Building College & Career Readiness through a Comprehensive Counseling Program

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Naperville 203
Community Unit School District

April 20, 2023
Who are we?

Our Students

16,546 Students
16% Economic Disadvantage
11% Students with Disabilities
7% English Learners

61% White
18% Asian
11% Hispanic
5% Black
5% Two or More

86% of graduates attend college.

2,587 Total Staff
1,386 Full-time Certified Staff
82% Master’s Degree or Higher

9th Largest District in Illinois
32 sq. miles - Serving Naperville, Bolingbrook, Lisle & Woodridge

Our Schools

Early Childhood: 1
Elementary: 14
Junior High: 5
High School: 2
Connections: 1
Our Journey to Rethinking College and Career Readiness

Paradigm Shift & Change Management Process
Rank these occupations in order of their earnings...

**Highest = 1, Lowest = 10**

<table>
<thead>
<tr>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Traffic Controllers</td>
</tr>
<tr>
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</tr>
<tr>
<td>Electrical Power-Line Installers/Repairers</td>
</tr>
<tr>
<td>Diagnostic Medical Sonographers</td>
</tr>
<tr>
<td>Elevator Installers &amp; Repairers</td>
</tr>
<tr>
<td>Geographer</td>
</tr>
<tr>
<td>Market Research Analysts</td>
</tr>
<tr>
<td>Writers &amp; Authors</td>
</tr>
<tr>
<td>Community &amp; Social Service Specialists</td>
</tr>
<tr>
<td>Mental Health Counselors</td>
</tr>
</tbody>
</table>

*Income Ranking Questionnaire: Taken from “ReDefining the Goal” by Kevin J. Fleming*
## Paradigm Shift:
Students, families, & educators are convinced that careers making the most money require a four-year degree or more.

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*Income Ranking Questionnaire: Taken from “ReDefining the Goal” by Kevin J. Fleming*
Why is this important?

Create Relevance for Student of Today

Support the Frames of the Work

Rethink Definition of Student Success & Support Goal of Educating “Whole Child”
Create Currencies (competencies, credentials, connections, cash)
Responding to Students of Today & Differentiation for ALL
Help with Purposeful Plans - “Diploma with a Purpose”
Paradigm Shift to Career & College
- Exposure, experience, & engagement with career pathways & postsecondary alignment
- Early access to college credit coursework & non-remedial preparation
- Individual learning plan & skills to “retool” plan, as needed
- Authentic work-based learning experiences across continuum, including mentorship
Why is this important?

50% of our graduates complete a degree within 4 years post high school.

70% of our graduates complete a degree within 6 years post high school.

Student Desire for Relevance

ANSWERING WHY: UNLEASHING PASSION, PURPOSE, AND PERFORMANCE IN YOUNGER GENERATIONS - Mark C. Perna
Why is this important?

State and Federal Legislation

➔ Every Student Succeeds Act (ESSA)
➔ Post-Secondary Workforce Readiness Act (PWR-Act)
➔ Perkins V Federal Reauthorization
Why is this important?

State Goal: 90% or more of graduating students will be ready for College & Career by 2032

- Encompases wide range of experiences both academic & career indicators
- Earn Distinguished Scholar or College & Career Ready Distinctions
- CCR pathway will include diploma endorsement opportunities available
- All data reported annually
- 6.25% of a high school total accountability score

Distinguished Scholar
1. GPA: 3.75/4.0
2. 95% attendance junior and senior year
3. ACT Composite Score: 30 or SAT Composite Score: 1400
4. One academic indicator in ELA and Math
5. Three career ready indicators

College and Career Ready
1. GPA: 2.8/4.0
2. 95% attendance junior and senior year
3. EITHER
   a) College and Career Pathway Endorsement, OR
   b) All of the following:
      i. One academic indicator in ELA and Math
      ii. Career area of interest
      iii. Three career ready indicators

Illinois College & Career Readiness Indicators (CCRI)
What is your WHY in this work?

