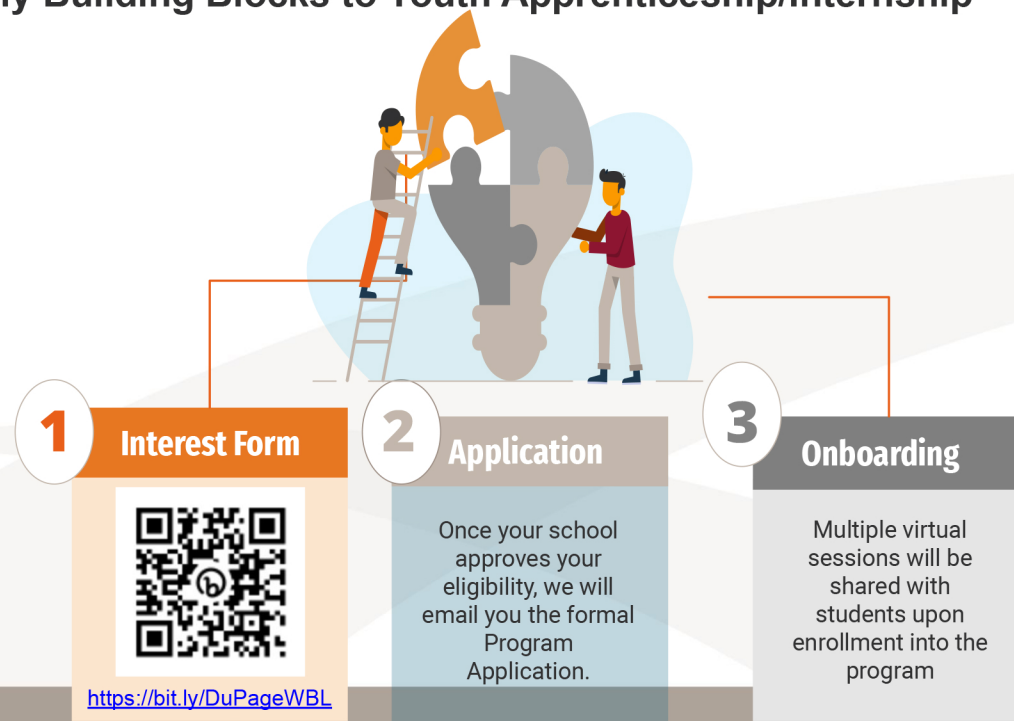
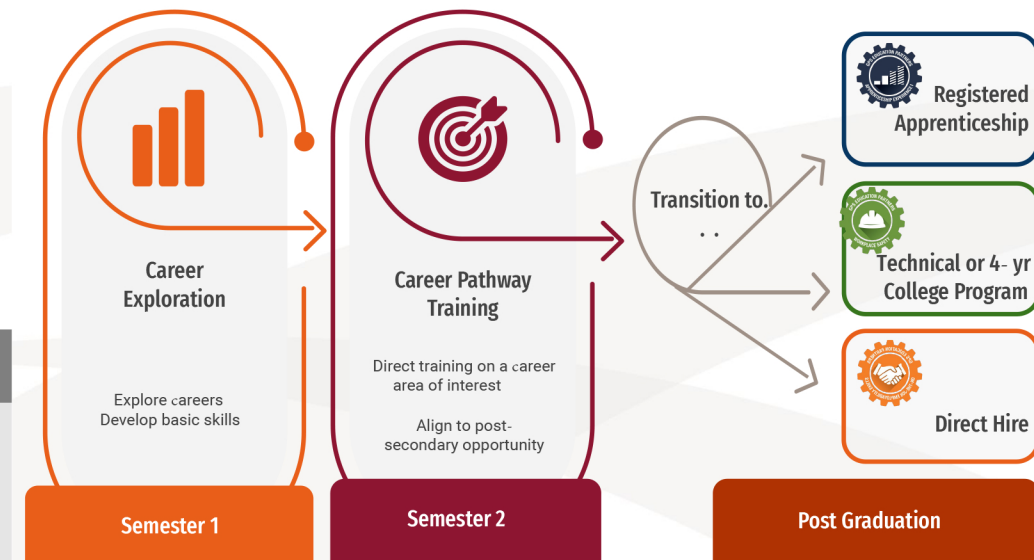


