WBL Continuum of Experiences in Business

July 18, 2022
Highlight and explore innovative models for work-based learning, initial focus on virtual

Engage in conversations on creating sustainable, high-quality models that provide broader and more equitable access, with a focus on building social capital for Black and Latinx students

Build connections among communities to share best practices, learnings and resources

Identify needs for state policy changes or support systems
Illinois’ Work-Based Learning Continuum

Definitions: Illinois Career Pathways Dictionary
How does Illinois define these WBL experiences?

<table>
<thead>
<tr>
<th>Career Exploration</th>
<th>Team Based Challenge</th>
<th>Career Development Experience</th>
</tr>
</thead>
</table>
| Provides an individual with the ability to **engage directly** with employers, for the purpose of gaining knowledge of one or more industry sectors or occupations. | 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. | A supervised work experience relating to an individual’s career area of interest that:
1. Occurs in a workplace or under 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 (or both);
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 cumulative hours |

Source: [Illinois Career Pathways Dictionary](#)
WBL Continuum
Overview
Resources

• Templates for download on I-WIN site
• Career Exploration Presentation & Recording
• Team-Based Challenges Presentation & Recording
• CDEs Presentation & Recording
Finance & Business Services
Model Program of Study

- Webinar Recording
- Guide
- Diagram
Statewide Team-based Challenge Resource Bank

**Ideas for Inspiration: Team-based Challenges**

**Finance and Business Services**

| Data Analysis          | For a given organization:  
|                       | • Analyze data to identify areas of opportunity and efficiency.  
|                       | • Generate financial forecast and cost recovery reports. |
| Orientation/Onboarding | Develop and make recommendations for new hire orientations and professional development supports for entry-level employees. |
| Position of Company    | Research and gather documentation on a company's position within their industry and recommend new initiatives - interview customers, stakeholders, and business partners to gather details about current perspectives and/or problems. |
| Process Improvement    | Review business processes, research processes in other similar businesses and make recommendations for improvement. |
| Entrepreneurship       | Engage in the business of creating ideas and building companies. Determine a local, national, or global need and develop a solution to address it in the form of a product, service, or company. |

- Organized by College and Career Pathway Endorsement Area
- Includes ideas for inspiration and detailed models, along with a template for designing your own
- Resource bank and materials available on [I-WIN resource hub](#)
Work Based Learning & the D214 Business Pathway

Kelly Broz, Career Discovery Supervisor
Megan Kelly, Director of Academic Programs & Pathways
Kathy Wicks, Partnership Manager
Who We Are

12,000 students

SIX (6) comprehensive high schools & ONE (1) specialized school

1570 staff members

68 square miles w/EIGHT (8) local governing bodies
Who We Are

- 39 Career Pathways
- 1,000+ industry partners
- 2,000+ work-based learning experiences
- 92% graduates participate in AP/Early College Credit
We Know
A District 214 Business Student is

Bound for a 4-year *university* OR
Bound for a 2-year *community college* OR
Bound for *trade school* OR
Seeking to *monetize* a *skill* in the marketplace OR
Bringing a *product* or *service* to market as an entrepreneur
Students who earn 15 college credits are 2X as likely to persist and complete.
We Believe
The inherent goal of the D214 Career Pathways Model is to prepare our students for a future with *economic mobility*. 
All students must see themselves in all pathways,
and the students in each pathway must be representative of our entire District 214 community.
Thus, *Career Pathways Model* is the vehicle to equity and opportunity for all.
This Session’s Purpose

To share how we prepare students in our Business Pathway for *postsecondary success* through the creation and execution of an engaging, high-interest and highly-impactful series of *courses*, *co-curriculars*, and *work-based learning opportunities*. 
Sequence of **courses** that leads beyond high school

Embedded **work-based learning** through PBL, industry partner engagement, and Tier 1 career experiences

Opportunities to earn **strategic early college credit** and/or attain an **industry credential**
Business Pathway

Freshman

ORIENTATION
Career and Post-Secondary Awareness

Introduction to Business

Sophomore

SKILL DEVELOPMENT
Refinement of Career Decision Making

Small Business Management
College Entrepreneurship

Junior

CAPSTONE
Early College, Certifications, Career Affirmation

College Math
College/AP Macro Economics
College/AP Micro Economics
College Speech Communication College Composition
College Accounting
College Business
NLU Middle College

Senior

POST SECONDARY
Completion Focus

Post-Secondary Education & Workforce

Year End Focus

ISBE Finance & Business Services Endorsement

• 15+ Hrs Strategic Dual Credit
• Work Based Learning
• Industry Credentials

Small Business Management
College Entrepreneurship
College Math
College/AP Macro Economics
College/AP Micro Economics
College Speech Communication College Composition
College Accounting
College Business
NLU Middle College
Since 2016 8,215 dual credits have been earned through National Louis Business Pathway courses.
During the 2020-2021 school year, 2,080 unique D214 students enrolled in a Business Pathway course AND identified Business as their Career Cluster.

