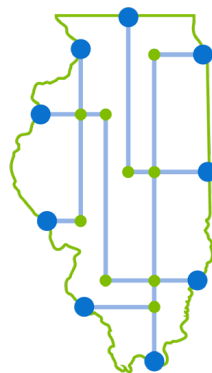




# Career Pathways Dictionary

A Unified State Framework for College  
and Career Readiness and Success



**WORK  
LEARN  
GROW**

Pathways to  
the Jobs of  
Illinois' Future



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# Acknowledgements

This document has been created in partnership with several key State agencies and entities participating in the Workforce Readiness through Apprenticeships & Pathways (WRAP) project of the Governor's Cabinet on Children and Youth, including:

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## State Boards



**Illinois Workforce  
Innovation Board**



**GOVERNOR'S CABINET ON  
CHILDREN AND YOUTH**

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## State Agencies



**Illinois  
Department of Commerce  
& Economic Opportunity**



**Illinois  
State Board of  
Education**



**OFFICE OF THE  
GOVERNOR**

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## External Partners



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# Executive Summary

## Intent & Structure

In the State of Illinois, the public and private sector alike are conducting a broad number of efforts pertaining to education, workforce development, and economic development through a lens of career pathways. This College and career pathways approach envisions that Illinois residents will be enabled to progressively build toward college and career success through aligned education, training, and employment opportunities over their lifetime. Career pathways in Illinois are administered by a variety of private, state, and local entities; and thus several state education and workforce committees, including an extensive base of stakeholders, developed agreed-upon definitions to ensure alignment across agencies, legal frameworks, and initiatives.

This document consists of four main components:

1. An introduction which provides a detailed background of the intent behind this work as well as the research and refinement processes that resulted in the included definitions,
2. The adopted Illinois State definition for Career Pathways,
3. The adopted Illinois State definitions for elements within a career pathway program or system,
4. Appendices containing related policy frameworks and definitions.

## Current Status

As of this writing, the dictionary has been adopted by the Workforce Readiness through Apprenticeships and Pathways (WRAP) Committee of the Governor's Cabinet on Children and Youth, and the Career Pathways definition has been formally adopted by all relevant State boards. This broad-based consensus is a major accomplishment as Illinois pioneers a new approach to collaboration across education, training, and workforce.

While agreement on these definitions is the first essential step, current efforts center on their implications for structures and operations. Both the WRAP Steering Committee and its member agencies have begun to identify key strategies needed to implement these definitions across their work. Such strategies will include alignment of funding opportunities, reporting requirements, stakeholder engagement, and more to ensure that these definitions truly become the approach to working on career pathways within Illinois.



**WORK LEARN GROW: Pathways to the Jobs of Illinois' Future** is a unifying brand and initiative that was born out of the work-based learning and career pathways work supported by the Workforce Readiness through Apprenticeships & Pathways (WRAP) Committee of the Governor's Children's Cabinet and Illinois' participation in a National Governors Association-sponsored Policy Academy. A collaborative movement across multiple state agencies, private sector businesses, workforce professionals, and education stakeholders, the WORK LEARN GROW initiative logo is a symbolic representation of the diverse coalition of institutions committed to developing and strengthening career pathways to ensure economic prosperity across Illinois.

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# Introduction

## Background

In the State of Illinois, the public and private sector alike are conducting a broad range of efforts pertaining to education, workforce development, and economic development. Common to all this work is a shared philosophy regarding college and career pathways—with the aim of enabling Illinois residents to progressively build toward college and career success through aligned education, training, and employment opportunities over their lifetimes. A wide range of education and training programs and initiatives administered by a variety of private, state, and local entities fall within this system of college and career pathways. As such, several state education and workforce committees, including an extensive base of stakeholders, have worked to define key terms to ensure alignment across agencies, legal frameworks, and initiatives.

This document includes the overarching Illinois State definition for Career Pathways. It also defines terms essential to career pathway program and system elements. These definitions have been developed and refined through research, stakeholder engagement, and thoughtful alignment to a variety of efforts—especially the Workforce Innovation and Opportunity Act (WIOA), the Illinois Every Student Succeeds Act (ESSA) State Plan, and the Illinois Postsecondary and Workforce Readiness (PWR) Act. These definitions have been thoroughly reviewed by representatives of key State entities and committees pertaining to the broader education and workforce systems in Illinois, including:

### STATE AGENCIES

Illinois State Board of Education (ISBE)
Illinois Community College Board (ICCB)
Illinois Board of Higher Education (IBHE)
Illinois Department of Employment Security (IDES)
Illinois Department of Commerce & Economic Opportunity (DCEO)
Illinois Student Assistance Commission (ISAC)

