



ORGANIZATIONAL STRUCTURE

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STAFFING CONSIDERATIONS

Before officially starting a CDE, the managing organization should examine the division of roles and responsibilities among their current staff. Depending on your previous programming or approach, your managing organization may begin to engage with new stakeholders in the community through the CDE, which might have implications for the skills you need from staff. While you may have a strong approach to your participant supports, deeper engagement with hosts and local community organizations might require different skills and relationships for a successful partnership.



TOOLKIT TERMINOLOGY

Definitions for the terms “participant,” “managing organization,” and “host” are given in the [Introduction](#).

ITEMS TO CONSIDER

The following responsibilities can be divided among current or new staff roles within a managing organization:

	Serving Participants	Serving Hosts
OUTREACH	<ul style="list-style-type: none"> Form a cohort of participants Determine needs of participants: <ul style="list-style-type: none"> Supports/accommodations Competency mastery levels Pathway/career interests 	<ul style="list-style-type: none"> Present the CDE program and establish expectations Conduct initial site assessment to determine capability of offering CDE
ONBOARDING	<ul style="list-style-type: none"> Complete required forms and/or HR procedures as required by host Set professional expectations through pre-CDE training 	<ul style="list-style-type: none"> Review CDE Agreement Train host staff working directly with participant(s) Identify HR requirements for participants
DURING	<ul style="list-style-type: none"> Monitor and assess growth in essential employability and technical competencies Troubleshoot issues/concerns Conduct site visits to check-in on experience 	<ul style="list-style-type: none"> Ensure meeting expectations of CDE and participant supports Troubleshoot challenges Conduct site visits to check-in on experience
WRAPPING UP	<ul style="list-style-type: none"> Data collection Discuss feedback and assessments Incorporate CDE into portfolio and/or resume 	<ul style="list-style-type: none"> Data collection Obtain feedback and evaluations for future CDE improvements Determine renewal for subsequent CDEs

STAFFING CONSIDERATIONS

POINTS OF CONTACT

Establishing points of contact for participants and hosts provides clear lines of communication, ensuring that all needs and questions are addressed. The ability to respond in a timely and accurate manner is crucial to forming and building trusting relationships. Points of contact should be knowledgeable of all facets of the CDE program and creative in their ability to address the unique needs of participants and hosts. This will ensure successful and sustainable CDE partnerships.

Before a participant begins their CDE, typically all communication between the host and the participant are delivered to and filtered through the managing organization. Once a CDE has started, a direct communication line will likely build between the participant and their host. However, there will still need to be a constant point of contact from the managing organization to ensure that expectations are being met and that a consistent managing organization staff member is available to support throughout the duration of the program.

Points of contact at the managing organization may be an individual staff member or a set of well-coordinated team members for the host to connect with directly. There should be clear lines of communication among the points of contact; while they may specialize in serving either participants or hosts, the managing organization staff's ability to understand the needs and lens of one another will result in action that benefits all parties involved.



COMMUNITY EXAMPLES OF POINTS OF CONTACT

**Instructor of Record**

- Manages and records grades for classroom experience for students participating in CDEs
- Communicates most frequently with participants and managing organization to relay school specific needs

**Partnership Manager**

- Develops and support host relationships
- Keeps records of communication and history working with hosts

**Program Coordinator**

- Promotes CDE and assists participants with form completion along with needs such as transportation
- Supervises CDE and works directly with hosts to troubleshoot issues

STAFF PROFESSIONAL DEVELOPMENT

All managing organization staff who work with the CDE program should understand the value of a participant's engagement in a CDE and how it will develop essential employability and technical competences and connect participants to future opportunities along their career pathway. It is also helpful for managing organization staff to have a general understanding of the labor market and which occupations have growth potential in their local community. All managing organization staff should be able to have informed conversations with any participant, host, or interested stakeholder regarding the CDE program.

ENGAGEMENT OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT

LEARNING LIKE A PARTICIPANT

- Working with local community colleges to engage directly in technical competencies through courses or workshops.
- Attending employer- or community- sponsored activities to gain a deeper understanding of a particular industry area.

INDUSTRY-SPECIFIC

- Engaging with curriculum and outreach materials developed by hosts for their work-based learning programs.
- Taking a tour of hosts' sites and participating in conversations with host employees to see what it is like to work there.

PREPARING PARTICIPANTS

- Determining how they model and reflect essential employability competencies to participants.
- Participating in workshops and training with local community organizations in workforce development.

