



Illinois Work-Based Learning 101

September 3, 2024



I-WIN

Illinois Work-Based Learning
Innovation Network



Goals for Today's Session

- Share resources to support the design and implementation of work-based learning experiences across the continuum
- Build connections between WBL stakeholders from across Illinois and nationally
- Gather insights on what is top of mind for you all that should be prioritized for discussion this school year



Agenda

- Welcome
- Small breakout room discussion
- Illinois frameworks to support WBL
- Overview of WBL resources
- Q&A and input from I-WIN community
- Next steps and upcoming events



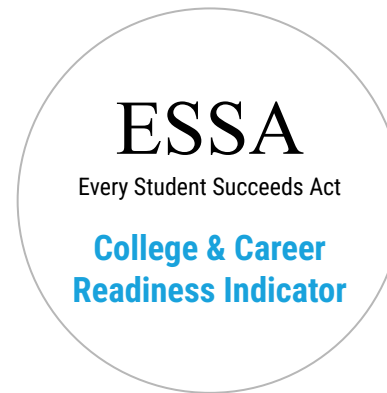
Breakout Room Discussion

Share about any new WBL programs or opportunities you offered this summer, and what you are most excited about, starting, continuing, and/or expanding this school year



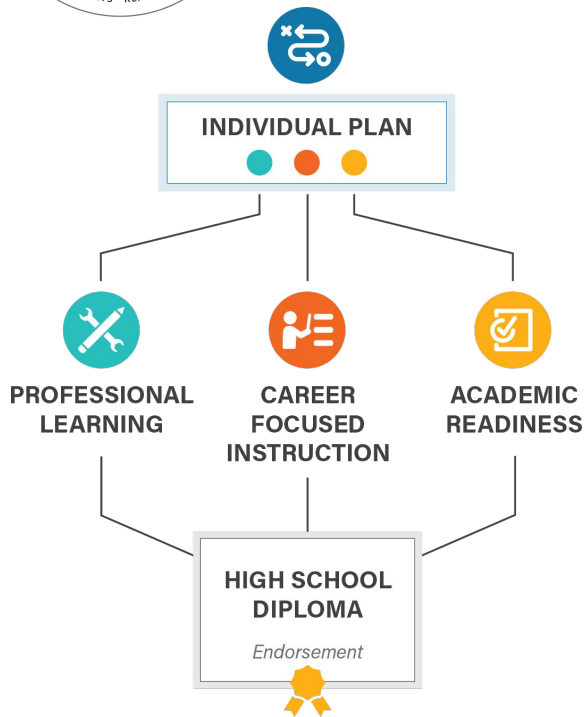
Illinois Background

State Policy Frameworks to Support WBL





College and Career Pathway Endorsement Framework



INDIVIDUAL PLAN

Each student completing an endorsement must have an individualized plan, which includes college planning linked to early understanding of career goals, financial aid, resume, and personal statement.

PROFESSIONAL LEARNING

Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace

9th	10th	11th	12th
At least 2 career exploration activities or 1 intensive experience		60 cumulative hours of paid or credit supervised career development experience with a professional skills assessment	
At least 2 team-based challenges with adult mentoring			

Through these experiences, a student gains essential employability and technical competencies in their identified sector.

CAREER-FOCUSED INSTRUCTIONAL SEQUENCE

Two years of secondary coursework, or equivalent competencies, that articulate to a postsecondary credential with labor market value. Must include at least 6 hours of early college credit.

9th	10th	11th	12th
Orientation / Introduction			
	Skill Development		
			Capstone / Advanced Courses

ACADEMIC READINESS

Ready for non-remedial coursework in reading and math by high school graduation through criteria defined by district and local community college