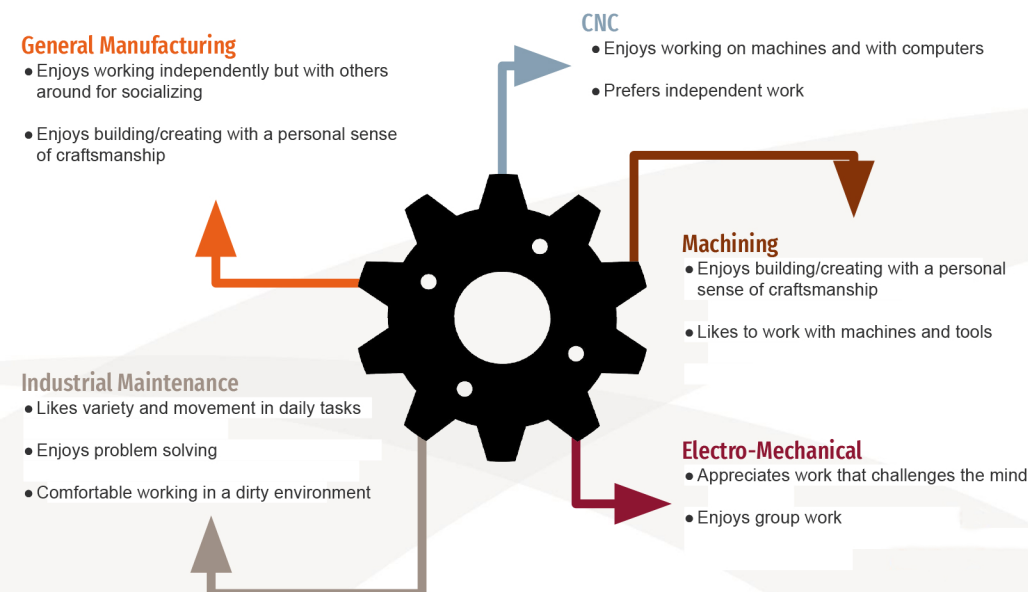
# My Building Blocks to Youth Apprenticeship/Internship



