

# Career Pathways: Success for All

Melanie Fleenor, Illinois State Board of Education

Kathy Nicholson-Tosh, Northern Illinois University/DCEO  
Consultant

---

# Disability Employment Initiative

- Purpose: To improve the education, training, and employment opportunities and outcomes of youth and adults who are unemployed, underemployed, and/or receiving SSDI benefits. This is a collaborative effort between the Department of Labor Employment and Training Administration (ETA) and the Office of Disability Employment Policy (ODEP).
-

# DEI 5 Strategic Delivery Strategies

- Integrated Resource Teams
  - Partnerships and Collaboration (Continuum of Support Services)
  - Blending and Braiding of Funds
  - Customized Employment (WBL Opportunities)
  - Guideposts for Success
  - Asset Development Strategies
  - Individualized Career Development Plan (ICDP)
-

# Career Pathway Definition (WIOA)

- “career pathway” means a combination of rigorous and high-quality education, training, and other services that—
  - (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
  - (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);
  - (C) includes counseling to support an individual in achieving the individual’s education and career goals;
  - (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
-

## Career Pathway (Con't.)

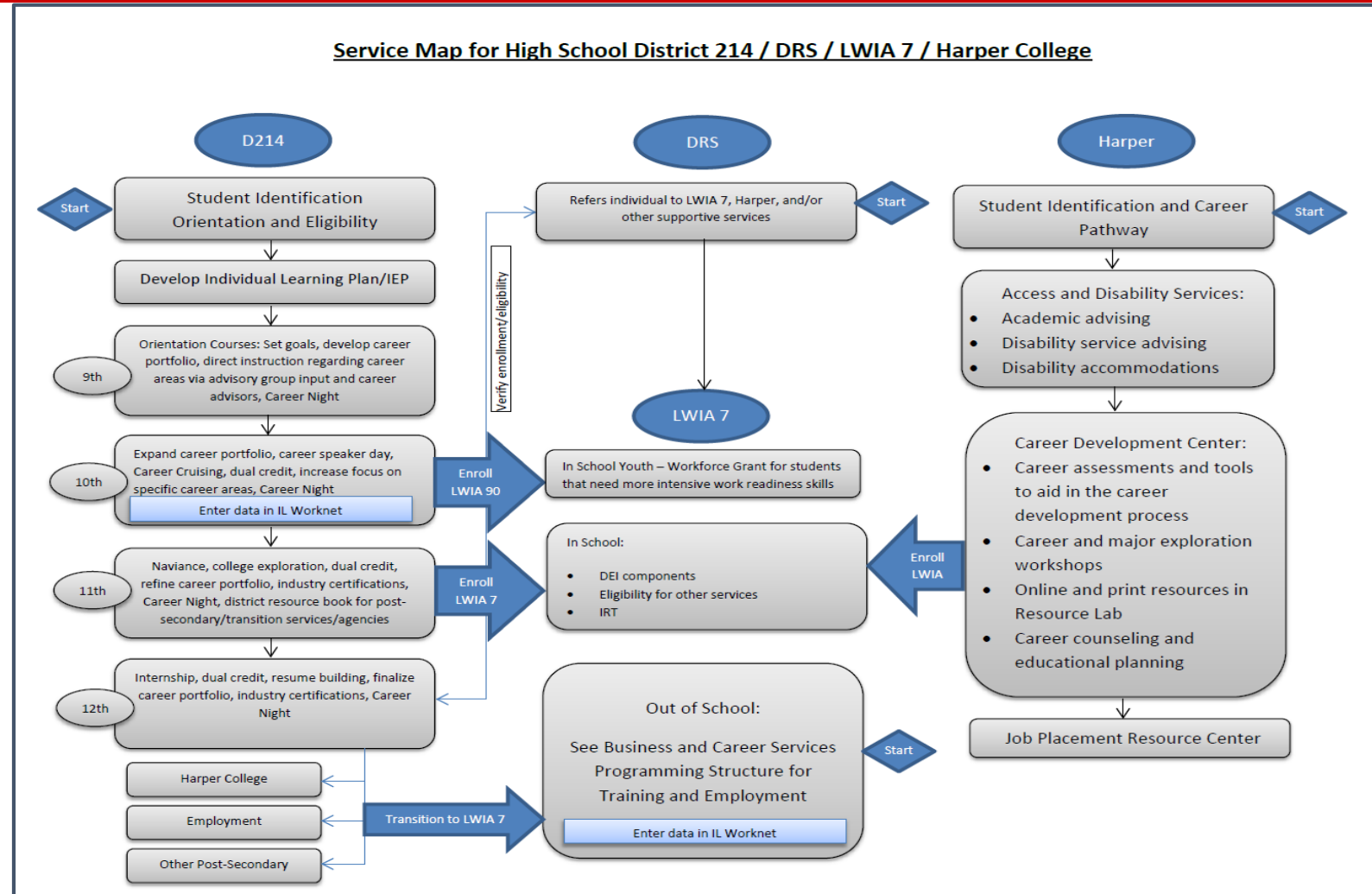
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
  - (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
  - (G) helps an individual enter or advance within a specific occupation or occupational cluster.
-