(Intro to Business, College Entrepreneurship, College Business, College Accounting, AP/College Econ, Middle College Business, Small Business Management)
Center for Career Discovery
High School District 214
Business Partnership Benefits

- As part of District 214’s internship program, students work with experienced professionals within our community.
  - Accounting
  - Consulting
  - Finance
  - Insurance
  - Marketing
  - Small Businesses
    - in all sectors

- An opportunity to recruit, develop and evaluate a future pipeline of potential employees.
- Gain insight, fresh perspective and support from a source of highly motivated pre-professionals.
- Create positive press and enhance your organization’s societal footprint and image in the community.
- Provide leadership opportunities for your employees through the mentoring of an intern.
- Increase understanding and awareness about the skills needed in your industry.
Tier 1: Micro-Internship & Internship

Target Audience: rising *juniors* or *seniors* seeking to affirm their identified Career Pathway

Prerequisite: Have taken at least *ONE (1) career pathway course*

- Either virtual or in-person
- Offered All Semesters: Fall, Spring, or Summer
- Typically after school, weekends or during breaks
- Students earn course credit on high school transcript
- Unpaid
INTERNING WITH THE
SCHAUMBURG BOOMERS
Tier 1: Embedded Internship

- Education Academy
- Medical Science Academy
- ProStart
- Certified Nursing Assistant
- WildStang
- College Inquiry into Teaching
- College Entrepreneurship
- Middle College: Business
- Practical Architecture & Construction

Minimum **30 hours** at school or employer site

Typically occurs during the **scheduled time** of the course

Students earn **course credit** on high school transcript
Embedded Work Based Learning Opportunity

College Entrepreneurship
College Entrepreneurship

1. Identify a unique \textit{idea} for a product or service.
2. Assess and improve a \textit{product} or \textit{service idea’s viability} with intended customer feedback and input.
3. Design a \textit{sequence of actions} required to bring a product or service to market.
4. Utilize \textit{techniques of expert selling} to persuade external audiences to select, adopt, and/or fund product, service, or proposal.
5. Communicate \textit{professional ideas} effectively to others orally and in writing.
6. Contribute effectively to the functioning of \textit{professional teams} as leaders and team members.
College Entrepreneurship
Embedded Work Based Learning Opportunity

Middle College: Business
Middle College Business

- Partnership with National Louis University
- Part time at NLU / Part time at D214
- Complete their first year of BS in Business from NLU
  - General education requirements
  - Business coursework
- Complete bachelor’s degree THREE (3) years after graduating D214
## Middle College: Business Coursework

<table>
<thead>
<tr>
<th>Summer Term</th>
<th>Fall Term</th>
<th>Winter Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success Seminar</td>
<td>Principles of Business</td>
<td>Macroeconomics</td>
<td>Effective Speaking</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>English Composition</td>
<td>Social Media &amp; Networking</td>
<td>Civic &amp; Government</td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td>Physical Science</td>
<td></td>
</tr>
</tbody>
</table>
Sample Schedule: Middle College Business

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>A DAY</th>
<th>BLOCK</th>
<th>B DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NLU Student Success at NLU</td>
<td>5</td>
<td>Intro to Psych at NLU</td>
</tr>
<tr>
<td>2</td>
<td>Business 101 at NLU</td>
<td>6</td>
<td>Composition at NLU</td>
</tr>
<tr>
<td>3</td>
<td>College Sociology at NLU</td>
<td>7</td>
<td>Travel</td>
</tr>
<tr>
<td></td>
<td>C Lunch</td>
<td></td>
<td>C Lunch</td>
</tr>
<tr>
<td>4</td>
<td>Dual Credit Math at D214</td>
<td>8</td>
<td>Avid or PE at D214</td>
</tr>
</tbody>
</table>
Q & A
Next Steps

• The recording and materials from today will be sent out shortly

• Submit a resource through the I-WIN site or directly to hpenczak@niu.edu

• Please let Heather know if you are interested in presenting on your model or have recommendations for presenters to share at I-WIN

Thank you all for joining!