Any individual directly engaged in advising participants on work-based learning opportunities and/or postsecondary options will need specific training and resources to ensure they are equipped to perform these tasks.



WORKFORCE GPS

Sponsored by the Employment and Training Administration of the U.S. Department of Labor, [Workforce GPS](#) provides workforce professionals, educators, and business leaders two curated communities of interest, useful training resources, promising practices, and evidence-based research:

Summer Jobs

Space to share promising practices and expertise for summer programming.

Youth Connections

Learning destination for public workforce system staff who connect youth to employment, training, and educational opportunities.



CAREER ADVISING OR COACHING MODEL

The Chicagoland Workforce Funder Alliance and the Post-Secondary Counseling Working Group produced a [document](#) to identify and articulate a set of competencies and skills for effective practices to prepare students for success along multiple postsecondary pathways.

STAFF PROFESSIONAL DEVELOPMENT



COMMUNITY EXAMPLES OF STAFF PROFESSIONAL DEVELOPMENT



The HOPE (Health Occupations and Professions Exploration) Program is a one-day seminar offered to high school students. During the summer, educators can receive facilitation training to support students the following year.



Valley Industrial Association (VIA) hosts educator training on the manufacturing industry through engagement with employers to offer bus tours of manufacturing plants in the region.



Brighton Park Neighborhood Council offers training to provide educators with tools and resources for coaching youth on intrinsic motivation and productive behavior changes to reach their personal goals.

DEEPENING HOST ENGAGEMENT AND LEADERSHIP

Ultimately, a CDE should reinforce that a host is taking on a larger role in the growth and development of essential and technical employability competencies for participants along the continuum of work-based learning experiences. Your managing organization and host partners need to develop strong trusting relationships to collaborate and ensure the preparedness and subsequent competency development of participants in their CDE. The larger role of a host shifts away from the traditional model of learning and actively engages participants in the professional world. Hosts take on a vital role of supporting participant learning through doing rather than studying. In the case of the CDE, hosts become the main individuals responsible for coaching and assessing participant performance.

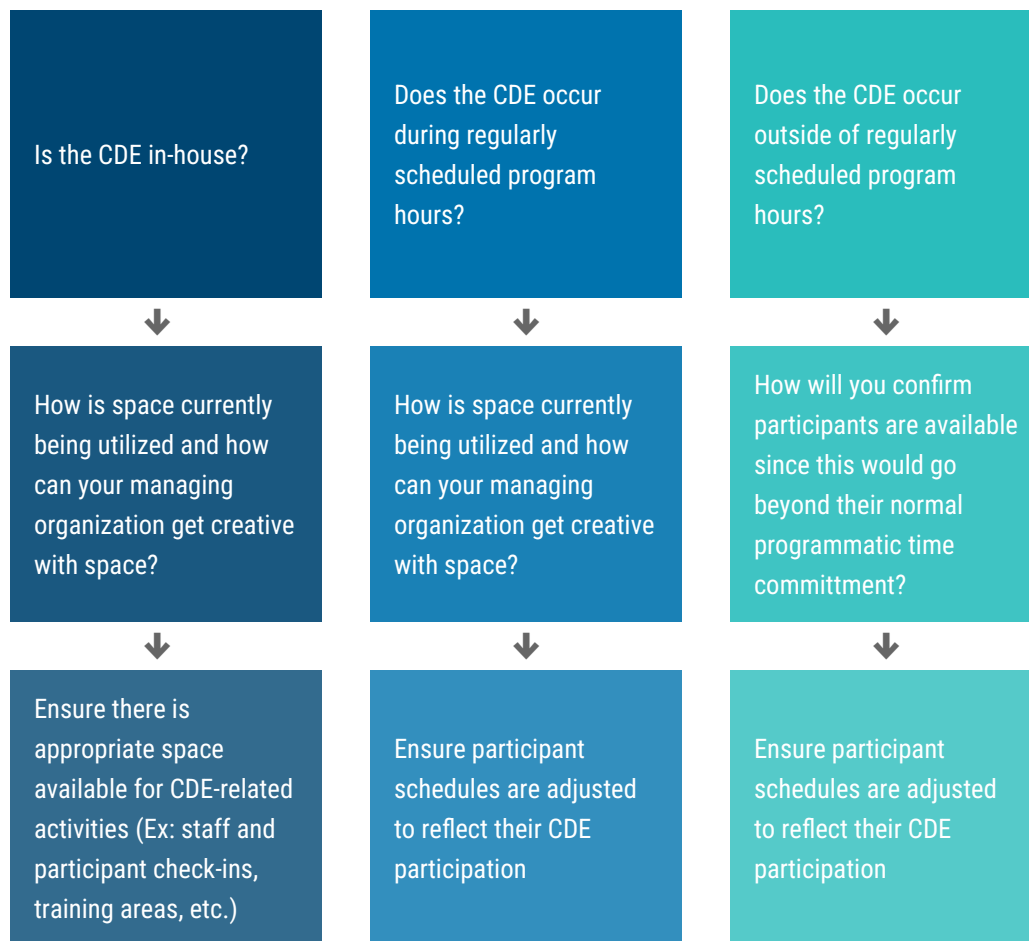
Work-Based Learning Continuum*Host Engagement Continuum*ILLINOIS WORKNET
CUSTOMER SUPPORT