# Disability Employment Initiative – Round V

- Local Partners: District #214, Harper College, Suburban Cook Local Workforce Development Area, Dept. of Rehabilitation Services, CompTIA
  - District #99, College of DuPage, Local Workforce Development Area, Dept. of Rehab, CompTIA
  - State Partners: DCEO, ISBE, DRS, ICCB, Employment First
  - Focus: Individuals with Disabilities, ages 14-24 (Full-inclusion model)
  - Career Pathway: Information Technology
-

# District 214 Career Pathways in Practice

## Alignment of High School Pathway with Postsecondary Transition

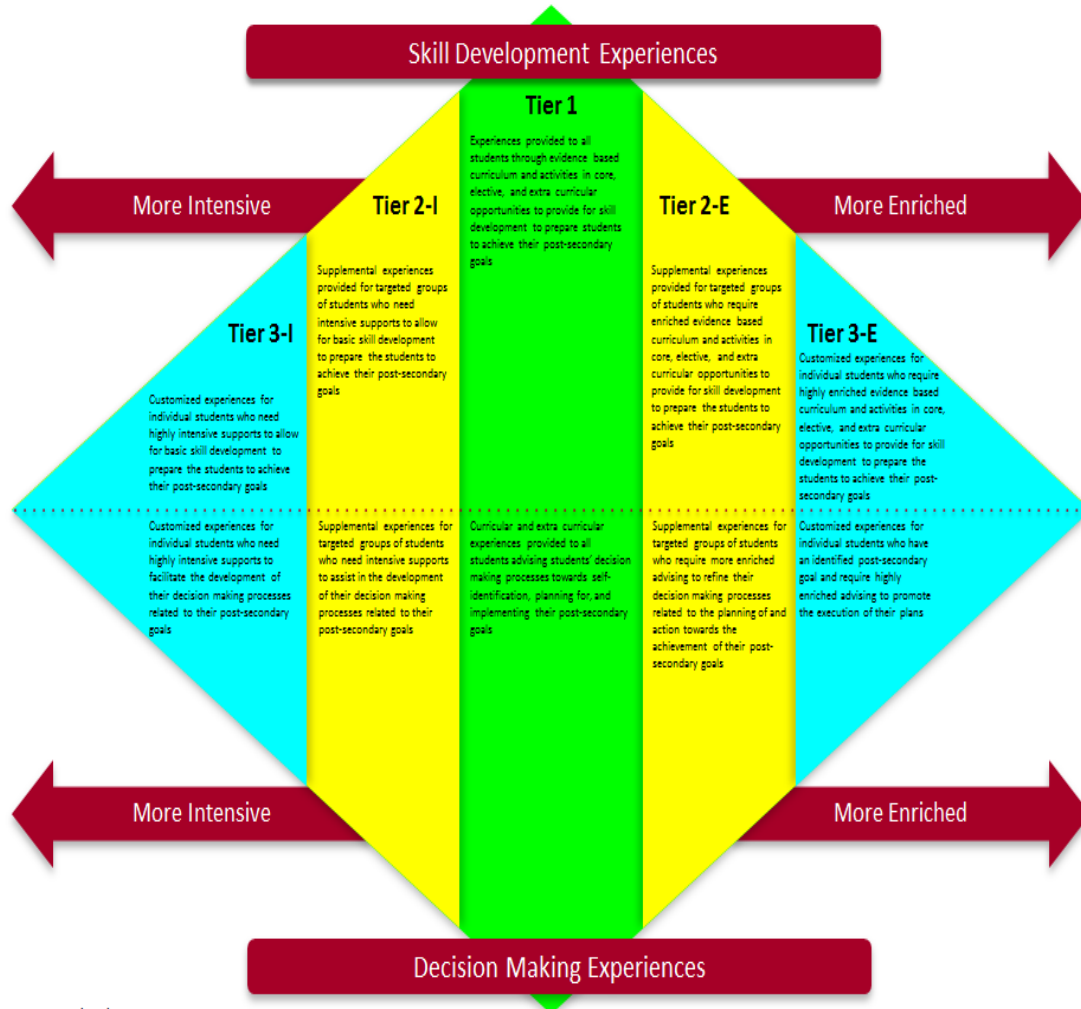


# District 214 Career Pathway Framework



## Career Pathway Framework

GOAL: Each student selects a post-secondary goal.



**Multi-tiered system of support to support student self-identification and preparation of his/her postsecondary, career focused goal.**



## Illinois PaCE: Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions on careers and postsecondary (PS) education or training, plan a course of study, and make financial aid assessments with family members.

### By the end of 8th grade

- A student should be supported to:**
- complete a career cluster survey
  - attend a career exploration day
  - complete a unit on education planning
  - Be exposed to a finance literacy unit in a course or workshop
- A student should know:**
- the concept of career clusters for further exploration
  - possible career clusters of interest
  - relationship between community service/extracurricular activities and postsecondary/career goals



### By the end of 9th grade

- A student should be supported to:**
- revisit career cluster survey and take a career interest survey
  - complete an orientation to career clusters
  - attend a PS options workshop
  - meet with a counselor to discuss coursework and PS/career plans with the ISBE College and Career Readiness Framework
  - begin determining eligibility for AP courses
  - outline a plan for community service and extracurricular activities related to PS plans
  - complete a financial aid assessment with a family member
- A student should know:**