### STATE COMMITTEES & ENTITIES

Workforce Readiness through Apprenticeships & Pathways (WRAP) Committee of the Governor's Cabinet on Children and Youth
Illinois P-20 Council College & Career Readiness (CCR) Committee
Illinois P-20 Council Data, Accountability, & Assessment (DAA) Committee
Illinois Workforce Innovation Board (IWIB) Apprenticeship Committee
Governor's Office Education Team

## Importance of Defining Terms

Sharing these agreed-upon definitions provides indispensable clarity as the broader fields of education and workforce development create and implement new programming. In this unified presentation, the State hopes to convey that no single approach to education or workforce development functions in isolation. Apprenticeships and other work-based learning, as well as education-centered efforts, are all aspects of a collective system that supports Illinois residents' pursuit of college and career success. Bringing coherence to these diverse initiatives better serves the State's goal: individuals in Illinois are equipped to be successful in college, career, and beyond through adequate preparation and the timely introduction to a robust network of opportunities.

## Criteria for Inclusion

While many terms and definitions pertain to education and workforce training, in order to be included in this document, they must meet the following criteria:

1. The term pertains to—or deeply impacts—multiple programs across State agencies; and/or,
2. The term applies to programming with funding from multiple federal agencies (e.g., WIOA-funded programming).

## Process for Updating this Document

If an agency undertakes a process by which they are developing a definition for a term related to career pathways and which meets the criteria above, that agency should proceed with the following steps:

1. The agency brings the definition under development to the WRAP Steering Committee for feedback and final approval; and
2. On a case-by-case basis, the WRAP Steering Committee will determine whether a particular definition should be elevated to the level of formal board or agency approval.

# Illinois Career Pathways Definition Background

In 2014, President Obama signed the Workforce Innovation and Opportunity Act, or WIOA, into law. It is the primary federal legislation governing workforce development and embodies the strategy to enhance a region's economic stability and prosperity by improving the skills of the people in that community. The law took effect on July 1, 2015; it supersedes the Workforce Investment Act of 1998 (WIA) and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973.

WIOA requires coordination among four core partners who are responsible for the four titles of WIOA. The titles are:

1. Workforce development: Department of Commerce and Economic Opportunity (DCEO),
2. Adult education and literacy: Illinois Community College Board (ICCB),
3. Unemployment and labor services through the Wagner-Peyser Act<sup>1</sup>: Illinois Department of Employment Security (IDES), and
4. Vocational rehabilitation to individuals with disabilities: Illinois Department of Human Services (IDHS).

As WIOA implementation began in earnest (When?), it became evident that the state of Illinois needed a statewide career pathways definition to guide its implementation of WIOA and other programs. At WIOA regional planning meetings, representatives from the Illinois Community College Board, Department of Commerce and Economic Opportunity, Women Employed, and the Chicago Jobs Council sought to address confusion about the different roles programs play in the overall career pathways system in Illinois by developing and adopting a unified state definition.

## Definition Development, Stakeholder Engagement, and Process for Adoption

WIOA legislation includes a career pathways definition, but that legislation does not govern the entirety of the state and systems that may engage in career pathway development in some way. Furthermore, it does not provide detail and clarity around its components, which created confusion among practitioners and providers of career pathways programs. Therefore, the initial group determined it was necessary to pull in a wider group of stakeholders.

### Original four entities:

- Women Employed,
- the Chicago Jobs Council,
- the Illinois Community College Board, and
- the Department of Commerce and Economic Opportunity.

### The expanded representation includes representatives from:

- the Illinois Department of Employment Security,
- the Illinois Department of Human Services,
- the Illinois Board of Higher Education,
- the Illinois State Board of Education,
- the Illinois Workforce Innovation Board,
- the Illinois Student Assistance Commission
- the Chicago-Cook Workforce Partnership,
- the Governor's office, and
- employers.

We convened a series of meetings with the broad group of stakeholders and settled on the career pathways definition set forth in WIOA as our foundation, as it is already the required definition for workforce and adult education programs — and it is likely to be the definition included in subsequent federal legislation for career and technical education in the future. However, the definition alone provided little exposition of each of its eight components. The stakeholder group identified a series of best practices for career pathways for each of the components, as seen below, to provide guidance to policymakers, practitioners, and providers statewide. After the group of stakeholders—which included a number of agency staff members—settled on a final definition, they included the definition on the agendas of their governing boards for approval. The approval process was as follows:

STATE BOARD OR COMMITTEE	APPROVAL DATE
ICCB	12/01/2017
ISBE	12/13/2017
IWIB	2/14/2017
IL P-20 Council CCR Committee	12/18/2017
IL P-20 Council	03/12/2018
IBHE	03/13/2018
ISAC	06/14/2018