Share Your thinking

Your Why
College, Career, & Life Ready in Naperville 203

Naperville 203 graduates are prepared to navigate and compete in the ever changing global economy. Students gain a competitive advantage by having well developed postsecondary plans and a diverse set of skills to help prepare for academic and career success. Students understand postsecondary options and the importance of continued education. Students graduate prepared for postsecondary endeavors by engaging in academic readiness coursework, college & career preparation activities, experiential learning, and social emotional wellness and life-ready skills.

**Academic Readiness:** Students demonstrate competency in core academics and are eligible to transition into postsecondary credit bearing coursework with proficiency in academic reporting indicators.

**College and Career Readiness:** Students engage in diversified coursework and authentic learning opportunities to develop knowledge and skills necessary for postsecondary and career success.

**Workplace Readiness:** Students develop college, career, and life skills; learning beyond the classroom in settings that require independence, mentorship, and career exploration. Students develop college, career, and employability skills through workplace experiences.

**Wellness & Life Readiness:** Students have opportunities to develop resilience through activities, leadership, and collaboration throughout their educational experiences; building social emotional competence and understanding of wellness for life.
Workstreams & Process

Comprehensive Counseling Curriculum
- Individual Learning Plan (ILP)
- Pathway Development
- Workplace Learning Experiences
- College Credit Opportunities

<table>
<thead>
<tr>
<th>Comprehensive Counseling Program</th>
<th>Data Systems &amp; Support</th>
<th>Career Pathways of Study with Diploma Endorsements</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ 6-12 Curriculum ❖ College Applications</td>
<td>❖ SchooLinks Implementation ❖ CCRI</td>
<td>❖ Programming ❖ Early College Credit ❖ Work-Based Learning</td>
</tr>
</tbody>
</table>

Paradigm Shift & Change Management Process
4 - Year Plan
Comprehensive Counseling Curriculum

College & Career Curriculum promotes student academic, social emotional, and postsecondary preparation through utilization of tools, resources, and best practices. The ongoing curriculum spans 6-12th grade and includes goal setting, planning, and developing an individual learning plan for each student. Student plans are updated annually and reflect progressions of learning and personal experiences.

Designing student learning around careers, postsecondary options, financial literacy as it impacts goals. Supporting students with social emotional skill building & ensuring academic preparation.
VISION
Every student will acquire the knowledge and skills necessary to achieve personal growth and postsecondary success.

MISSION
Comprehensive counseling services in Naperville 203 provide students with preventative and responsive services that promote academic, social emotional, and college & career skill development in order to advance and empower students to achieve postsecondary success.

ALL STUDENTS
Belief statement
#1
- will develop self-advocacy skills and utilize resources within the school community in order to transition into adulthood
- will have the ability to grow in the areas of academic, social/emotional and career readiness
- will have access to the tools they need to achieve balance in their definition of success

ALL COUNSELORS
Belief statement
#2
- lead, advocate and collaborate to create equitable access and opportunities for every student in the academic, social/emotional and college & career domains
- participate in relevant professional development that promotes individual and experiential growth within the counseling profession
- understand that students have unique ethnic, cultural, racial, academic, and sexual differences that need to be considered in their delivery of service

THE COUNSELING PROGRAM
Belief statement
#3
- is a comprehensive K-12 plan which meets all students’ academic, social/emotional, and college & career needs
- values the importance of student’s social/emotional well-being as well as their academic growth
- is goal-oriented, data driven, and adaptable to meet the needs of our diverse student population
### Comprehensive Counseling Curriculum

#### NCUS0203 School Counseling Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Goal Setting and Decision Making</td>
</tr>
<tr>
<td>2</td>
<td>Career Exploration and Development</td>
</tr>
<tr>
<td>3</td>
<td>College Preparation and Planning</td>
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<tr>
<td>4</td>
<td>Community Service and Leadership</td>
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<tr>
<td>5</td>
<td>Financial Aid and Literacy</td>
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<tr>
<td>6</td>
<td>User Friendly</td>
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<tr>
<td>7</td>
<td>Skill Statements</td>
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<tr>
<td>8</td>
<td>ASCA Mindsets &amp; Behaviors</td>
</tr>
<tr>
<td>9</td>
<td>IL SEL Standards</td>
</tr>
</tbody>
</table>