Illinois workNet offers a [Customer Support Center](#) with online tools and guides to support managing organizations. Materials include free [assessments](#) for participants and [outreach materials](#) to engage hosts.

SPACE USAGE & SCHEDULING

Space usage and scheduling are important components for accommodating a participant's involvement in a CDE. Depending on the format of your CDE program, multiple individuals may need to be notified of a participant's decision to participate in a CDE. It is also important that participants are made explicitly aware of any time commitments beyond what they are typically used to with your program and their ability to meet those.

Below are some examples of items to consider:



TRANSPORTATION

If a participant's CDE is off-site, arrangements will need to be made to ensure they are able to get to their host site each day they are expected to attend. In general, communities are working with participants on a case-by-case basis for their transportation needs. As much as possible, consider the ways your managing organization can get creative to streamline and organize transportation resources for participants. Be aware of any local transportation policies and compliant with any required items such as transportation waivers or parent/guardian approval forms.

CONSIDERATIONS FOR CDE TRANSPORTATION

- Where do participants live in relation to the host site, particularly if they are traveling to or from their residence for their CDE?
- How can the distance a participant must travel be minimized to the greatest extent possible?
- If using transportation through the managing organization, how can participants' routes be coordinated to maximize pick-up and drop-off times?
- How can all students be provided access and support getting to their CDEs based on their unique transportation needs?



COMMUNITY EXAMPLES OF ADDRESSING TRANSPORTATION BARRIERS



North Chicago Community High School works together with Cristo Rey High School to coordinate use of shared buses to accommodate their CDE schedules and provide free transportation for students. This has proven a valuable relationship to support their health sciences pathway students.



Denver Public Schools (DPS) prioritized scheduling demands and worked to restructure school schedules to align bus transportation with during and after school needs. DPS raised revenue to offset costs through advertising on the sides of buses.



REACH raises funds to provide public transit cards for ~50% of participants for the first two weeks and then on a case-by-case basis. After two weeks, participants should have received their first paycheck to begin funding their transportation. In some instances, participants are able to take the Rush shuttle from major hubs to the Rush campus.