<sup>1</sup>[https://www.nationalskillscoalition.org/resources/publications/file/NSC\\_TPIB\\_Wagner.pdf](https://www.nationalskillscoalition.org/resources/publications/file/NSC_TPIB_Wagner.pdf)

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# Illinois Career Pathways Policy Context

The definitional agreement on career pathways operates within the context of several other State priorities and initiatives that contribute to the broader system of career pathways in Illinois. Governor Bruce Rauner established the Apprenticeship Plus initiative as part of the Governor's Cabinet on Children and Youth in 2016 as an effort to promote the use of apprenticeships and related models to connect Illinois residents to gainful employment through learn-and-earn programs. This initiative was originally called "Apprenticeship Plus" based on the Apprenticeship Plus Framework established by the Illinois Workforce Innovation Board's (IWIB) Apprenticeship Committee in defining high-quality apprenticeships for the State. However, as State work developed around a broader approach of college and career pathways, the Apprenticeship Plus committee was reshaped into the Workforce Readiness through Apprenticeships and Pathways (WRAP) Committee, which includes members from across state education and workforce agencies. As part of their efforts, the WRAP Committee sought to develop clear and unified definitions for apprenticeship and apprenticeship-related activities. When Illinois was selected for the National Governors Association (NGA) Work-Based Learning Policy Academy in October 2017, related work was integrated as a core deliverable area within the WRAP structure to promote further alignment across workstreams within the career pathways context.

Further, WRAP identified connections to the Postsecondary and Workforce Readiness (PWR) Act's components around College and Career Pathway Endorsements (CCPE) to be recorded on high school diplomas. After several years of broad-based stakeholder engagement and policy development, the PWR Act passed the Illinois House and Senate unanimously in May 2016, and was signed by the Governor in July 2016. The PWR Act takes a student-centered and competency-based approach to assist Illinois students to prepare for and select the right postsecondary option, and ultimately obtain meaningful employment. The four aligned strategies in the Act require coordinated community systems involving school districts, post-secondary education institutions, employers, and other public and private organizations. The CCPE Framework establishes a system for school districts to award

Endorsements on high school diplomas, which provide a mechanism for high schools, postsecondary education institutions, and employers to validate the work of students in preparing for a particular industry sector. Endorsements include work-based learning, planning, and coursework components. These Endorsements are also related to the Postsecondary and Career Expectations (PaCE) Framework of the PWR Act, which provides a way for communities to organize career exploration and development; college exploration, preparation, and selection; and financial literacy requirements into an understandable format that can be shared with parents, teachers, and employers.

Related to both of these efforts around postsecondary and workforce readiness is the College and Career Readiness Indicator (CCRI) included in the school accountability framework of the State's ESSA plan. The CCRI represents a multiple-measures approach to college and career readiness, and is aligned to the spirit of WIOA legislation and directly to the PWR CCPE framework. This indicator, based on the Redefining Ready framework developed by the American Association of School Administrators, combines academic components with career readiness components that span a variety of career exploration and preparation activities.

Additionally, the State of Illinois has agreed-upon structures for integrating core academic coursework with real-world learning beyond the secondary space. Consequently, definitions for Bridge and Integrated Career and Academic Preparedness System are included. Both types of programming serve adults re-entering the broader career pathways system, and are integral to ensuring the system provides adequate opportunity for a variety of populations.

Collectively, these definitions establish a continuum of employer engagement and work-based learning experiences within a career pathway system. As shown in the following diagram, experiences delivered across the continuum require varying levels of intensity of employer engagement. Employers can choose to provide opportunities anywhere along the continuum, and may begin with a lighter-touch opportunity (such as career exploration) and eventually build to a higher-level of engagement (such as an apprenticeship model). Other employers may be prepared to dive in and provide experiences further along the continuum.

**CONTINUUM OF EMPLOYER ENGAGEMENT & WORK-BASED LEARNING EXPERIENCES**



**Definitions–System Elements Development, Stakeholder Engagement, and Process for Adoption**

The definitions provided in this document are based on a combination of established State and federal statutes and regulations, as well as research into national, state, and local best practices. As appropriate, these definitions have been further refined through interagency and stakeholder engagement, and are strategically aligned to the fullest extent possible in order to minimize duplication and confusion. In some cases, implementation guidance supplements the base definition to provide greater clarity for agencies and providers.

These definitions have been vetted with stakeholders through a variety of engagement platforms including the:

- WRAP Committee of the Children’s Cabinet,
- Apprenticeship Committee of the IWIB,
- CCR Committee of the P-20 Council,
- DAA Committee of the P-20 Council, and
- Illinois team for the NGA Work-Based Learning Policy Academy, among others.