- one or two career clusters for further exploration and development
  - the relationship between HS coursework, attendance, and grades to PS plans
  - importance of community service and extracurricular activities to PS and career plans
  - general cost ranges of various PS options

### By the end of 10th grade

- A student should be supported to:**
- visit at least one workplace aligned to career interests
  - complete an orientation course to a particular career cluster or cluster grouping
  - select a career pathway (CP) within a career cluster of interest
  - begin determining eligibility for AP courses
  - identify 2-3 adults to support him/her through the PS and career selection process
  - compare current cumulative GPA, academic, and career indicators to ISBE College and Career Readiness Framework (every year)
  - attend a PS affordability workshop with an adult family member
- A student should know:**
- educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP
  - different types of PS credentials and institutions
  - general timing of PS entrance exams and apps
  - benefit of early college credit opportunities to PS access and completion

### By the end of 11th grade

- A student should be supported to:**
- revisit the career survey
  - participate in a mock job interview
  - create a resume and personal statement
  - identify an internship opportunity related to CP
  - determine readiness for college-level coursework in math/ELA and enrolled in either "catch up" or "speed up" course
  - complete or enroll in at least one early college credit opportunity
  - attend a college fair
  - visit at least 3 PS institutions
  - take at least one college entrance exam
- A student should know:**
- app deadlines, test timing, cost, and prep for industry-based certification for CP
  - career attributes related to career interests
  - entrance requirements, including app deadlines, for expected PS program of study
  - 3-5 match schools, one safety, and one reach school for PS program of study
  - negative impact of remediation on PS goals
  - financial aid deadlines for chosen PS options

