ISBE via the IWAS application portal **no later than July 1, 2025**.

The reasoning for opting out that corresponds with the items listed in Section 10.20.84(d)(1) through (6) or 34-18.80(c)(1) of the school code: and

Copies of the board's meeting agenda, board findings, and board meeting minutes

Individual Career Plan

CCPE Application First Steps

To earn a College and Career Pathway Endorsement, a student shall develop and periodically update an individualized plan for postsecondary education or training, careers, and financial aid.

The school district must outline:

- how students will be supported with comprehensive postsecondary and career planning
- develop a method to collect and store the student's information regarding the individual plan
- identify who is responsible for work in career exploration/development, postsecondary education exploration/preparation/selection, and financial aid and literacy.

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.



Where do we store this information?

- 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?



Supporting Students

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

Provide an overview of the districts postsecondary and career planning opportunities for the students. This could include the implementation of the PaCE framework or other structured plan which supports students in their postsecondary and career planning.

Career Goals

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)

If career exploration activities are embedded within your CCPE course sequences, you can note this as a part of the collection process.

Postsecondary Plans

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)

Think about how these roles may be different than the roles within the Career Goals.

Financial Aid and Literacy Plans

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)

Include a statement regarding FAFSA initiatives. Oftentimes there is external support for districts, and these are encouraged to be noted within the various roles.



Questions?

Opt-Out Process

Opt-Out Request

A school district electing to opt-out of the Endorsement system, in accordance with Section 10-20.84(d) or 34-18.80(c) of the School Code, must submit the following information to the State Board, via the College and Career Pathway Endorsement application portal, no later than July 1, 2025:

- The reasoning for opting out that corresponds with the items listed in the above sections; and
- Copies of the board's meeting agenda, board findings, and board meeting minutes.

A school district electing to opt-out of implementation may reverse its decision in whole or in part at any time.

Opt-Out Process

- Within the IWAS system Career Pathway Endorsement Plan, select the *Opt-Out Request*.
- Indicate which of the findings are contained in your report that require you to request to opt-out of the College and Career Pathway Endorsements provisions.
- Upload the Agenda, Board Findings, and Approved Board Meeting Minutes

Which of the following findings are contained in your report that require you to request to opt-out of the College and Career Pathway Endorsement provisions of Section 10-20.84

1. The school district's current systems for college and career readiness *

Yes No

2. The school district's cost of implementation balanced against the potential benefits to students and families through improved postsecondary education and career outcom

Yes No

3. The willingness and capacity of local businesses to partner with the school district for successful implementation of pathways other than education *

Yes No

4. The willingness of institutions of higher education to partner with the school district for successful implementation of the pathway and whether the district has sought and incorporating the provisions of the Model Partnership Agreement under the Dual Credit Quality Act *

Yes No

5. The availability of a statewide database of participating local business partners, as provided under the Postsecondary and Workforce Readiness Act, for the purpose of care apprenticeships listed in the database to the students of the school district. Please note that this statewide database is publicly available on the ISBE website at: [Work-Based](#)

Yes No



Questions?

Building Pathway Plans

Overview Information

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.

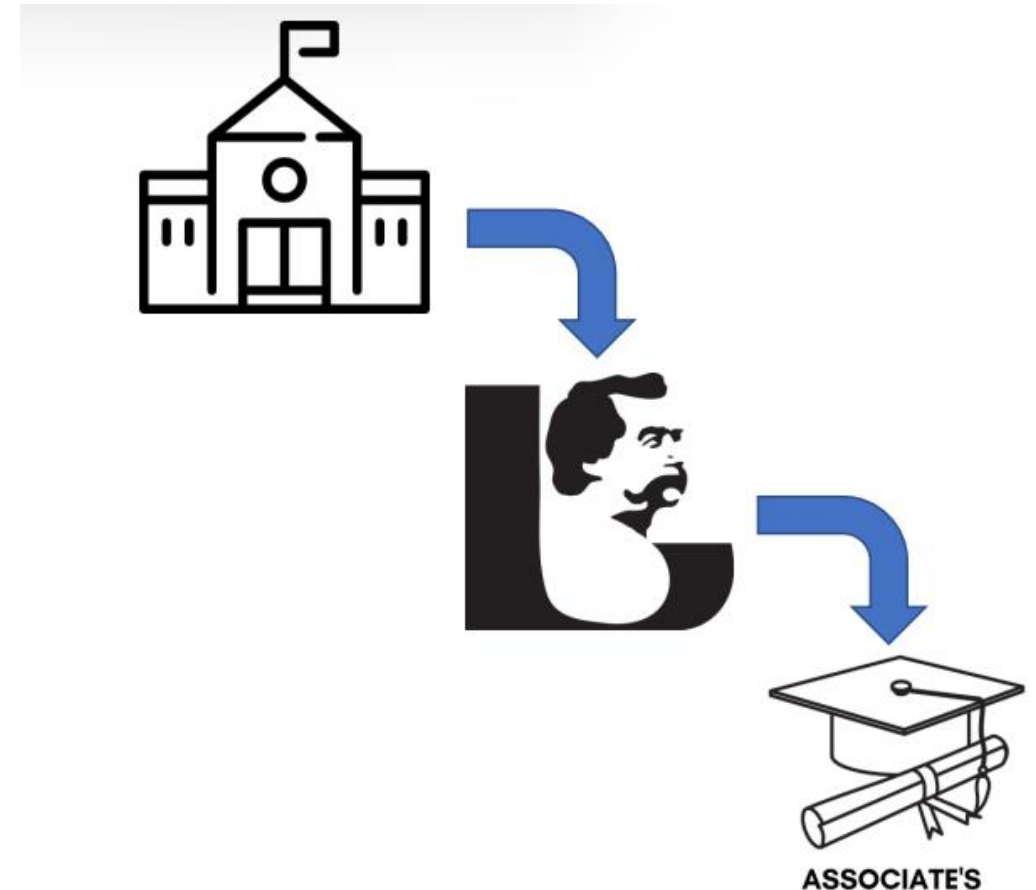
- Name one or more postsecondary institutions in the Career Pathway regionally
- List any credentials that will result in coordination with the partner
- Eligible credentials include...
 - Bachelor's degree
 - Associate degree
 - Apprenticeship
 - College certificate