In April of 2018, the WRAP Committee of the Children’s Cabinet moved to adopt these definitions and establish a plan for updating this document. Both the WRAP Steering Committee and its member agencies have begun the process to identify key strategies needed to implement these definitions across their efforts and in their engagement with their constituents. Such strategies will include alignment of funding opportunities, reporting requirements, stakeholder engagement, and more to ensure that these definitions truly become the way of working on career pathways within Illinois.



## Career Pathways

A combination of rigorous and high-quality education, training, and other services that aligns both vertically and horizontally across Secondary Education, Adult Education, Workforce Training and Development, Career and Technical Education, and Postsecondary Education systems, pathways, and programs. Collaborative partnerships with these entities and business and industry, along with human service agencies, corrections, and other community stakeholders, serve as the foundational structure for high-quality and sustainable career pathways. A career pathway also includes multiple entry and exit points to facilitate individuals to build their skills as they progress along a continuum of education and training and advance in sector-specific employment.

### Guidance

The following guidance should help policymakers and practitioners implement state, regional, and local career pathways. The guidance is meant to clarify how a successful pathway—often comprised of one or more career pathway programs—should operate. This guidance also addresses the career pathway system, which sets the policies and procedures that shape career pathways and can assist with strong pathway development and sustainability. Items **A** through **G** below represent elements of the WIOA Career Pathways definition, with added guidance to clarify and provide additional detail for each element.

**(A) Aligns with the skill needs of industries in the economy of the State or regional economy involved;**

*Career pathways should:*

- Use labor market data, informed by state, regional, and local employers, to design sector-focused programs that meet the needs of the employers in the state, regional, and local economies.
- Regularly and meaningfully engage employers at every stage of pathway development in an interactive, ongoing relationship<sup>2</sup> and encourage employers to assume leadership roles
- Identify the certifications, licenses, and industry-recognized credentials that state, regional, and local employers require and craft programs leading to them.

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<sup>2</sup> “Meaningful employer engagement” is the process by which State and/or local stakeholders (e.g. training providers, colleges, workforce boards) convene with local and regional industry employers to discuss the skill and credential needs of their workforce and ways in which education and training programs can best prepare individuals.

**(B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act<sup>3</sup>.**

*Career pathways should:*

- Enable lifelong learning that ensures youth and adult participants can gain entry to and advance, as desired, through successive education and training programs, leading to stackable credentials<sup>4</sup> in a given occupational cluster.
- Lead to jobs in increasingly high-skill, high-wage, and/or high-demand industries.
- Ensure access and appropriate services for the targeted populations included in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan<sup>5</sup>.

**(C) Includes counseling to support an individual in achieving the individual’s education and career goals.**

*Career pathways should:*

- Ensure participants have access to career exploration, academic advising, support with transitions through the pathway, and comprehensive individualized support services, such as, but not limited to, child care, transportation, and financial aid (where appropriate).

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<sup>3</sup> 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.).

<sup>4</sup> A stackable credential is part of a sequence of credentials that can be accumulated over time and move an individual along a career pathway or up a career ladder.

<sup>5</sup> Priority populations identified in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan are: Long-term unemployed; Low-income adults; Low literacy adults, including those without a high school diploma; Low-skilled adults; Individuals with disabilities, including youth with disabilities; Those receiving public assistance; Out-of-school youth; Veterans; Migrant and seasonal farm workers; Re-entry individuals (ex-offenders); English Language Learners; Older individuals; Homeless individuals; Single parents; Youth in the foster system or who have aged out; Displaced homemakers; Veterans with disabilities; Indians, Alaska Natives, and Native Hawaiians.

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## Definitions: Career Pathways *(continued)*

- Involve partnerships among K-12, postsecondary educational institutions, workforce training and development agencies, public and private employers, workforce boards, human services providers, and other partners to ensure participant access to the above services.

**(D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities<sup>6</sup> and training for a specific occupation or occupational cluster.**

*Career pathways should:*

- Include career-focused instruction that integrates academic and technical content with foundational professional skills<sup>7</sup>, which are skills needed for success in education, and training, career, and life.
- Offer opportunities for work-based learning<sup>8</sup> experiences.
- Offer job placement assistant services that are tailored to participant needs at different points along the pathway.