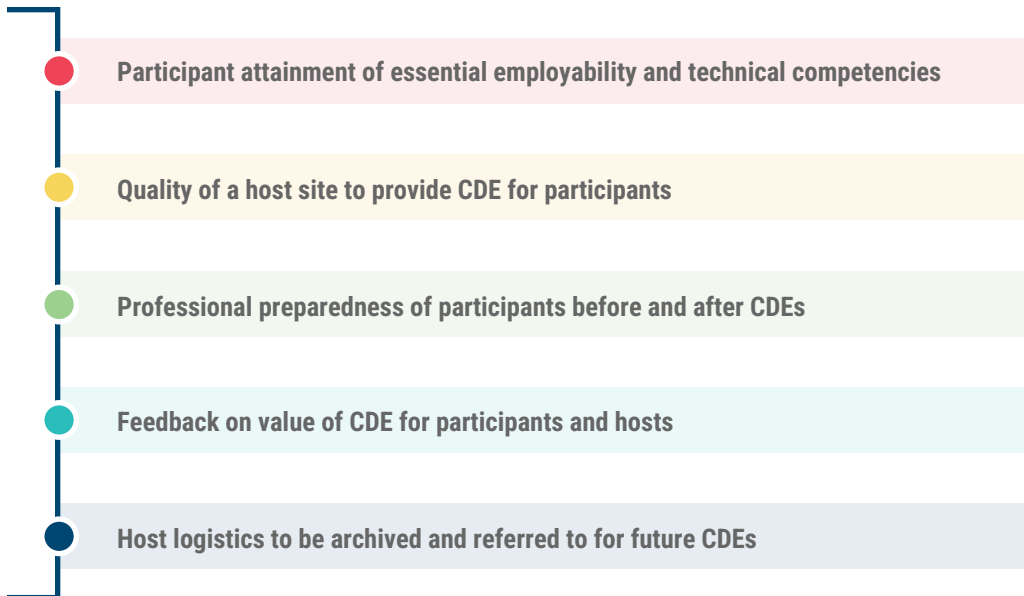
PLANNING WITH PARTICIPANTS

Access to transportation can be a major barrier and a source of stress for participants. Sometimes there are opportunities they are not aware of or unsure of how to access. Managing organizations need to work closely with participants to resolve any transportation issues or concerns. It is important for managing organizations to develop a transportation plan with participants that is consistent and reliable to ensure strong attendance at their CDE. Make sure participants also have a back-up plan in place and are aware of who to contact in the event of any transportation issues.

DATA COLLECTION

THE VALUE OF DATA

Data provide the opportunity to tell the story of your managing organization's CDE program and the impact it has on both participants and hosts as well as the community at large. Data displays should be made widely available and user-friendly to engage a wide variety of audiences to communicate your stories and collaboration efforts in the community. Data for CDEs can provide insights into:



This information is important for:

Participants: To prompt learning and reflection of their experiences and what they have gained that can be applied in their current/future career pathways.

Hosts: To consider how equipped they are to coach, train, and support their future workforce.

Community: To recognize the value of hands-on experience early in an individual's career path.

DATA COLLECTION

POLICY BACKGROUND

Key pieces of legislation that your managing organization will need to keep in mind as they affect the data you will collect and measure for a CDE include:

Public Act 101–0012 (SB 0028)

Amends the school code. With regard to daily pupil attendance, provides that pupil participation in any of the following activities shall be counted toward the calculation of clock hours of school work per day: (i) instruction in a college course in which a student is dually enrolled for both high school credit and college credit, (ii) participation in a supervised career development experience in which student participation and learning outcomes are supervised by an educator licensed under the School Code, (iii) participation in a youth apprenticeship in which student participation and outcomes are supervised by an educator licensed under the School Code, or (iv) participation in a blended learning program in which course content, student evaluation, and instructional methods are supervised by an educator licensed under the School Code.

Effective July 1, 2019

What does this mean for your managing organization?

You must track student attendance and number of hours spent at their CDE in order for that time to count towards school attendance.

Resource

[ISBE Fact Sheet](#)

Public Act 101–0068 (HB 2822)

Amends the School Code. Provides that the State Board of Education’s school report cards must include the most current data on the percentage of students who participated in job shadowing, the percentage of students who have completed an internship, and whether a school offered its students vocational training opportunities. Makes a related change for the State report card.

Effective July 1, 2020

What does this mean for your managing organization?

You must track the number of students who have completed a CDE.


**STRENGTHENING
CAREER AND TECHNICAL
EDUCATION FOR THE 21ST
CENTURY ACT (PERKINS V)**

Legislation reauthorizing the Carl D. Perkins Career and Technical Education (Perkins IV) Act of 2006 called Strengthening Career and Technical Education for the 21st Century Act now known as Perkins V is effective as of July 1, 2019. Provisions in Perkins V allow for more flexibility and create opportunities for states to meet the needs of their learners, educators, and employers. Schools districts will be able to use federal funds to provide all students, regardless of enrollment in career and technical education, career exploration and development activities. Perkins V also expands the definition of “special populations” and increases the amount spent on students in state correctional systems and the amount states may set aside in a “reserve” fund to focus on rural areas, areas with high numbers or percentages of CTE concentrators / participants, or areas with gaps or disparities in performance. For more information, contact cte@isbe.net.

DATA COLLECTION

DETERMINING WHAT TO MEASURE

When designing a CDE, consider your managing organization's reporting needs and identify all of the information you will need to collect to create your reports. The best data will tell a story of the successes and areas of need for your managing organization to implement a quality CDE. Consider how this information should be communicated to participants, hosts (both present and future), and community members. Your data collection should include a mix of qualitative and quantitative data in order to tell the meaningful stories and provide a comprehensive data set.

