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 Organization may begin to engage with new stakeholders in the community as you implement your 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.

ITEMS TO CONSIDER

The following responsibilities for coordinating a CDE should be reviewed and distributed as applicable among current or new staff roles within a Managing Organization:

<table>
<thead>
<tr>
<th>Participants</th>
<th>Hosts</th>
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</thead>
<tbody>
<tr>
<td>• Form a cohort of Participants</td>
<td>• Present the CDE program and establish expectations</td>
</tr>
<tr>
<td>• Determine needs of Participants:</td>
<td>• Initial site assessment to determine capability of offering CDE</td>
</tr>
<tr>
<td>– Supports/Accommodations</td>
<td>• Review CDE Agreement</td>
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<tr>
<td>– Competency mastery levels</td>
<td>• Train any Host staff working directly with Participant(s)</td>
</tr>
<tr>
<td>– Pathway/Career Interests</td>
<td>• Identify any HR requirements for Participants</td>
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<tr>
<td>• Complete any required forms and/or HR procedures as required by Host</td>
<td>• Ensure meeting expectations of CDE and Participant supports</td>
</tr>
<tr>
<td>• Set professional expectations through pre-CDE training</td>
<td>• Troubleshoot any challenges</td>
</tr>
<tr>
<td>• Monitor and assess growth in essential employability and technical competencies</td>
<td>• Perform site visits’ on both: Site visit to check-in on experience</td>
</tr>
<tr>
<td>• Troubleshoot any issues/concerns</td>
<td>• Data collection</td>
</tr>
<tr>
<td>• Perform site visits on both: Site visit to check-in on experience</td>
<td>• Obtain feedback and evaluations for future CDE improvements</td>
</tr>
<tr>
<td>• Data collection</td>
<td>• Conversations about renewal for subsequent CDEs</td>
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<tr>
<td>• Discussion of their feedback and assessments</td>
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<tr>
<td>• Incorporate CDE into portfolio and/or resume</td>
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</table>

TOOLKIT TERMINOLOGY

The terms “Participant,” “Managing Organization,” “Organization,” and “Host” used throughout this section address the audiences included in the Introduction.
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 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 Organization to ensure that expectations are being met and that a consistent Organizational staff member is available to support throughout the duration of the program.

Points of contact at the Organization may be an individual staff member or a set of well-coordinated team members for the Host to connect with directly. There should also be clear lines of communication among points of contact within an Organization. While they might specialize in serving either Participants or Hosts, Managing Organizational staff’s ability to understand the needs and lens of one another will result in action that benefits all parties involved.

POINTS OF CONTACT COMMUNITY EXAMPLES

**Chicago Public Schools**
- **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

**District 214**
- **Partnership Manager**
  - Develops and support Host relationships
  - Keeps records of communication and history working with Hosts

**North Chicago**
- **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
CDE ONLINE
TOOLKIT RESOURCES

District 214 Partnership Manager Role Description
All Organizational 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 Organizational staff to have a general understanding of the labor market and which occupations have growth potential in their local community. All Organizational staff should be able to have informed conversations with any Participant, Host, or interested stakeholder regarding the CDE program.

Engagement opportunities for professional development include

**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

**STAFF PROFESSIONAL DEVELOPMENT**

**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 curated communities of interest, useful training resources, promising practices, and evidence-based research.

**Offers 2 Communities of Practice:**

**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
COMMUNITY EXAMPLES OF STAFF PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Health Occupations and Professions Exploration (HOPE) Program

The HOPE Program is a one-day seminar offered to under-represented groups of high school students to learn more about careers in health care. Educators are able to participate in the activity during the summer to be better equipped to present to students the following year.

Valley Industrial Association (VIA) Manufacturing Plant Tours

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

Motivational Interviewing

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 Organization and its 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.

THE ILLINOIS WORKNET CUSTOMER SUPPORT CENTER

This Center has various tools and guides to support Managing Organizations. Materials include sample assessments for Participants and outreach materials to engage Hosts.
CDE ONLINE
 TOOLKIT RESOURCES

1
 HOPE Program

2
 Motivational Interviewing for Schools

3
 Post-Secondary Counseling Working Group Counselor Skills and Competencies Recommendations

4
 Workforce GPS – Communities of Practice

5
 Illinois workNet Tools, Guides & Initiatives
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:

- **Is the CDE in-house?**
- **Does the CDE occur during regularly scheduled program hours?**
- **Does the CDE occur outside of regularly scheduled program hours?**
  - How is space currently being utilized and how can your organization get creative with space?
  - How is space currently being utilized and how can your organization get creative with space?
  - How will you confirm Participants are available since this would go beyond their normal programmatic time commitment?
  - Ensure there is appropriate space available for CDE-related activities (Ex: staff and Participant check-ins, training areas, etc.)
  - Ensure Participant schedules are adjusted to reflect their CDE participation
  - Ensure Participant schedules are adjusted to reflect their CDE participation
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 Organization can get creative to streamline and organize transportation resources for Participants. It is important you are aware of any local transportation policies and are in compliance with any required items such as transportation waivers or parent/guardian approval forms.