**(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.**

*Career pathways should:*

- Offer quality, non-duplicative training, coursework, assignments, and assessments<sup>9</sup> to accelerate progress, maximize credit and credential attainment, and increase student success.
- Encourage concurrent enrollment and early college credit opportunities that support progression through the pathway.
- Offer participant-focused education and training that incorporates flexible class formats, locations, and times that makes learning accessible and achievable

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<sup>6</sup> “Workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. WIOA HR 803, SEC. 203. DEFINITIONS (17)

<sup>7</sup> “Foundational professional skills” (often also called “soft skills” or “essential skills”) are the skills needed for success in college, career, and life, such as, but not limited to, punctuality, communication, collaboration, and problem-solving.

<sup>8</sup> Work-based learning provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability. Examples include: Internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships.

<sup>9</sup> Non-duplicative (across education and training partners) assessments of participants’ education, skills, competencies, assets, and support service needs as they move through a career pathway and its programs.

for all populations. Strategies include, but are not limited to, modularized curriculum<sup>10</sup>, contextualized curriculum and instruction<sup>11</sup>, and virtual learning.

**(F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential.**

*Career pathways should:*

- Create partnerships between programs that serve youth and adults of all skill levels to ensure that participants can in time earn a recognized postsecondary credential<sup>12</sup>, as desired.
- Enable participants to gain entry to or advance within a given sector or occupational cluster, facilitate efficient transitions to continuing education, and incorporate stackable and portable industry-recognized credentials.
- Facilitate co-enrollment in programs administered by the core<sup>13</sup> and required<sup>14</sup> partners (as defined by WIOA), in addition to Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T).

**(G) Helps an individual enter or advance within a specific occupation or occupational cluster.**

*Career pathways should:*

- Involve partnerships with employers to support participant educational and career advancement through on-the-job training, customized training, corporate training, incumbent worker training<sup>15</sup>, and other work-based training strategies.

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<sup>10</sup> “Modularized curriculum” is curriculum that is divided into shorter, ‘self-contained’ segments or chunks of instruction. The common module length can vary depending upon content, format, and schedule of the course.

<sup>11</sup> “Contextualized curriculum and instruction” is the practice of systematically connecting basic skills and academic instruction to industry, or occupational content.

<sup>12</sup> “Recognized post-secondary credential”, as defined by the Workforce Innovation and Opportunity Act, means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. <https://www.doleta.gov/wioa/Docs/wioa-regs-labor-final-rule.pdf> WIOA sec. 3(52)

<sup>13</sup> Core programs within WIOA are: WIOA Title I (Adult, Dislocated Worker and Youth formula programs) administered by Department of Labor (DOL); Adult Education and Literacy Act programs administered by the Department of Education (DoED); Wagner-Peyser Act employment services administered by DOL; and Rehabilitation Act Title I programs administered by DoED.

<sup>14</sup> Required programs within WIOA are: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American Programs, HUD Employment and Training Programs, Job Corps, Local Veterans’ Employment Representatives and Disabled Veterans’ Outreach Program, National Farmworker Jobs Program, Senior Community Service Employment Program, Temporary Assistance for Needy Families (TANF), Trade Adjustment Assistance Programs, Unemployment Compensation Programs, and YouthBuild.

<sup>15</sup> “Incumbent worker training” is training that is developed with an employer or employer association (group of employers) to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment.

## Definitions: Career Pathways *(continued)*

- Overcome barriers to entry to ensure that participants with diverse backgrounds and experience have the opportunity to enroll and succeed in a pathway.

An effective and efficient career pathway will also commit to equity for all participants and potential participants and continuous improvement. To ensure that is possible, the system will:

- Collect, share, and use evidence to identify and eliminate barriers to participant access and success.
- Include shared qualitative and quantitative evaluation of participant outcomes, with a focus on equity of access

and services across participant groups, to inform the improvement of all programs within the pathway as well as the pathway itself.

- Disaggregate participant-level data to identify inequities in performance among participant groups and improve the outcomes of different participant groups.
- Include shared qualitative and quantitative evaluation of effectiveness in serving employers (the business community) in order to inform strategies for improvement.

## Definitions of Work-Based Learning Continuum Elements

### CONTINUUM OF EMPLOYER ENGAGEMENT & WORK-BASED LEARNING EXPERIENCES



### Apprenticeship Models

**An employer-driven, “learn while you earn” model that combines structured on-the-job training (OJT) with job-related instruction in curricula tied to the attainment of industry-recognized skills standards and leading to an industry credential. The OJT is provided by the employer, who hires the apprentice at the commencement of the program and pays the participant during the program.**

#### Registered Apprenticeship

An apprenticeship registered with the U.S. Department of Labor meeting the standards defined by USDOL, which includes the five required components:

1) Business Involvement; 2) Structured On-the-Job Training; 3) Related Instruction; 4) Rewards for Skill Gains; and 5) Industry Credentials.