Qualitative Data

Information that is measured through descriptions typically based on observation and testimonials. This data is more unstructured and open to interpretation of information. This type of data is more difficult to analyze but can dig deeper into the why of an individual's motivation and thinking.

Quantitative Data

Information that is measured through numbers and tends to be more rigid and defined. Due to its structured nature, quantitative data are typically more suitable for data analysis. This type of data answers the how many or how much of something and can help draw general conclusions.

Provided are some examples to consider as you determine your data collection needs:

	Qualitative	Quantitative
HOSTS ONLY	<ul style="list-style-type: none"> • Outreach efforts • Communication records • Profiles, questionnaires 	<ul style="list-style-type: none"> • # participating/retention • # of participants hosted • Endorsement area(s) they support
PARTICIPANTS ONLY	<ul style="list-style-type: none"> • Pre-assessments • Career surveys • How CDE informed career/pathway 	<ul style="list-style-type: none"> • # of placements/retention • Attendance/# hours completed • Endorsement area • Industry-recognized certifications earned
HOSTS & PARTICIPANTS	<ul style="list-style-type: none"> • Professional skills assessments • Feedback on CDE • Tracking of successes and challenges 	<ul style="list-style-type: none"> • Professional skills assessments

**DISAGGREGATING DATA**

Disaggregating data is the process of breaking down cumulative data by certain characteristics, including race/ethnicity, socioeconomic status, or gender. This process allows managing organizations to plan appropriate programs, determine any needed interventions or supports, use limited resources where they are most needed, and see important trends in behavior and achievement. Disaggregated data are incredibly valuable for measuring the effectiveness and equity of a program and uncovering any disparities across subpopulations.

Common participant areas to disaggregate for a CDE program include:

- Race/ethnicity (country of origin)
- Generation status
- Gender
- Grade level
- Geography
- Free or reduced lunch status (as a proxy for low-income)
- Special Population Groups
- Perkins V Subgroups

DATA COLLECTION

PLATFORMS FOR CDE DATA COLLECTION

Once you have decided *what* to track, it now becomes a matter of *where* and *how* this information will be entered and stored as well as by *whom*. Communities throughout the state are using a variety of options depending on their current organizational structure. Specifically, your managing organization will need to consider bandwidth capabilities of staff and budget constraints. Investing in an entirely new platform to store information may not be necessary; first determine if your current information system has the capabilities needed to address your data collection needs.



COMMUNITY EXAMPLES OF CDE DATA COLLECTION



Rockford Public Schools uses a collaborative Google spreadsheet for Academy Coaches to submit dates and hours related to student CDE attendance. Academy Coaches also submit needs for work-based learning opportunities to Alignment Rockford, their intermediary organization, which then disseminates to community partners.



District 214 uses the platform Schoology for their credit-bearing 16-week internship program. Students submit reflection papers and evaluations through this portal. The course instructor and students are responsible for verifying and submitting information through the Schoology platform.



REACH uses Smartsheet with FERPA controls to track longitudinal demographic data about participants. Smartsheet can integrate with Microsoft and Google platforms. Participants may complete surveys in Google and that information is transferred to Smartsheet. This allows for flexibility and ease of administering surveys in a familiar form to participants and maintaining privacy controls.

CREDIT & PAID HOURS VERIFICATION

Examples of verifying completion of required CDE hours include:

- **Credit:** Participants receiving credit should be expected to submit hourly logs signed by their host as a regular assignment. Verification through grades of these assignments confirms their completion of hours.
- **Payroll:** For participants receiving payment for CDE hours, payroll stubs and time sheets signed by their host confirms their completion of hours.



VERIFYING A CDE

For a CDE to count toward a College and Career Pathway Endorsement or a College and Career Readiness Indicator, the managing organization must verify that a participant has completed 60 hours of CDEs. The data collection process for this requirement should be considered carefully to ensure that it is verifiable, accurate, and timely.



AGRICULTURE EXPERIENCE TRACKER

The [Agriculture Experience Tracker](#) is utilized by more than 276,000 students in more than 5,400 high schools across the country, including more than 300 high schools in Illinois. Students keep journal records of time and activities along with full financial records of individual Supervised Agriculture Experience projects. Students are also able to create plans, goals, and budgets, and reflect upon projects. Student accounts are linked to school accounts, empowering advisers to assist.