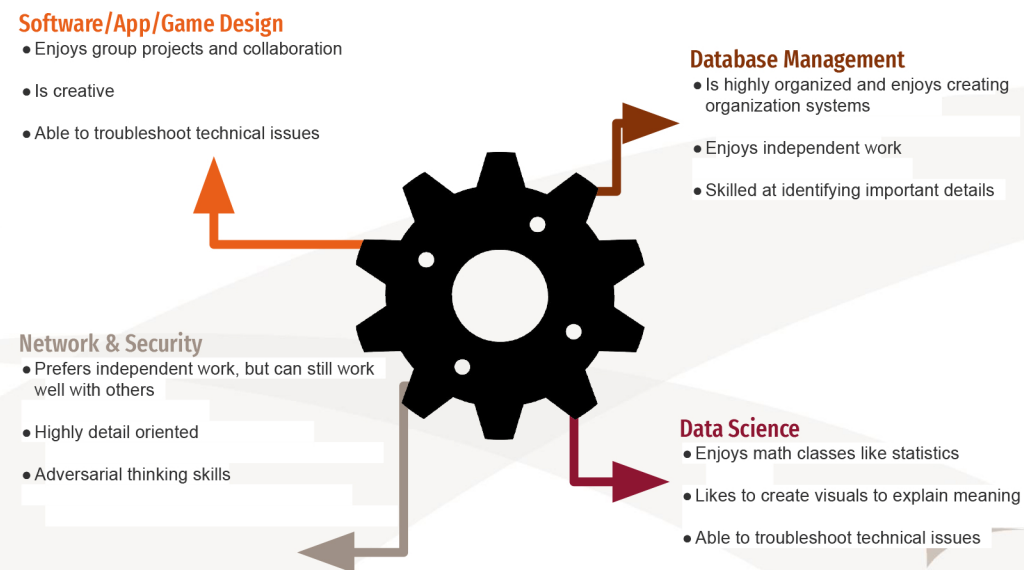
# Immersive Work Based Learning



## Manufacturing: Student Profile



## Information Technology: Student Profile





DuPage Regional Office of  
**EDUCATION**

Excellence in Education

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# WORK-BASED LEARNING

*and* youth apprenticeship collaborative

*Preparing today's students for tomorrow's careers*



# Vision

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- ❖ DuPage Regional Office of Education wishes to develop a comprehensive work-based learning program through youth apprenticeships/internships across multiple pathways to:
  - Provide schools/students with access to high quality WBL programming.
  - Provide Career Pathways from high school, to post-secondary, to employment that are accessible to all students and support community needs.
  - Align youth talent to meet workforce/community skill/career and opportunity gaps.
  - Be a model for the state to expand WBL programs through regional model leveraging WBL intermediary.



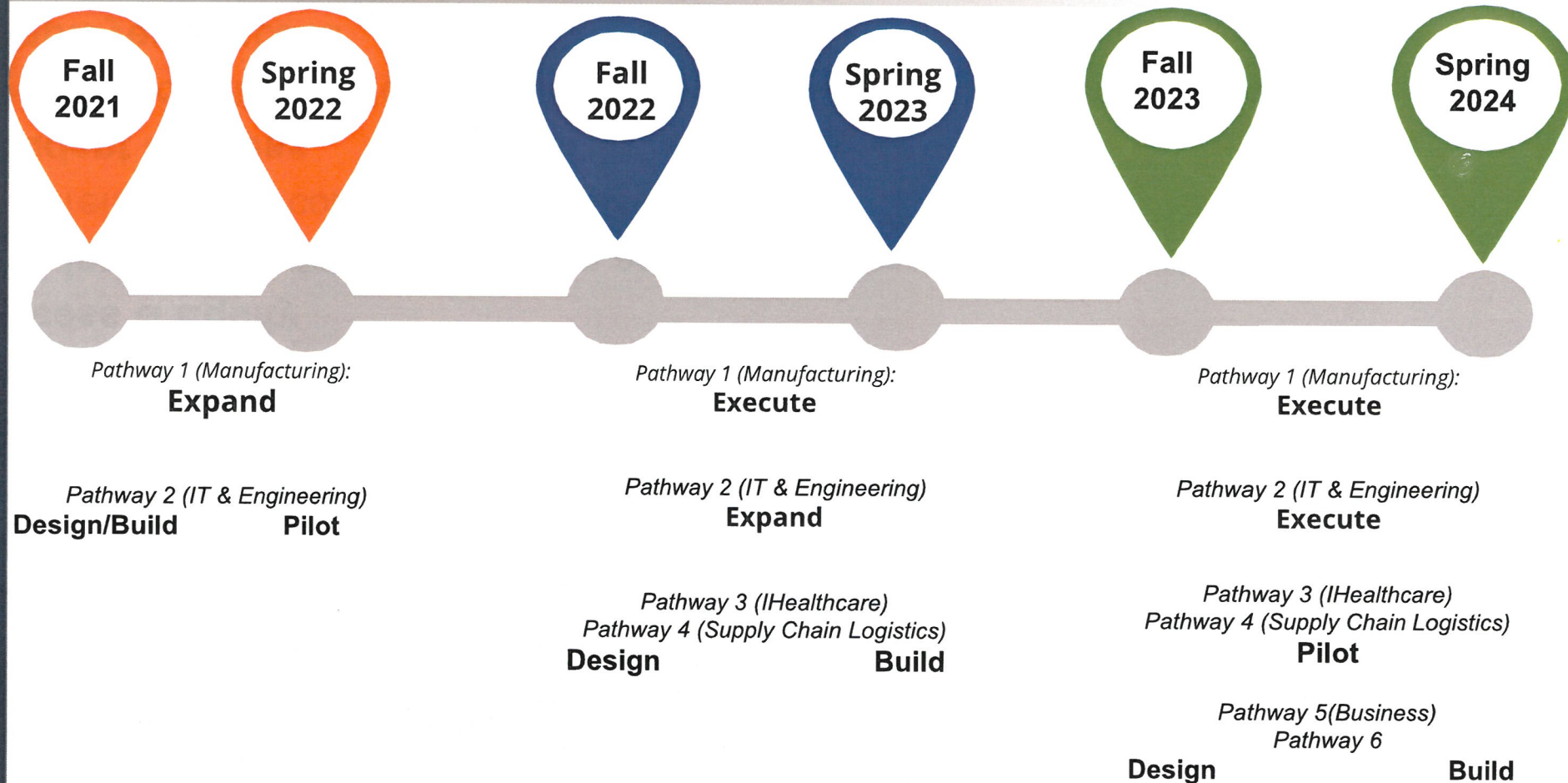
# Impact & Outcome Metrics:

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- ❖ **Career Pathways**
  - WBL opportunities delivered in 6 Career Pathways with aligned off-ramps to post secondary programs to support 1500+ students annually.
- ❖ **Schools Engagement**
  - Realize 100% participation by schools in Dupage County in at least 1 pathway.
- ❖ **Access & Equity**
  - Increase student participation and success for underrepresented students as reflection of communities served.
- ❖ **Student Success**
  - Matriculation to Postsecondary programming and Careers in pathways.
- ❖ **Employer Success**
  - Placement of students to fill needs.
- ❖ **Community Success**
  - Develop model for state of Illinois on scaling WBL.



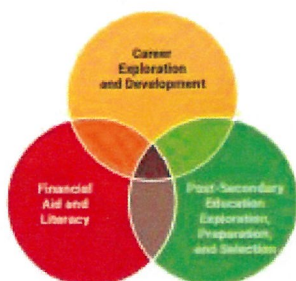


## Illinois PaCE Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.



By the end of 8th grade	By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade
<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>complete a career cluster survey</li> <li>attend a career exploration day</li> <li>complete a unit on education planning</li> <li>be exposed to a financial literacy unit in a course or workshop</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>the concept of career clusters of interest</li> <li>relationship between community service/extracurricular activities and postsecondary (PS)/career goals</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>revisit career cluster interest survey and take a career interest survey</li> <li>complete an orientation to career clusters</li> <li>attend a PS options workshop</li> <li>meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators</li> <li>begin determining eligibility for advanced placement (AP) courses</li> <li>outline a plan for community service and extracurricular activities related to PS plans</li> <li>complete a financial aid assessment with a family member</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>one or two career clusters for further exploration and development</li> <li>the relationship between HS coursework, attendance, and grades to PS plans</li> <li>importance of community service and extracurricular activities to PS and career plans</li> <li>general cost ranges of various PS options</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>visit at least one workplace aligned with career interests</li> <li>complete an orientation course to a particular career cluster or cluster grouping</li> <li>select a career pathway (CP) within a career cluster of interest</li> <li>begin determining eligibility for AP courses</li> <li>identify 2-3 adults to support the student through the PS and career selection process</li> <li>review coursework and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)</li> <li>attend a PS affordability workshop with a family member</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP</li> <li>different types of PS credentials and institutions</li> <li>general timing of PS entrance exams and applications</li> <li>benefit of early college credit opportunities to PS access and completion</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>revisit the career survey</li> <li>participate in a mock job interview</li> <li>create a resume and personal statement</li> <li>identify an internship opportunity related to the CP</li> <li>determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course</li> <li>complete or enroll in at least one early college credit opportunity</li> <li>attend a college fair</li> <li>visit at least 3 PS institutions</li> <li>take at least one college entrance exam</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>application deadlines, test timing, cost, and preparation for industry-based certification for CP</li> <li>career attributes related to career interests</li> <li>entrance requirements, including application deadlines, for expected PS programs of study</li> <li>3-5 match schools, one safety, one reach school for PS program of study</li> <li>negative impact of remediation on PS goals</li> <li>financial aid deadlines for chosen PS options</li> </ul>	<p><b>By 12/31 of 12th grade a student should have:</b></p> <ul style="list-style-type: none"> <li>completed 3 or more admissions applications to PS institutions</li> <li>met with a school counselor to ensure all steps in the PS admissions process are completed on time</li> <li>attended a FAFSA completion workshop</li> <li>completed the FAFSA</li> </ul> <p><b>By the end of 12th grade a student should be supported to:</b></p> <ul style="list-style-type: none"> <li>address any remedial needs in math/ELA</li> <li>obtain an internship opportunity related to the CP</li> <li>if applicable, receive industry-based certification(s) related to the CP</li> <li>complete one or more team-based challenges or projects related to the CP</li> <li>attend a financial aid award letter workshop</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>how CP courses and experiences articulate to degree programs at PS options</li> <li>estimated cost of each PS option</li> <li>affordability of PS options in relation to expected entry-level career salary and anticipated debt</li> <li>terms and conditions of any scholarship or loan</li> </ul>







*\*per Illinois Career Pathways Dictionary*

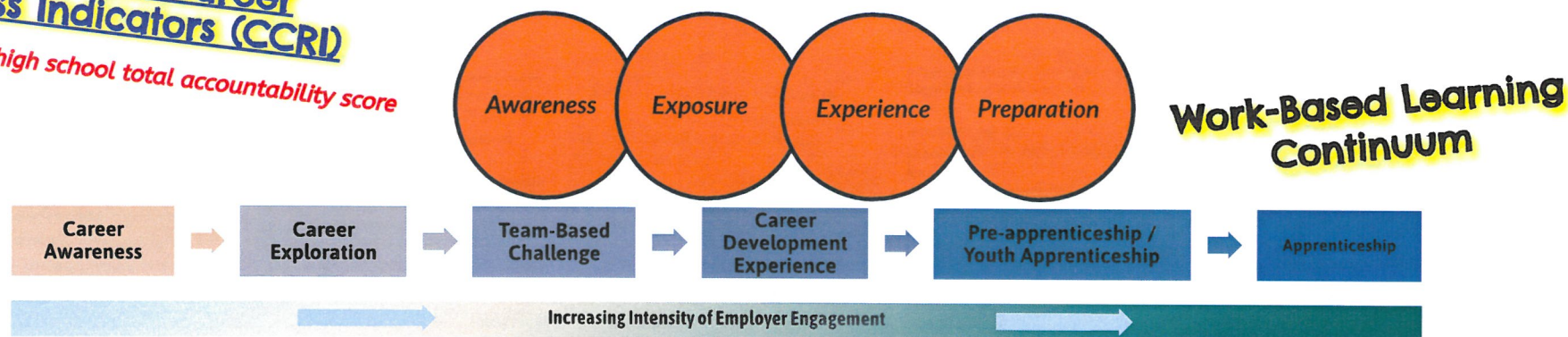
## What is Work-Based Learning (WBL)?

*A work-based experience is a supervised work experience relating to individual's career area of interest that...*

1. Occurs in a workplace or under other 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;
4. Reinforces foundational professional skills including, Illinois 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 hours.