#### Non-Registered Apprenticeship

An apprenticeship that is not registered with the U.S. Department of Labor, but that meets all Registered Apprenticeship criteria other than application for registration.

#### Pre-Apprenticeship

A program that has a documented partnership with an employer and is designed to prepare individuals to enter and succeed in a Registered Apprenticeship or Non-Registered Apprenticeship which includes all of the following:

- a. Training and curriculum that aligns with the skill needs of employers in the economy of the State or region and that has been designed to prepare participants to meet the minimum entry-level requirements of the Apprenticeship.
- b. Access to educational and career counseling, and other supportive services as needed by participants.
- c. Hands-on meaningful learning activities that are connected to education and training activities, such as Career Exploration and Career Development Experiences, and that reinforce foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework.
- d. Upon successful completion of the program, participants are supported to apply for a Registered Apprenticeship or Non-Registered Apprenticeship program, and may receive preference for enrollment.

#### Youth Apprenticeship

A program for youth (ages 16 to 24) currently enrolled in secondary education or pursuing a high school equivalency, including those with disabilities, that include, at minimum, the following:

1. 450 hours of paid on-the-job training under the supervision of a mentor;

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## Definitions of Work-Based Learning Continuum Elements *(continued)*

2. At least 2 semesters of related instruction that ideally counts towards a high school and/or postsecondary credential, but minimally leading to an Industry Credential;
3. Ongoing and a final assessment measuring success in mastering skill standards;
4. Career exploration where participants learn about several positions within the employer and the field; and
5. Wraparound supports (e.g. case management and counseling) and holistic upskilling (e.g. technical skills and soft skills).
6. Upon successful completion of the program, participants are supported to apply for one or more of the following: entry-level employment, admission to a Registered Apprenticeship or Non-Registered Apprenticeship program, or admission to other articulated postsecondary education options (including 2- and 4-year programs).

### *Implementation Guidance:*

- Program sponsors may serve a subset of youth within the 16-24 age range instead of the full range.
- Programs must include a documented partnership with an employer.

For any industry area where an Industry Credential does not yet exist, a group of employers that are representative of the industry (including small, medium, and large firms) in Illinois should determine the critical core competencies that participants should learn through the apprenticeship, and agree to a formal process for recognizing mastery of those competencies.

## Career Development Experience

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

1. Occurs in a workplace or under other authentic working conditions;
2. Is co-developed by an education provider and at least one employer in the relevant field;
3. Provides compensation or educational credit to the participant;
4. Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework; 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 hours.

### *Implementation Guidance:*

Career Development Experiences may include any of the following, provided the experience meets the definitional criteria: internship, school-based enterprise, supervised agricultural experience, cooperative education, research apprenticeship, remote work for a client or employer, student-led enterprise, or youth apprenticeship. However, a Career Development Experience may not consist solely of technical training by an education provider.

## Career Exploration Activity

An activity such as a job shadow, attendance at a career exposition, or employer site visit providing an individual with the ability to engage directly with employers, for the purpose of gaining knowledge of one or more industry sectors or occupations.

### *Implementation Guidance:*

While related, a Career Exploration Activity in and of itself does not constitute a Career Development Experience.

## 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.

## Work-Based Learning

Work-based learning provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability, and includes an assessment and recognition of acquired knowledge and skills. Examples include: internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships.

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# Definitions of Additional Career Pathway System Elements

## Bridge Program<sup>16</sup>

Bridge programs prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment.

The following definition outlines the key components of bridge programs in Illinois. This definition provides a foundation for bridge program design in Illinois.

### Bridge Program Core Elements

Bridge programs assist students in obtaining the necessary academic, employability, and technical skills through three required components — contextualized instruction, career development, and support services.

Required elements include:

- Contextualized instruction that integrates basic reading, math, and language skills and industry/ occupation knowledge.
- Career development that includes career exploration, career planning within a career area, and understanding the world of work (specific elements depend upon the level of the bridge program and on whether participants are already incumbent workers in the specific field).
- Transition services that provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs. Services may include (as needed and available): academic advising, tutoring, study skills, coaching, and referrals to individual support services, e.g., transportation and childcare.

NOTE: Career development and transition services should take into account the needs of those low-income adults who will need to find related work as they progress in their education and career paths.

## Dual Credit

“Dual credit course” means a college course taken by a high school student for credit at both the college and high school level.