**CONSIDERATIONS FOR CDE TRANSPORTATION**

- Where Participants live in relation to the Host site if they are traveling to or from their residence for their CDE
- Minimize the distance a Participant must travel to the greatest extent possible
- If using transportation through the Organization, coordinate Participant routes to maximize pick-up and drop-off times
- How all students are provided access and support getting to their CDEs based on their unique transportation needs

**COMMUNITY EXAMPLES**

**Sharing of Resources**
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.

**Innovations in School Transportation**
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.

**Rush-REACH**
REACH raises funds to provide Ventra (transportation) cards for ~50% of Participants for the first two weeks of the program and then on a case-by-case basis after the first two weeks. After two weeks, Participants should have received their first paycheck to begin fund their transportation.

In some instances, participants are able to take the Rush shuttle from major hubs to the Rush campus.
DATA COLLECTION

THE VALUE OF DATA

Data provide the opportunity to tell the story of your 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

- Participant attainment of essential employability and technical competencies
- Quality of a Host site to provide CDE for Participants
- Professional preparedness of Participants before and after CDEs
- Feedback on value of CDE for Participants and Hosts
- Host logistics to be archived and referred to for future CDEs

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** – consider how equipped they are to coach, train, and support their future workforce.
- **Community** – recognize the value of hands-on experience early in an individual’s career path.
POLICY BACKGROUND

There are a couple of key pieces of legislation that your Organization will need to keep in mind as they affect the data you will collect and measure for a CDE:

**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 organization?**
You must track student attendance and number of hours spent at their CDE in order for that time to count toward 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 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)**
New 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)
DETERMINING WHAT TO MEASURE

It will be important to lay out all of the information you want to collect throughout the CDE based on the reporting needs of your Organization at the beginning. The best data will tell a story of the successes and areas of need for your Organization to implement a quality CDE. This information should be able to be communicated to Participants, Hosts (both present and future), and community members. Data collected should be a mix of qualitative and quantitative data to tell the most impactful 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, qualitative 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 here are some examples to consider as you determine your data collection needs:

<table>
<thead>
<tr>
<th>Qualitative</th>
<th>Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOSTS ONLY</strong></td>
<td><strong>HOSTS &amp; PARTICIPANTS ONLY</strong></td>
</tr>
<tr>
<td>Outreach efforts</td>
<td>Number Participating/Retention</td>
</tr>
<tr>
<td>Communication records</td>
<td>Number of Participants hosted</td>
</tr>
<tr>
<td>Profiles/Questionnaires</td>
<td>Endorsement Area(s) they support</td>
</tr>
<tr>
<td>Pre-Assessments</td>
<td>Number of Placements/Retention</td>
</tr>
<tr>
<td>Career Surveys</td>
<td>Attendance/# hours completed</td>
</tr>
<tr>
<td>How CDE informed career/pathway</td>
<td>Endorsement area completing CDE for</td>
</tr>
<tr>
<td></td>
<td>Industry-recognized certifications earned</td>
</tr>
<tr>
<td></td>
<td><strong>HOSTS &amp; PARTICIPANTS ONLY</strong></td>
</tr>
<tr>
<td>Professional Skills Assessments</td>
<td>Professional Skills Assessments</td>
</tr>
<tr>
<td>Feedback on CDE</td>
<td>Tracking of successes and challenges</td>
</tr>
</tbody>
</table>

HOSTS & PARTICIPANTS ONLY

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 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
PLATTFORMS 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 Organization will need to consider bandwidth capabilities of staff and budget constraints. It is not always necessary to invest in an entirely new platform to store information, but rather might be worth looking into with your current platform server to determine if there are any additional capabilities possible to address your data needs.

COMMUNITY EXAMPLES OF HOW CDE INFORMATION IS BEING COLLECTED

**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 Academy needs for work-based learning opportunities to utilize Alignment Rockford (their intermediary) to disseminate to community partners to address these.

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

**Rush-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.

HOUR VERIFICATION THROUGH CREDIT & PAID CDEs

Examples of verifying completion of required CDE hours include

**Credit**

For Participants receiving credit, they 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 their CDE hours, their payroll stubs and time sheets signed by their Host confirms their completion of hours.
CDE ONLINE TOOLKIT RESOURCES

1  ISBE and ICCB Fact Sheet – “Rethink CTE”

2  Safe Schools Healthy Students: “The Importance of Disaggregating Student Data”

3  Roadmap to Success: Rural Transportation Connections

4  Article - Ways of Getting to Work

5  The Agriculture Experience Tracker (AET)
It is vital that your 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 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 Organizational policies for employer 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.)
- Any Organizational policies regarding background checks for anyone working directly with a Participant?

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**YOUTHRULES!**
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 non-farm 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
CASE STUDIES

MANUFACTURING CASE STUDY
Temp Service to Onboard 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

HEALTH SCIENCES CASE STUDY
HIPAA Training
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.
LEGAL CONSIDERATIONS

CDE ONLINE TOOLKIT RESOURCES

1 JFF – Not As Hard As You Think: Engaging High School Students in Work-Based Learning

2 U.S. Department of Labor Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act

3 YouthRules!

4 Youth Employment Compliance Assistance Toolkit