## Illinois College & Career Readiness Indicators (CCRI)

*\*6.25% of a high school total accountability score*



# What have we learned as a network so far?



# WORK-BASED LEARNING

and youth apprenticeship collaborative

*Preparing today's students for tomorrow's careers*

## Administration

- Oversight of program
- Support alignment of program to school processes

## CTE Department

- Recruitment & Identification of students
- Related instruction
- WBL support

## Counselors

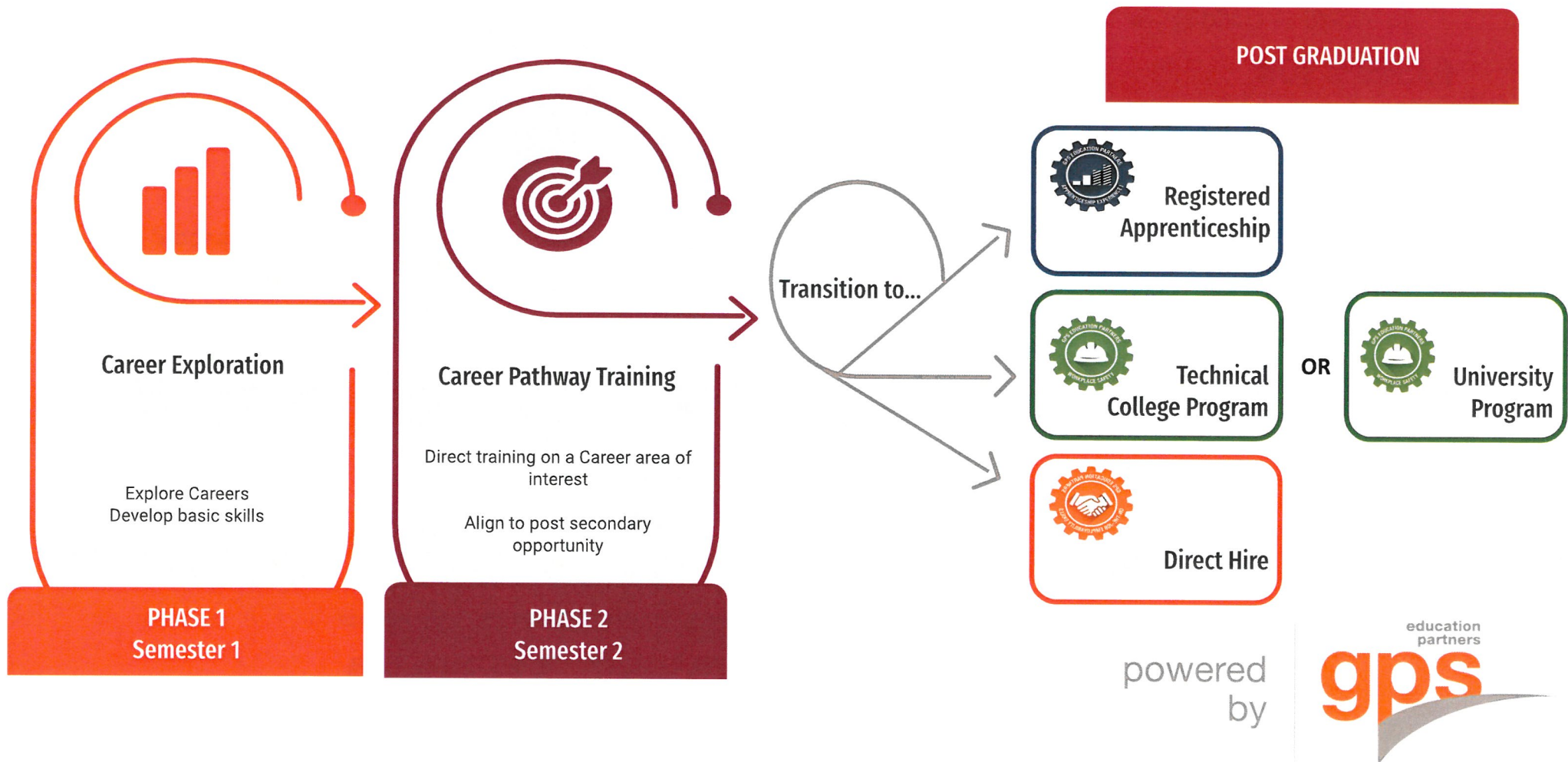
- Verification & Enrollment of students to participate in the program