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<sup>16</sup> [https://www.iccb.org/iccb/wp-content/pdfs/shiftinggears/ICCB\\_2012BridgeGuide\\_web\\_REV\\_FEB13.pdf](https://www.iccb.org/iccb/wp-content/pdfs/shiftinggears/ICCB_2012BridgeGuide_web_REV_FEB13.pdf)

## Essential Employability Skills

Foundational skills needed for success in college, careers, and life including, but not limited to, the following:

- a. Personal Ethic: integrity, respect, perseverance, positive attitude
- b. Work Ethic: dependability, professionalism
- c. Teamwork: critical thinking, effective and cooperative work
- d. Communication: active listening, clear communication

*Optional Resources:* Illinois Essential Employability Skills Framework and Self-Assessment; Postsecondary and Workforce Readiness Act Essential Employability Competency Statements.

## Industry Credential

A work-related credential, certification, or license that:

1. Verifies, through a valid assessment, an individual's qualifications or competence in a specific skillset related to a particular industry or occupation;
2. Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and
3. Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.

### *Implementation Guidance:*

While a credential issued by a postsecondary education provider is not an “Industry Credential,” the coursework for the credential may qualify as a Dual Credit Career Pathway Course and will often prepare students for an Industry Credential examination. A student must, depending upon the requirements of the industry credential, either receive the license or is eligible to receive a license pending the receipt of a high school diploma.

## Integrated Career and Academic Preparedness System (ICAPS)

An Accelerating Opportunities Initiative, seeks to address the needs of the adults in our community who are in need of a high school diploma. Recognizing that by 2018, two-thirds of the job opportunities will require some level of postsecondary education, it seeks to provide an opportunity for skill attainment. The ICAPS program includes dual enrollment in Adult Education and Career and Technical Education courses, leading to completion of the high school

## Definitions of Additional Career Pathway System Elements *(continued)*

equivalency (GED), an institutional certificate, and at least one industry certification. Each program includes a pathway for students to continue their education, leading to a degree.

In addition to the unique programming offerings, intense support services are offered to ensure students have the tools needed to complete their studies and be successful in the workforce. A career navigator works with each student, assisting the student with any obstacles that arise.

### Professional Skills Assessment

A tool-based observational assessment of a participant's performance in a Career Development Experience given by an adult supervisor and shared with the participant that addresses foundational professional skills including,

at a minimum, those outlined in the Essential Employability Skills framework. The Professional Skills Assessment tool is to be used primarily as a feedback tool and development strategy and not as the sole basis for a grade or credit determination.

*Optional Resource:*






Illinois workNet's Observational Assessment and Worksite Evaluation tools may be used as a Professional Skills Assessment.

### Young People

Youth who are either in or out of school, aged 16-24 (inclusive of age 24).

## Appendices

### Appendix 1: Example for College & Career Pathway Endorsement (PWR Act) – Manufacturing

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	11 <sup>th</sup> or 12 <sup>th</sup>	
<b>Individualized Plan</b> 	Individualized plan for college, career, and financial aid; resume; personal statement				
<b>Career-focused Instructional sequence</b> <i>(consult with EFE; 2 years of coursework or equivalent competencies)</i> 	Manufacturing Orientation and Safety (OSHA 10-based competencies with industry focus)		Quality Practices and Measurement* (MSSC, NIMS, AWS)  Mfg. Processes & Production (MSSC, NIMS, AWS)*	Advanced topics* In: 1. Manufacturing Processes & Production (pre-apprenticeship) OR 2. Maintenance Awareness & Automation (MSSC)	<b>District and local CC certify articulation to cert./degree with labor market value</b>
			<i>*2022-23 SY: Include at least 6 hours of early college credit</i>		
<b>Professional Learning</b> 	At least 2 career exploration activities, or one intensive		60 cumulative hours of paid or for-credit supervised career development experiences with a professional skills assessment		
	At least 2 team-based challenges with adult mentoring				
<b>Academic Competencies</b> 	Ready for non-remedial coursework in Reading and Math by high school graduation through criteria defined by district and local community college				

## Appendix 2: ESSA College & Career Readiness Indicator (CCRI)<sup>17</sup>

### Distinguished Scholar

1. GPA: 3.75/4.0
2. ACT: 30 or SAT: 1400
3. At least one academic indicator in each ELA and Math during junior/senior year (Algebra II at any time)
4. Three career ready indicators during junior/senior year
5. 95% attendance junior and senior year

### College and Career Ready

1. GPA: 2.8/4.0
2. 95% attendance in high school junior and senior year
3. **EITHER**
  - (A) College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act; **OR**
  - (B) All of the following:
    - One academic indicator in each of ELA and math during the junior/senior year (or Algebra II at any time)
    - Identify a career area of interest by the end of the sophomore year
    - Three career ready indicators during junior/senior year