### By the end of 12th grade

- By 12/31 of 12th grade a student should have:**
- completed 3 or more admission applications to PS institutions
  - met with a school counselor to ensure all steps in the PS admission process are completed on time
  - attended a FAFSA completion workshop
  - completed the FAFSA
- By the end of 12th grade a student should be supported to:**
- address any remedial needs in math/ELA
  - obtain an internship opportunity relating to CP
  - if applicable, receive industry-based certification(s) relating to CP
  - complete one or more team-based challenges or projects relating to CP
  - attend a financial aid award letter workshop
- A student should know:**
- how CP courses and experiences articulate to degree programs at PS options
  - estimated cost of each PS option
  - affordability of PS options in relation to expected entry-level career salary and anticipated debt
  - terms and conditions of any scholarship or loan

# The Individualized Career Development Plan

- The Individualized Career Development Plan (ICDP) provides an overview of planned experiences for students participating in secondary school beginning at age 14 ½ or upon entry to high school.
  - The ICDP is aligned with the Illinois Individualized Education Program (IEP) Transition Plan and Summary of Performance components to alleviate duplication of document development for students with disabilities.
  - The ICDP provides comprehensive information pertaining to goals and avenues for meeting post high school goals with an intentional focus on career planning and development.
-

# The ICDP.....

- Has been developed as a joint venture of the ISBE and DCEO and addresses:
    - 1) the legally required components of an IEP Transition Plan and Summary of Performance Components;
    - 2) the *Five Guideposts for Success* developed by the National Collaborative on Workforce and Disability (NCWD); and
    - 3) Summary information utilized in the Career Plan composed by the Institute for Educational Leadership (IEL).
-

# The Five Guideposts

- School-Based Preparatory Experiences
- Career Preparation and Work-Based Learning Experiences
- Youth Development and Leadership
- Connecting Activities
- Family Involvement and Supports
- <http://www.ncwd-youth.info/guideposts>

# NCWD and IEL Individual Planning Guide

- [Preface](#)
- [Individualized Learning Plans How-to Guide – How to Use This Guide](#)
- [Individualized Learning Plans How-to Guide – Section I, Self-Exploration](#)
- [Individualized Learning Plans How-to Guide – Section I, Career Exploration](#)
- [Individualized Learning Plans How-to Guide – Section I, Career Planning & Management, Job Search Skills](#)
- [Individualized Learning Plans How-to Guide – Section I, Career Planning & Management, Youth Development & Leadership](#)
- [Individualized Learning Plans How-to Guide – Section I, Career Planning & Management, Career & Work-Readiness Skills](#)
- [Individualized Learning Plans How-to Guide – Section I, Career Planning & Management, Work-based Learning](#)
- [Individualized Learning Plans How-to Guide – Section I, Career Planning & Management, Financial Literacy](#)
- [Individualized Learning Plans How-to Guide – Section I, Career Planning & Management, Career Info Systems](#)
- [Individualized Learning Plans How-to Guide – Section II: Strategies for Gaining Whole-School Buy-in](#)
- [Individualized Learning Plans How-to Guide – Section III: Making It Happen](#)
- [Individualized Learning Plans How-to Guide – Section IV: Additional Resources](#)
- [Individualized Learning Plans How-to Guide—Appendix](#)
- <http://www.ncwd-youth.info/ilp/how-to-guide>

# **ICDP Overview: The Career Planning and Development Process**

- Self Exploration
- Career Exploration
- ICDP Development
- Portfolio of Experiences
- Summary of Performance Document

# Process and Timelines

- A review of this document by ISBE to ensure all state and federal requirements due unto special education students are met in early 2017;
- Sharing the ICDP document and process with Special Education Administrators at the 2017 Directors' Conference as well as the ISBE Special Education list serve for feedback and input;
- Piloting of the ICDP in Township High School District # 214 during the 2017-2018 school year; and
- Revising, as needed, based on results from the piloting districts listed above.

# **ICDP OVERVIEW**



**QUESTIONS,  
COMMENTS  
AND  
DISCUSSION**