## ROE & GPSEd

- Support all pieces of activities
- Provide guidance to students & staff

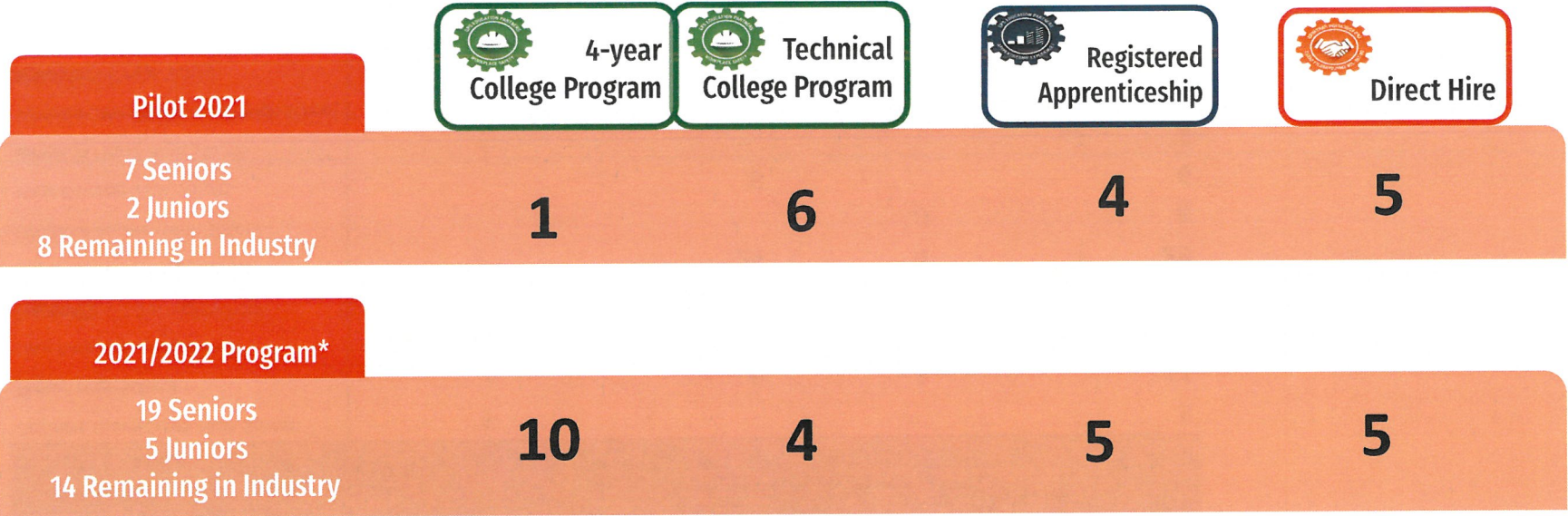


# Immersive WBL Programming

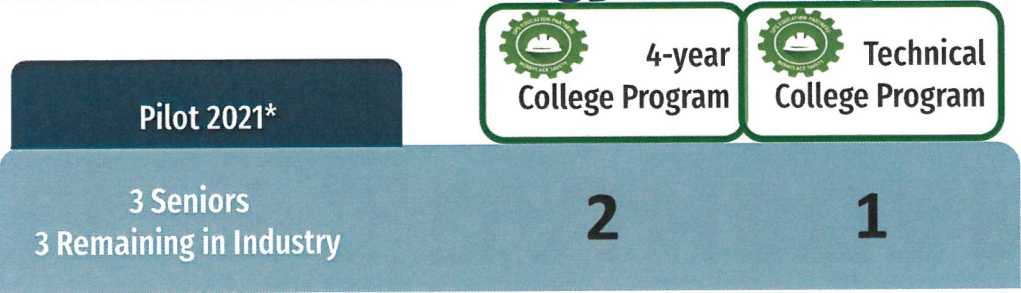




# Manufacturing Youth Apprenticeship



# Information Technology Internship



\*outcomes are still being collected. These are estimated based on student and company conversations as of 4/20/22

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# DASHBOARD

Enrollment Goal 2022/2023  
120 Students

**174**

Total Interest Surveys Submitted

## Interest by High School

High School	Awaiting School Review	Approved	Application Sent	Not Approved	Student Declined	Total
Downers Grove South High School	5					5
Fenton High School	2		6	3		11
Lake Park High School West	15	8		5	19	45
Naperville Central High School			29	15		44
Naperville North High School			24	4	1	29
Waubonsie Valley High School				8		8