### Academic Indicators

ELA	MATH
ELA Advanced Placement (AP) Exam (Score of 3 or Higher)	Math AP Exam (Score of 3 or Higher)
ELA AP Course (Grade of A, B, or C)	Math AP Course (Grade of A, B, or C)
Dual Credit English Course (Grade of A, B, or C)	Dual Credit Math Course (Grade of A, B, or C)
International Baccalaureate (IB) ELA Course (Grade of A, B, or C)	IB Math Course (Grade of A, B, or C)
IB Exam (Score of 4 or Higher)	IB Exam (Score of 4 or Higher)
Transitional English (Grade of A, B, or C)	Transitional Math (Grade of A, B, or C)
	Algebra II (A, B, or C)
Minimum ACT Subject Scores of English: 18 and of Reading: 22	Minimum ACT Subject Score of Math: 22 and Math Course in Senior Year
Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540	Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year

### Career Readiness Indicators

- Career Development Experience
- Industry Credential
- Military Service or an ASVAB Score of 31 or Higher
- Dual Credit Career Pathway Course (College Credit Earned)
- Completion of Program of Study
- Attaining and Maintaining Consistent Employment for a Minimum of 12 Months
- Consecutive Summer Employment
- 25 Hours of Community Service
- Two or More Organized Co-curricular Activities

<sup>17</sup> Approved at April 2018 Illinois State Board of Education meeting. Full CCRI implementation guidance can be found at <https://www.isbe.net/Documents/College-Career-Ready-Indicator.pdf>

### Appendix 3: Additional College & Career Readiness Indicator Definitions

While these career ready terms originate in the CCRI of the State's ESSA plan and thus are particularly relevant to high school students, they may also address career readiness activities for postsecondary students and out-of-school youth. Given that these were developed to reflect a high school context, some terms may need to be interpreted differently to reflect different population contexts such as older or out-of-school youth.

#### Military Service or an ASVAB Score of 31 or Higher

Students make a commitment to serve in the armed services or participate in Junior Reserve Officer Training Corps.

*Implementation Guidance:* Implementation Guidance: There are three ways to meet this indicator:

1. An Armed Services Vocational Aptitude Battery (ASVAB) score of 31 or higher and student commitment to serve in the Armed Services.
2. Split training enlistment, which entails enlistment at age 17 as a Junior with permission of a parent or guardian, attendance at Basic Combat Training before Senior year, training one weekend per month through Senior year with a local unit, and planned attendance at Advanced Individual Training after Senior year.
3. Junior Reserve Officer Training Corps participation.

#### Completion of a Program of Study

Completion of coursework necessary to qualify a student as a CTE Concentrator.

*Implementation Guidance:* As defined by the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V), "CTE Concentrator" means:

- (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and
- (B) at the postsecondary level, a student enrolled in an eligible recipient who has
  - (i) earned at least 12 credits within a career and technical education program or program of study; or
  - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

#### Consistent Employment for 12 Months

Verified employment of a continuous nature during a 12-month period.

*Implementation Guidance:* Part-time employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consistent employment may include a total of 480 hours which is an average of 10 hours per week for 12 of the 24 months..

#### Consecutive Summer Employment

Verified employment for two consecutive summers.

*Implementation Guidance:* Employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consecutive summer employment may include a cumulative 120 hours per summer.

#### Community Service

A volunteer service or activity performed by students to address a social issue in the community, such as (but not limited to) poverty, disaster relief, education, the environment, homelessness, or community wellness.

*Implementation Guidance:* The student must receive written verification by an adult, non-relative supervisor of the community service that both describes the services performed and documents the number of hours served.



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## Appendices *(continued)*

### Co-Curricular Activities

Activities, programs, and applied learning experiences that:

1. Are connected to or mirror the academic curriculum, but for which students do not receive academic credit; and,
2. Take place outside of school or after regular school hours, and may be operated by outside organizations.
3. Instills adaptive competencies and/or Illinois Essential Employability Skills including personal ethic, work ethic, teamwork, and communication.

*Implementation Guidance:* Districts determine level of participation. Acceptable co-curricular activities may include student newspapers, student council, musical performances, art shows, mock trials, honors societies, debate competitions, mathematics, robotics, and engineering teams and contests. Students may count extracurricular activities such as sports teams and general interest clubs toward the requirement.

### Dual Credit Career Pathway Course

As defined in 110 ILCS 27/5, “dual credit course” means a college course taken by a high school student for credit at both the college and high school level.

*Implementation Guidance:* The following should be considered toward meeting this metric: a dual credit course, or a dual credit course in Career and Technical Education, or included within a career-focused instructional sequence for a College and Career Pathway Endorsement program in accordance with the Postsecondary and Workforce Readiness Act.