

High-Quality Criteria for Pathways and Work-Based Learning

Presented by:

Heather Penczak and Laura
Monteagudo, EdSystems

Michael Kuhn and Ericka Kouba,
Des Plaines Valley Region, EFE 030



Today's Discussion

- **Welcome and Introductions**
- **Development of Quality Criteria**
 - Background and Purpose
 - Process
 - Overview of Criteria
- **Advisory Member Insights**
- **Reflection and Action Planning**



Background and Purpose

Quality Criteria Purpose

- Focus on **refinement and highlighting best practices** building from the quality of work already implicit in districts who already seeking authorization or implementing pathways (CTE or CCPE).
- Emphasize perspectives both from current and emerging pathway implementers in secondary and postsecondary space.
 - Not only focusing on “experts.”
 - Deeply considering rural and small size district dynamics.
- Key frame of innovative practices to bring depth of perspective: What the student experience and engagement should look like to inform **continuous improvement** processes and **ensure equitable access** to quality pathway components.

Continuum of Practice



Embeds equitable practices by criteria



Includes continuous improvement processes by component

Process for Development

1

EdSystems compiles desk research on national and statewide best practices

2

Advisory Committee provides asynchronous feedback, determining what to keep, add, and edit; EdSystems makes revisions

3

Advisory Committee engages in consensus building to discuss criteria; EdSystems makes revisions

4

Advisory Committee reviews final version of criteria; EdSystems makes final revisions

Advisory Committee

- Diverse, statewide advisory group of stakeholders in work-based learning and college and career pathways, convening from October 2023 to April 2024
- Consisted of of CTE specialists, school administrators, employers, and other school partners.



High-Quality Criteria Frameworks



Defining the Components for Work-Based Learning



- High-quality work-based learning criteria across the continuum.
- Overarching section on systems and processes
- Comprehensive resource for improving work-based learning program implementation with a lens toward equity and continuous improvement.

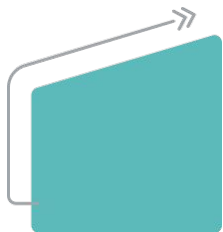
Defining the Components for College and Career Pathways

Aligning with other Illinois systems, i.e., College and Career Pathways Endorsement, Perkins V, CTE Programs of Study, etc.

Component Sections of Quality Criteria:

- Development and Engagement
- Academic Instruction and Supports
- Employer-Informed Competencies and Skills
- Recruitment and Access
- Instructional Sequence
- Instructors

Continuum of Practice



Implementing

Required or aligned to support College and Career Pathway Endorsement authorization

These practices include both the components that ISBE requires and assesses in authorizing College and Career Pathway Endorsements for districts as well as core baseline enabling factors to support implementation of pathways.



Refining

Processes for regular revision and equitable improvement

In addition to the implementing criteria, these practices help practitioners enhance and deepen their implementation.



Advancing

Model practices

In addition to implementing and refining criteria, these practices will guide practitioners to continue building their pathways as they grow in implementation capacity and skills.

Advisory Member Insights

The Advisories

Industry Collaboration:

- Engaged with like-minded professionals dedicated to improving College and Career Pathway Endorsements (CCPE) and Work-Based Learning (WBL).

Diverse Perspectives:

- Advisory groups included members from various backgrounds, enriching discussions and decision-making.

Statewide Best Practices:

- Contributed to developing best practices adopted across the state to enhance student experiences.

Comprehensive Approach:

- Ensured all critical aspects were addressed—e.g., defining consistent terminology like *what to call the student*.

Implementing Best Practices

Resource Sharing:

- Provides schools with the WBL guide as a practical tool to implement and enhance work-based learning programs.

Supporting Leadership Understanding:

- Helped the Director of DVR gain a deeper understanding of CCPEs, leading to more informed decision-making and contributions to statewide best practices.

Targeted Information Delivery:

- Breaks down CCPEs and WBLs into clear, accessible sections—ensuring stakeholders receive the specific information they need.

Continuous Improvement:

- Uses feedback from schools and advisory groups to refine and update best practices for ongoing success.

Reflection and Action Planning

Instructions

Using the handouts:

1. Reflect on your current practices.
 - Select a criteria.
 - Self-assess what phase your team is currently in/status
 - Note your reflections and questions.
2. Consider how you can adapt and implement elements.
 - Complete the two questions.
3. Spend some time sharing your responses with peers.

Continuum Phases

1.

Implementing

Required or aligned to support College and Career Pathway Endorsement authorization

These practices include both the components that ISBE requires and assesses in authorizing College and Career Pathway Endorsements for districts as well as core baseline enabling factors to support implementation of pathways.

2.

Refining

Processes for regular revision and equitable improvement

In addition to implementing, these practices help practitioners enhance and deepen their implementation.

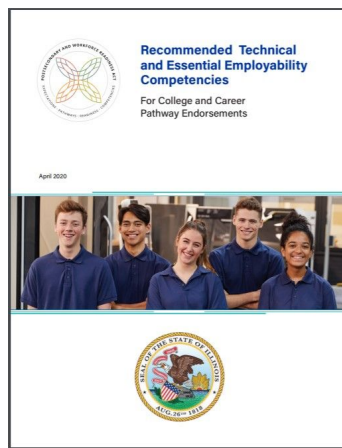
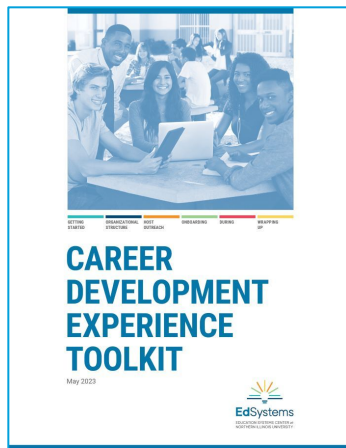
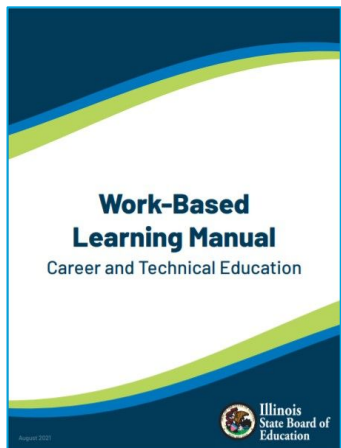
3.

Advancing

Model practices

In addition to implementing and refining, these practices will guide practitioners to continue building their pathways as they grow in implementation capacity and skills.


Work-Based Learning Resources



Illinois Career Pathways Dictionary ABOUT FIND YOUR TERM

Welcome

Search the dictionary to find Illinois' definition for a career pathway and terms essential to career pathway programs and system elements.



Find Your Term

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Sort Terms by Categories

- Early college
- Work-based learning

A

- adult education
- adult education bridge programs
- apprenticeship models

About the Dictionary