West Chicago High School			6			6
Wheaton North High School					3	3
Wheaton Warrenville South High School					2	2
Willowbrook High School			6	1	3	10
York High School	1		1	6	3	11
<b>Total</b>	<b>23</b>	<b>8</b>	<b>72</b>	<b>42</b>	<b>31</b>	<b>174</b>

04/21/2022



# High-Quality Work-based Learning Survey Participants

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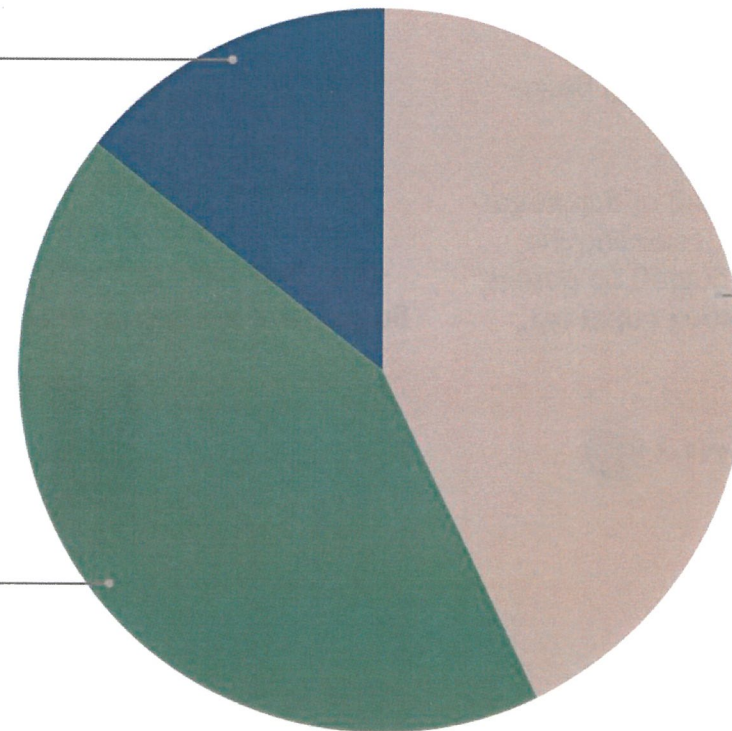
Feedback was provided by  
the following districts:

- Hinsdale
- Indian Prairie
- District 88
- West Chicago
- Wheaton Warrenville
- Naperville
- Fenton
- Glenbad
- Lake Park
- Elmhurst

Counseling Staff  
14.3%

District Administrators  
42.9%

CTE Directors/Chairs  
42.9%





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# Areas of Greatest Concern



**Strategic district vision for  
Work-based Learning**



**Accessibility of opportunities**



**Career exploration programming**