#### Build Consensus

- Live With Support Implement

#### Illinois PAC Summit

- Standards

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#### Comprehensive Counseling Curriculum

- Naperville 203 Counseling Standards
- ASCA Mindsets & Behaviors
- IL SEL Standards
- User Friendly Skill Statements

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Map Building

Direct Instruction
- Whole Group
- Individual

Experiences
- Self-Paced
- Outside of School Day

Comprehensive Counseling Curriculum
### NCUSD203 Comprehensive School Counseling Curriculum

#### Social Emotional Learning - Grades 9-12

<table>
<thead>
<tr>
<th>SEL Standard</th>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A.1a: Identify how expressing positive emotions influences others</td>
<td></td>
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<tr>
<td>1A.1b: Monitor progress toward achieving a goal, and evaluate one’s performance against criteria</td>
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<tr>
<td>1A.1c: Promote positive emotions</td>
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<tr>
<td>1A.1d: Describe ways to express empathy for others</td>
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<tr>
<td>1B.1: Apply critical thinking skills to make informed decisions</td>
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<tr>
<td>1B.2: Gather evidence and consider multiple perspectives to make informed decisions</td>
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<tr>
<td>1B.3: Demonstrate creativity</td>
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<tr>
<td>1C.1: Use time-management, organizational &amp; study skills</td>
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<td></td>
<td></td>
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<tr>
<td>1C.2: Apply academic and technology skills</td>
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<td></td>
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<tr>
<td>1C.3: Demonstrate ability to work independently</td>
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<tr>
<td>1C.4: Apply self-motivation and self-direction for learning</td>
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</tr>
</tbody>
</table>

#### Academic Behaviors - Grades 6-8

<table>
<thead>
<tr>
<th>ASCA Behavior</th>
<th>6th grade</th>
<th>7th grade</th>
<th>8th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A.1: Analyze information and make decisions based on data</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2A.2: Gather evidence and consider multiple perspectives to make informed decisions</td>
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<tr>
<td>2A.3: Demonstrate creativity</td>
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<td></td>
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<td>2B.1: Use time-management, organizational &amp; study skills</td>
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<td>2B.2: Apply academic and technology skills</td>
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<tr>
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<td>2B.4: Apply self-motivation and self-direction for learning</td>
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<td></td>
</tr>
</tbody>
</table>

#### College and Career Exploration & Preparation - Grades 9-12

<table>
<thead>
<tr>
<th>PATH Act Behavior</th>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in career exploration and identification of career clusters</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Investigate educational requirements and application deadlines for postsecondary programs of study</td>
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<td></td>
</tr>
<tr>
<td>Identify college entrance exams and applications</td>
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<tr>
<td>Identify the benefits of college credit opportunities to postsecondary access and completion</td>
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<tr>
<td>Engage in financial literacy skills to make informed postsecondary decisions</td>
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<tr>
<td>Conclude the costs associated with different postsecondary programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze how to make informed financial decisions by collecting information, planning, and budgeting</td>
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</tbody>
</table>

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**College & Career Counseling Curriculum Overview**
Comprehensive Counseling Curriculum

Map Building

Individual Learning Plan (ILP)

College & Career Counseling in Naperville 203
### Comprehensive Counseling Curriculum