Postsecondary Partner

Example

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

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



CCPE Planning Companion



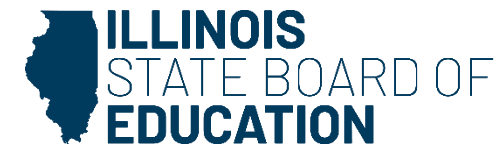
College and Career Pathway Endorsement IWAS Planning Companion

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
<i>Broadly describe labor market/workforce needs for this Endorsement</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Postsecondary Partner(s)		
<i>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.)</i>		
Postsecondary Partner	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Eligible Credentials	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Postsecondary Partner (optional)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Eligible Credentials (optional)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Postsecondary Partner (optional)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Eligible Credentials (optional)	Yes <input type="checkbox"/> No <input type="checkbox"/>	





Questions?

Career-Focused Instructional Sequence

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.

Course Sequence Requirements

- The plan must include the following information about the instructional sequence:
 - Course Name
 - Student Information System State course code for each course
 - Each course's duration
 - Each course's number of credits
 - Location of where each course will be delivered (e.g., high school, area career center, community college, or virtual).
 - Indication of if the course will result in early college credit and type of credit (e.g., Advanced Placement, Articulated Credit, Dual Credit, Dual Enrollment, or International Baccalaureate)
 - Explanation as to how each course will teach students skills or content that are needed to be successful in the career pathway
 - Explanation as to how each course will help students learn relevant technical and essential employability competencies and how it will help the student determine if the work aligns with the student's interests.

General Education Early College Credit Courses

Does not meet the requirements

AP English, Dual Credit College Algebra,
Dual Credit English 101, AP Calculus

***May* meet the requirements**

AP Computer Science, Dual Credit
Journalism 101, AP Psychology, Dual
Credit Environmental Biology

**Determination will be made through
consideration of:**

- Responses to both questions on slide 30
- Alignment with the requirements of the postsecondary partner's related degree program

CCPE Planning Companion – Course Sequence

Course Sequence		
<i>A minimum of four semesters (two years) with six early college credit opportunities is required for submission. Include all courses that will be used to meet the requirements of this component. If more space is needed, use the note section at the end of the document to record any additional courses.</i>		
ISBE Course Code and Course Name	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Local Course Name (optional)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
How Course Is Offered	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Regular Period Course <input type="checkbox"/> Block Schedule <input type="checkbox"/> Extended Time
Number of Semesters	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Location of Course	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Career Center <input type="checkbox"/> High School <input type="checkbox"/> Community College
Early College Credit	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>If yes, College Course Code and Name</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>If yes, Early College Credit Type</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> Advanced Placement <input type="checkbox"/> Articulated Credit <input type="checkbox"/> Dual Credit <input type="checkbox"/> Dual Enrollment <input type="checkbox"/> International Baccalaureate
<i>If yes, Number of Credits</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Typical Grade Course Offered	Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 9/10 <input type="checkbox"/> 11/12
Course Description	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Actual Work/Work Alignment	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Skills and/or Content	Yes <input type="checkbox"/> No <input type="checkbox"/>	



Questions?