LEGAL CONSIDERATIONS

It is vital that your managing organization works closely with your legal team to determine any needs specific to your context. Participants will typically be traveling off-site for their CDE and working closely with an adult who is not a staff member of your managing organization. Due to factors such as these, spend time consulting locally to determine any responsibilities and action items related to ensuring a safe and productive CDE. The following are suggestions for consideration:

Hosting Youth at CDE Site

Do hosts have any internal policies beyond child labor laws regarding the tasks youth can participate in on site?

Are there any managing organization policies for host and participant communication?

Transportation

Are there any waivers that participants and/or parent/guardians need to sign?

What is the protocol if Participants need to travel off-site with their Hosts for a related CDE activity?

HR Forms/Trainings

Are there any HR requirements a Participant has to complete (background checks, health screenings, fingerprinting, etc.)?

Are there any policies regarding background checks for those working directly with a participant?

CASE STUDIES

Temp Service to Onboard Manufacturing Students: Delaware Technical Community College (DTCC) continued to run into an 18+ age requirement obstacle with their manufacturing employers. The Department of Labor allows for 16–17 year olds to work in manufacturing spaces, but some companies have internal policies precluding due to risk. DTCC found an avenue through Goodwill to onboard and hire participants as contract workers to be placed at manufacturing host sites. In this arrangement, Goodwill took on any risk since the participants were not hired directly by the host.

Note: on the plant floor, participants worked with non-union members.

HIPAA Training for Health Sciences Students: Participants who are interested in a CDE in the health industry typically have to complete HIPAA training to engage in any tasks dealing with patient rights and privacy issues. Westside United in Chicago, Illinois, has worked closely with all of their hospital partners to support 16+ year olds to participate in their internship programs. Volunteer/intern directors or the business integrity teams lead a HIPAA training during orientation and participants sign off on a confidentiality agreement. Participants also complete a fingerprint background check and health screening. Westside United has worked closely with hospital staff to educate them on incorporating youth participants into their daily tasks.



YOUTHRULES!

[This website](#) distributes informational materials on the Federal and State rules governing young workers to increase awareness and compliance with Federal and State laws.



YOUTH EMPLOYMENT COMPLIANCE ASSISTANCE TOOLKIT

[This resource](#) contains:

Host's Pocket Guide on Youth Employment

A guide to the additional conditions that apply to the employment of minors between 14–17 in most nonfarm jobs.

Child Labor 101

Information on the Fair Labor Standards Act youth provisions, minimum age and wage standards, and hazardous conditions in which youth under 18 cannot be employed.

Equipment Safety Stickers

Reminder stickers for equipment with age-related operating restrictions.

CDE ONLINE TOOLKIT RESOURCES

STAFFING CONSIDERATIONS

EXEMPLAR | [Partnership Manager Role Description](#) from District 214

STAFF PROFESSIONAL DEVELOPMENT

EXEMPLAR | [Health Occupations and Professions Exploration \(HOPE\) Program](#) from UW Health

RESOURCE | [Post-Secondary Counseling Working Group Counselor Skills and Competencies Recommendations](#) from Chicagoland Workforce Funder Alliance

RESOURCE BANK | [Motivational Interviewing for Schools](#)

RESOURCE BANK | [Community Resources](#) from Workforce GPS

RESOURCE BANK | [Global Partner Tools](#) from Illinois workNet

DATA COLLECTION

TEMPLATE | Pre-Assessment Participant Interview: [PDF](#) // [Word](#)

RESOURCE | [Rethink CTE: Fact Sheet](#) from Illinois State Board of Education and Illinois Community College Board

RESOURCE | [The Importance of Disaggregating Student Data](#) from Safe Schools Healthy Students

RESOURCE | [Roadmap to Success: Rural Transportation Connections](#) from the National Farmworker Jobs Program

ARTICLE | ["Ways of Getting to Work"](#) from Illinois workNet

WEBSITE | [The Agriculture Experience Tracker \(AET\)](#)

LEGAL CONSIDERATIONS

RESOURCE | [Not As Hard As You Think: Engaging High School Students in Work-Based Learning](#) from JFF

RESOURCE | [Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act](#) from U.S. Department of Labor

RESOURCE | [Youth Employment Compliance Assistance Toolkit](#) from U.S. Department of Labor

WEBSITE | [YouthRules!](#) from U.S. Department of Labor