#### Map Building - PaCE Alignment

<table>
<thead>
<tr>
<th>Grade 6 students will</th>
<th>Grade 7 students will</th>
<th>Grade 8 students will</th>
<th>PaCE Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>- identify current interests, strengths, and opportunities for growth.</td>
<td>- analyze current interests, strengths, and areas of growth to guide career exploration and education planning.</td>
<td>- revisit the Find Your Path assessment in SchooLinks.</td>
<td>- A student should be supported to:</td>
</tr>
<tr>
<td>- complete the Find Your Path assessment (career cluster survey) in SchooLinks.</td>
<td>- investigate and explore each of the 16 Career Clusters.</td>
<td>- identify career clusters of interest for further exploration.</td>
<td></td>
</tr>
<tr>
<td>- identify school and community supports/opportunities that can contribute to school and life success.</td>
<td>- use current interests and strengths to identify and investigate 4 careers within 1 career cluster area.</td>
<td>- attend a career exploration day (Career Motive-8).</td>
<td></td>
</tr>
<tr>
<td>- explore available extracurricular and service activities.</td>
<td>- identify potential postsecondary options available to them based on their career interests and set a postsecondary goal.</td>
<td>- identify the connection between high school coursework and postsecondary and life goals/success.</td>
<td></td>
</tr>
<tr>
<td>- set a short-term academic and social/emotional goal, make a plan for achieving the short-term goal, and reflect on the short-term goal.</td>
<td>- review previously learned definitions and terms related to academic and career planning.</td>
<td>- create an individualized educational plan (4-Year High School Course Plan) linked to interests and postsecondary goals.</td>
<td></td>
</tr>
<tr>
<td>- understand definitions and terms related to academic and career planning.</td>
<td>- recognize the relationship among education, careers, and income.</td>
<td>- analyze successful strategies and barriers to achieving postsecondary goals.</td>
<td></td>
</tr>
<tr>
<td>- investigate career and educational information resources to understand occupations and career clusters.</td>
<td>- learn about the various options available to all (e.g., grants, scholarships, loans, and working) to pay for postsecondary education.</td>
<td>- identify and describe how one’s contribution as a leader and/or member in academic, social, and extracurricular groups can support successful transition to high school and to postsecondary goals.</td>
<td></td>
</tr>
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</table>

#### By the end of 8th grade

- A student should know:
  - The concept of career clusters of interest.
  - Relationship between community service/extra-curricular activities and postsecondary (CTE)/career goals.
Maps, Templates, & the Team

Naperville 203 Comprehensive Counseling Site

Lesson Template for exemplars

Counseling Curriculum
Lesson Title
Grade
Timeline
Minutes

Learning Targets
Preparation & Materials

Process
1. (xx minutes) Add Description
2. (xx minutes) Add Description
3. (xx minutes) Add Description

Assessment
PaCE: By the end of 8th grade, a student should be supported to attend a career exploration day.
PaCE: By the end of 11th grade, a student should know application deadlines, test timing, cost, and preparation for industry-based certification for CP AND 3-5 match schools, one safety, one reach school for PS program of study.

### Junior Resources

#### Timeline for Junior and Senior Year

Check out [this timeline](#) for junior and senior year to make sure you’re staying on track for your postsecondary plans.

#### Using SchoolLinks

Log in to your SchoolLinks account [here](#).

Do a [college search in SchoolLinks](#) and check out the [scattergrams](#) to determine if a college is an academic reach, target, or likely option. Favorite colleges you like by clicking the heart!

Revisit your career assessments and explore the Career Center.

#### Postsecondary Options & NCompass

[NCompass](#) is our comprehensive postsecondary planning guide. Navigate to [NCompass](#) to continue your research on all postsecondary options.

#### College Exploration

Look above to do a college search in SchoolLinks or use one of these other tools to search for a school.

#### Standardized Testing

All juniors will take the State SAT on April 13th, which is a graduation requirement.
**PaCE:** By the end of 10th grade, a student should be supported to review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year).

### Unit 2: Reviewing Career Pathways (CP) and Course Planning for Rigor

#### Learning Standards
- B-LS-8: Complete rigorous core and elective coursework aligned to postsecondary goals, ensuring readiness for college credit bearing courses.
- PWFT: Act PaCE: Investigate the benefits of early college credit opportunities to postsecondary access and completion.

#### Unit 2 Lesson 1: Whole Group Lesson - Learning Targets
- Students will understand the relationship between rigorous high school coursework and college credit bearing courses.
- Students will investigate the benefits of early college credit opportunities to college access and completion.
- Students will make connections from their 10th grade coursework to their postsecondary goals.
- Students will understand graduation requirements and minimum college admissions requirements.

Use the **Exemplar Lesson** (Course Selection Planning).