Professional Learning

Career Exploration

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

CCPE Planning Companion

Professional Learning Experience			
<i>Career Exploration Activities</i>			
<i>A minimum of two exploration activities or one intensive activity is required for final submission. You may add up to six total career exploration activities. If more space is needed, use the note section at the end of the document to record any additional activities.</i>			
<i>Activity Name</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>Activity Description</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>Name(s) of the Partner(s)</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>Intensive Career Exploration Activity</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Activity Name</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>Activity Description</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>Name(s) of the Partner(s)</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>Intensive Career Exploration Activity</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>



Questions?

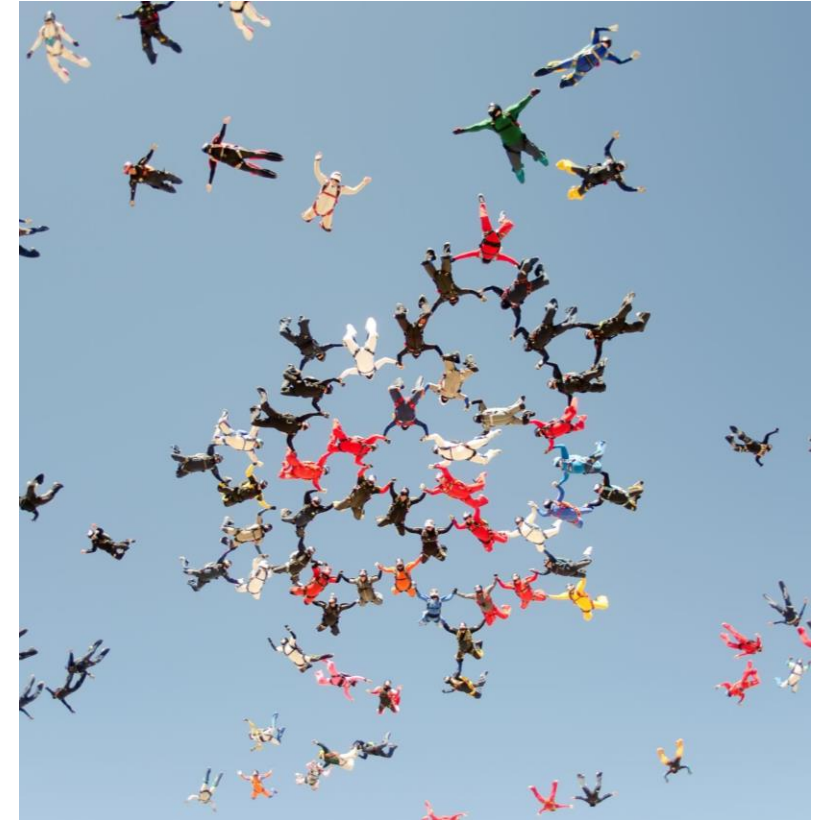
Professional Learning *Team-Based Challenges*

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



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 / ə-ˈthen-tik ˈprɒbləm/ 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.	<ul style="list-style-type: none"> • 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.

CCPE Planning Companion

Team-Based Challenges

A minimum of two Team-Based Challenges is required for final submission. You may add up to four additional entries if needed. If more space is needed, use the note section at the end of the document to record any additional Team-Based Challenges.

<i>Name of Team-Based Challenge</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Authentic Problem Including Approximate Team Size</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Career Pathway Technical Competency (maximum of 2)</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Cross-Sector Essential Employability competency (maximum of 2)</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>List of the Potential Final Solution Products</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Adult Mentor(s)/Industry Partner(s)</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

Team-Based Challenge Library

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

Authentic Problem

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, and complex, and may not have a single correct solution.

Authentic Problems:

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- Follow various processes that may allow their products to look differently
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Focus on the Competencies

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 one or two competencies at most should be utilized to drive the challenge.

- [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 \(Essential Skills\)](#)

Industry Partner

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)

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 samples as a guide or example and make changes as needed to encourage innovation. Make these your own. Choose the format for your students that matches your community's needs.

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.

Team-Based Challenge Companion Resources

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](#)



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 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.

IWAS

* Required Fields

◀ Previous

Next ▶

Save

Note: - A minimum of two Team-Based Challenges are required for final submission. You may add up to four additional entries if needed.

1. Name of the Team-Based Challenge *

2. Description of the Authentic Problem (including approximate team size) *

Important: A maximum of two competencies are allowed for questions 3 and 4.