Work-Based Learning Continuum

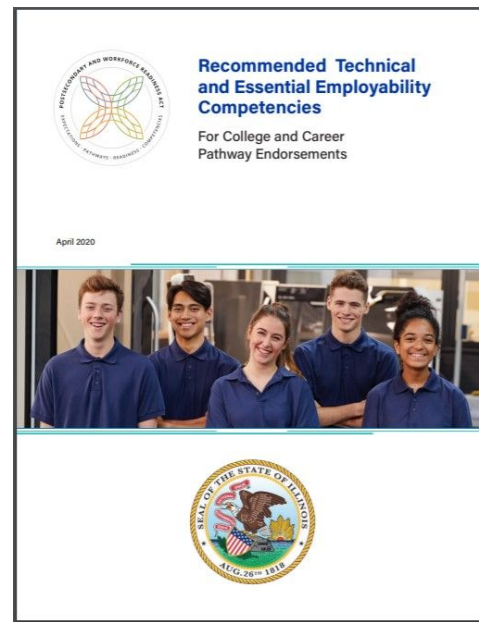
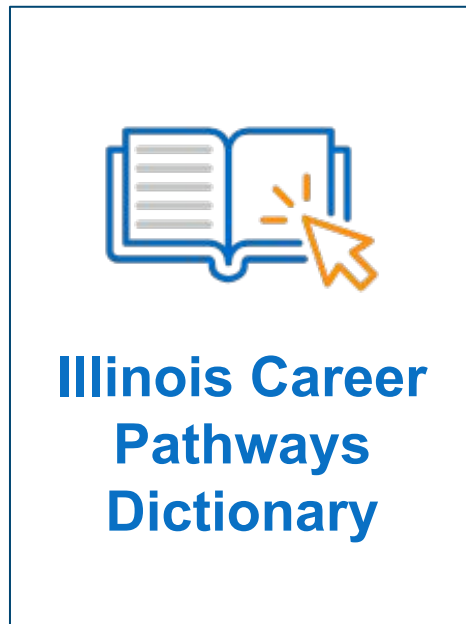
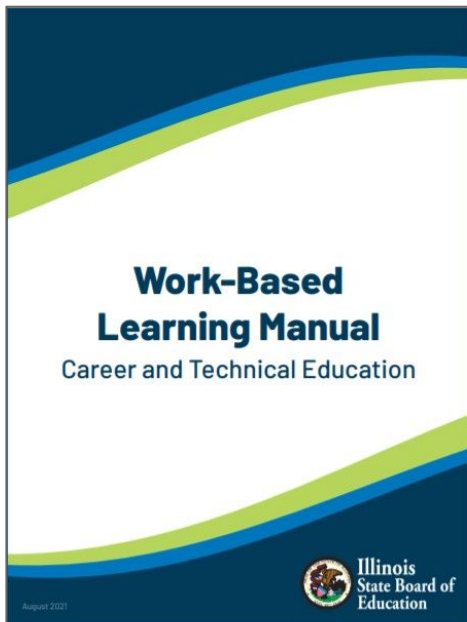
Work-Based Learning & Host Engagement Continuums



Managing
Organization
Role

Host / Employer
Role

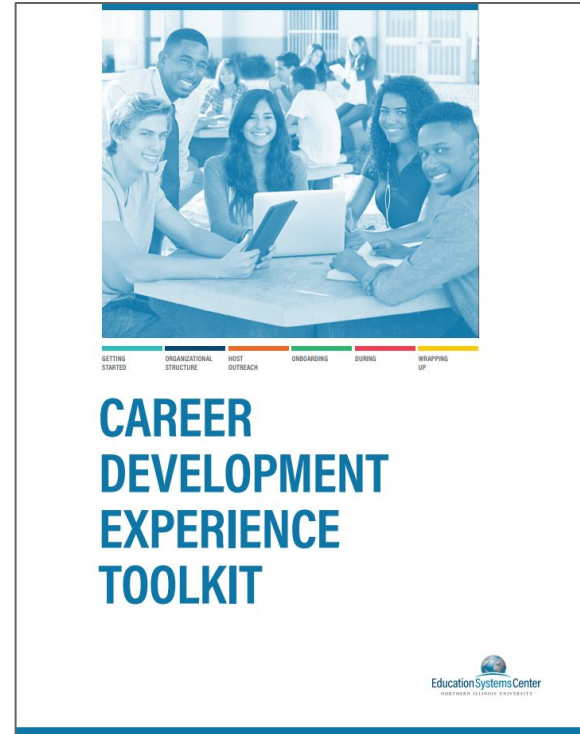
Work-Based Learning Resources



Career Development Experience Toolkit

- Establish expectations for implementing high-quality, rigorous work-based learning experiences
- Provide guidance, tools, and frameworks to offer a Career Development Experience
- Highlight best practice examples of how organizations are accomplishing this on-the-ground and spark thinking for other communities on how these examples might be modified to fit into their own unique context

[Access the toolkit](#)



Continuous improvement and supports



The Illinois State Board of Education offers [regular office hours](#) for WBL questions to support statewide scaling and continuous improvement of the [College and Career Pathway Endorsement](#).