#### Learning Standards
- B-SMI-3: Demonstrate independent work.
- B-SMI-5: Evaluate progress and demonstrate perseverance towards achieving postsecondary goals.
- B-LS-5: Complete rigorous and elective coursework aligned to postsecondary goals, ensuring readiness for college bearing courses.

#### Unit 2 Lesson 2: Self-Paced - Learning Targets
- Students will make connections from their 10th grade coursework to their postsecondary goals.
- Students will understand graduation requirements and minimum college admissions requirements.

Use the **Exemplar Lesson** (Entering Courses in ILP in SL).

### Making Your 4-Year Course Plan...

#### SchoolLinks Course Plan Instructions

Part of being college & career ready is having a purposeful plan of courses to support postsecondary goals. Naperville 203 students create these plans within the SchoolLinks platform. These plans are reviewed and updated annually and used to create the student course schedule at each high school. Below is a step-by-step guide to assist students in this process. Please review the Overview section of the Naperville CUSD 203 High School Program Planning Guide before beginning and as needed, contact your counselor for questions or assistance.

**Creating 4-Year Plans (Using Course Planner) as a Student**

1. Log in to SchoolLinks: [https://nap.schoollinks.com](https://nap.schoollinks.com)

2. On the left navigation menu, click on "School" ☰️, and then select the Course Planner option.

3. Select the Complete Plan ➔ button. The window should show your next year's high school and your graduation plan. On the Welcome page, select the Let's go ➔ button at the bottom of the page to continue. Tip: If you can't see the blue “Let's go” button, you may need to decrease your Zoom.
Implementation Expectations for 2019-2020

1. All counselors implement the approved ILP tool (SchoolLinks) with students.
   - Each student in Grades 6-10 creates an ILP within SchoolLinks.
   - Students in Grades 8-11 plan, select, and register for courses within SchoolLinks.

2. All counselors implement the approved curriculum from D203 curriculum maps.
   - Each counselor delivers whole group lessons with students in Grades 6-10.
   - Each counselor delivers individual student course counseling sessions with students in Grades 6-10.

3. All counselors analyze Grades 6-10 ABC (Attendance, Behavior, Course Grades)
   Report student data and use these data to inform service delivery.
   - Each Grades 9-12 counselor reviews data on a monthly basis.
   - Each Grades 6-8 counselor reviews data mid-trimester and at the end of each trimester.

Curriculum Overview

- Trimester 1
  - Grade 6
  - Grade 7
  - Grade 8

- Trimester 2
  - COMING SOON

- Trimester 3
  - COMING SOON
ISBE College and Career Readiness Indicator (April 2018)

Academic Indicators

**ELA**
- ELA Advanced Placement (AP) Exam (Score of 3 or Higher)
- ELA Electives (Grade of A, B, or C)
- Dual Credit English Courses (Grade of A, B, or C)

**Math**
- Math AP Exam (Score of 3 or Higher)
- Math Electives (Grade of A, B, or C)
- Dual Credit Math Courses (Grade of A, B, or C)

Minimum ACT Subject Scores of English 18 and Reading 22

Minimum SAT Subject Scores of Evidence Based Reading and Writing 540

Career Readiness Indicators

- Work 20 Hours During Summer
- Military Service or an AP/IB Exam Score of 3 or Higher
- Dual Credit English Courses (Grade of A, B, or C)
- Completion of Program of Study
- Work Experience or Research Experience for a Minimum of 12 Months
- 12 Hours of Community Service
- Participation in Extracurricular Activities

How did we go from this?