3. Career Pathway Technical Competencies Assessed (Manufacturing, Engineering, Technology, and Trades Technical Competencies) *

4. Cross-Sector Essential Employability Competencies Assessed *

5. Final Solution Products *

6. Adult Mentor/Industry Partner *

Reset

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Other Considerations

- Pre-teaching
- Kick-Off
- Community Partner Feedback
- Reflection Considerations
- Diversity, Equity and Culturally Responsive Teaching
- Special Populations

Other Considerations	
<i>These items can be used as a tool to support teacher pedagogical practices</i>	
Pre-teaching	<p><i>Description: Think about information that students would need prior to the start of a Team-Based Challenge to be able to develop a process to answer the Authentic Problem. What information would they need prior to the challenge?</i></p>
Team-Based Challenge Kick-Off	<p><i>Description: When introducing the Team-Based Challenge to students, take into consideration components like the following:</i></p> <ul style="list-style-type: none"> -Who introduces the challenge/Authentic Problem -What is the setting (physical environment)?
Partner Feedback	<p><i>Description: Indicate all of the ways that a community/Industry Partner will provide feedback to students during the challenge</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Beginning phase or development phase of the Solution Product <input type="checkbox"/> Middle phase where students are trying to create the Solution Product <input type="checkbox"/> End phase where students have created the Solution Product and receive final feedback
Reflection Considerations	<p><i>Description: Explain how students will reflect on the Team-Based Challenge. Reflections could include Reflect and Sketch, Bloom's Reflection, student share-outs (classroom discussion), share-out with community/Industry Partners, student survey, and portfolio reflection.</i></p>



Questions?

Professional Learning

Career Development Experience

Professional Learning

Career Development Experience

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

Goals of the Career Development Experience/Internship include:

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

Professional Learning

Career Development Experience

When describing Career Development Experiences, districts should include information regarding:

- Course transcription and corresponding school credit for the experience or compensation for students' work hours in the workplace or both credit and compensation.
- A workplace with authentic working conditions and tasks, including but not limited to timekeeping, evaluation of work, responsibility to adhere to safety protocols, following standard operating procedures of the organization, etc.
- Collaboration between the school district and the community or business partners in developing and monitoring the career development experiences.
- Feedback through a Professional Skills Assessment on the relevant Career Pathway Technical Competencies and Cross-Sector Essential Employability Competencies.
- 60 hours of time completed by the student in the authentic working environment either through a single Career Development Experience or which may occur across two Career Development Experiences, provided that no individual experience can be less than 20 hours.

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*

CCPE Planning Companion

Career Development Experience/Internship			
<i>At least 60 hours of participation is required through a simple experience or across two experiences. No individual experience may be less than 20 hours (20/40 or 30/30 split). A maximum of two experiences records allowed.</i>			
<i>Career Development Experience/Internship Name</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>		
<i>Description of the Students' Roles in the Partner's Organization</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>		
<i>Name(s) of the Partner(s)</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>		
<i>Collaboration Between School and Business Partners</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>		
<i>Describe the assessment of technical competencies and employability skills.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>		
<i>Number of Hours Assigned to This Work</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>		
<i>Did Students Earn High Schools Course Credit?</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>If yes, ISBE Course Code/Course Name</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>		
<i>Where Students Paid?</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>



Questions?

Want to Learn More?

[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.

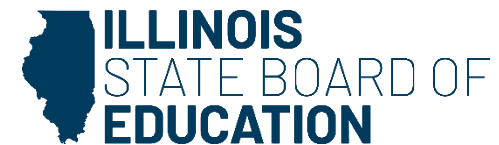
CCPE 101 (8:30 to 11:30am) will include information on the required components, including opt-out information, and will include dedicated time to work through the CCPE components alongside ISBE CCPE staff.

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, Waubensee 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*



Resources



Careers at ISBE [Contact Us](#)

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Home > [College and Career Readiness](#) > [College and Career Pathway Endorsement](#)

COLLEGE AND CAREER READINESS

College and Career Pathway Endorsement

RESOURCES

- [Authentic Task vs. Authentic Problem](#)
- [CCPE Academic Readiness](#)
- [CCPE Coordinator List](#)

COLLEGE AND CAREER PATHWAY ENDORSEMENT

- [FY23 Recipients](#)
- [FY22 Recipients](#)
- [FY21 Recipients](#)

COLLEGE & CAREER

COLLEGE AND CAREER PATHWAY ENDORSEMENT

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

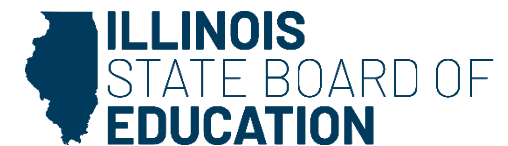
News and Updates

- [Register now for the College and Career Pathway Endorsement \(CCPE\) Component Overview Webinar! Tuesday, Oct 1, 2024 9:30 - 11:30AM CDT](#)

This webinar will include an overview of the components of the College and Career Pathway Endorsements, including opt-out requirements recently added to the IWAS system. Examples of each component will be provided as well as discussions on the new component companion resources which will assist districts in building their CCPE plans.

- [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 - 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. PD hours are available for each session.



Thank you