Illinois Work-Based Learning Innovation Network (I-WIN)



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Explore the [I-WIN Resource Hub](#)
and [subscribe to the newsletter](#)



Highlight and explore
innovative models for
work-based learning



Engage in conversations
on creating sustainable,
high-quality models
that provide broader
and more equitable
access, focusing on
building social capital
for historically
marginalized learners



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



Identify needs for state
policy changes or
support systems



High-Quality Criteria for Work-Based Learning

High-Quality Criteria Background

Why

Districts across Illinois are implementing the College and Career Pathway Endorsement framework, and legislation passed in 2022 (Public Act 102-0917) will foster significant scaling in the coming years. The growth calls for enhanced support for college and career programming.

What

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



Career Awareness Criteria

As defined in the Illinois Career Pathways Dictionary, “career awareness” is the process by which students explore possible career clusters and specific jobs that are available and gain a deeper understanding of the different paths they can take toward a fulfilling future. Career awareness is a valuable opportunity to connect an individual’s own abilities and interests to related college and career opportunities.

	High-Quality Criteria	Student “I Can” Statements
Aligning Coursework	<ul style="list-style-type: none">○ Classroom connects content and skills to pathways of interest.○ Students understand how aptitudes align to career areas and the academic application to career fields.	<ul style="list-style-type: none">○ I can understand how aptitudes align with career areas. I can understand how my education applies to career fields.
Understanding Pathways	<ul style="list-style-type: none">○ Students are made aware of work-based learning opportunities available to them in high school and postsecondary education aligned to their career area of interest.○ Career interest inventories inform high school career and technical education engagement as well as college and career planning.	<ul style="list-style-type: none">○ I can understand what work-based learning means, and what opportunities are available for me in high school and postsecondary for each career area of interest.
Student Reflection	<ul style="list-style-type: none">○ Self-reflection activities are provided to make meaning and connect student knowledge, interests, values and skills with essential employability competencies and authentic workplace problems and experiences.○ Students are provided opportunities to reflect on career interest inventory results and identify the activities and aspects of work that align to their career goals.	<ul style="list-style-type: none">○ I can reflect on how to connect my knowledge, interests, values, and skills to authentic job experiences.○ I can identify the activities and aspects of my job that align with my career goals, to connect these preferences to future careers I envision myself in.
Engaging Stakeholders	<ul style="list-style-type: none">○ Industry is engaged in the design of career awareness activities and local employers, organizations, and people are prioritized to be highlighted in videos, posters, materials, etc.○ Students are made aware of successful individuals in a career field of interest that they identify with in race, gender, and other characteristics to learn about their career journey.	<ul style="list-style-type: none">○ I can identify successful individuals in career fields that we share identity in race, gender, and other similar characteristics to learn about their career journey.

[Learn more about the process and access the resource](#)

Questions? Thoughts?

Questions about anything that was shared today?

What other resources do you use to support your work-based learning efforts?

We'd love your input for I-WIN this school year!
(Zoom poll or add directly in the chat)

- Topics to prioritize
- Community models you'd like to see
- Questions to grapple with

Upcoming Events

[Essential Skills and Career Exploration: Empowering K-12 Students for the Future](#)

September 10, 10 a.m.

Learn about new resources to support designing career exploration activities and embedding essential employability competencies

[VIP Tours at CareerSpark](#)

October 2, 12-3 p.m.

Join I-WIN for an in-person site visit to CareerSpark, an annual interactive career exploration event for 8th grade students in the Peoria region.

[Roundtable Discussion: Employer Partnerships](#)

October 23, 12 p.m.

Share insights, resources, and best practices on building and strengthening employer partnerships



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Thank you!

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