Naperville 203 College and Career Readiness Indicator Tracking

Data Systems & Support
Implementation Expectations

Year 1 Expectations:
- Counselors implement SchooLinks with Grade 6-11 students
  - Student initiate ILP within SchooLinks to include course planning
- Counselors implement SchooLinks with students aligned to curriculum maps

Year 2 Expectations:
- Counselors implement SchooLinks with Grade 6-12 students
  - Student initiate ILP within SchooLinks to include course planning & postsecondary application process
- Counselors implement SchooLinks with students aligned to curriculum maps
## Implementation Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1</td>
<td>Introduction to Curriculum Maps &amp; ILP with SchooLinks</td>
</tr>
<tr>
<td>May - Aug</td>
<td>Online Certification Course Opens <em>(Career203 Brick Available)</em></td>
</tr>
<tr>
<td>Aug 13</td>
<td>Comprehensive Training for SchooLinks <em>(Online Certification Course Complete)</em></td>
</tr>
<tr>
<td>Aug 13</td>
<td>SchooLinks Lead Counselors – Introduction &amp; Expectations <em>(Career203 Brick Available)</em></td>
</tr>
<tr>
<td>Aug - Sept</td>
<td>Communication to Classroom Teachers by Individual Buildings</td>
</tr>
<tr>
<td>Aug - Sept</td>
<td>Building Based Trainings</td>
</tr>
<tr>
<td>Sep</td>
<td>Student Training &amp; Communication for SchooLinks by Individual Buildings</td>
</tr>
<tr>
<td>Sep 30</td>
<td>SchooLinks <em>LIVE</em> with 6-10th Grade Students</td>
</tr>
<tr>
<td>Oct 10/11</td>
<td>Buildings Based Training/Communications for Parents</td>
</tr>
<tr>
<td>Nov 4</td>
<td>Course Planning &amp; Scheduling Training <em>(SchooLinks Replaces Current System)</em></td>
</tr>
<tr>
<td>Dec</td>
<td>Students, Parents, &amp; Teachers Understand Course Planning &amp; Selection Process</td>
</tr>
<tr>
<td>March</td>
<td>Year 2 Planning &amp; Prep - Grades 11-12 &amp; Staff Join SchooLinks</td>
</tr>
</tbody>
</table>
SchooLinks Champions

Career2O3 SchooLinks Counselor Champion
Series of PL Experiences for ILP Building Leader

Intended Audience: 6-12 SchooLinks Lead Counselors (One counselor per JHS & Two counselors per HS)
Timeline: August 2020 - June 2021
Compensation: $1000

Outcomes:
- Demonstrate a high level of understanding of the SchooLinks platform
- Serve as a leader for the implementation of SchooLinks
- Develop communication plans and processes for implementation
- Support building staff and students with implementation

Learning Experiences:
- Attend bi-weekly webinars
- Serve as a point of contact for peers in regards to SchooLinks questions
- Complete SchooLinks trainings and share knowledge with building staff
- Assist in the development of parent and student communication plans and processes
- Provide continuous communication to buildings on new SchooLinks features and/or updates
- Attend SchooLinks Implementation meetings as needed
- Provide continuous communication to PSAC and SchooLinks on user feedback
- Deliver staff trainings within buildings, institute days, PLCs, as needed
- Support SchooLinks implementation as part of the leadership team
Total student logins **tripled** in 4 years with **55,000+** this year
- **96%** of students completed onboarding
- **87%** of seniors have set up **at least one college application**
- **11,000+** applications managed last year & **24,000+** application materials sent so far this year, including **7,635+** teacher recommendations
- **95%** of students grades 8-11 started **course planning**
- **77%** of 10th graders have **selected a career pathway**
- **Eleven** experience types tracked through experience tracker
- **25,000+** graduates in the **alumni database**
The question young people are considering for themselves is not, “What do you want to be when you grow up?” Instead it is...

"WHAT DO YOU WANT YOUR LIFE TO BE LIKE IN THE FUTURE?"

~Jobs For the Future
Career Pathways

Programs of study aligned to specific career cluster areas with embedded early college credit and authentic work-based learning. Students can earn diploma endorsements in specific pathway areas.
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.

- At least 2 career exploration activities or 1 intensive experience
- 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.

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<tr>
<td>Orientation / Introduction</td>
<td>Skill Development</td>
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<td>Capstone / Advanced Courses</td>
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ACADEMIC READINESS

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

**PROFESSIONAL LEARNING**

- Awareness, exploration, and preparation activities that provide opportunities for students to interact with adults in their workplace.
- 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.
- Orientation / Introduction
- Skill Development
- Capstone / Advanced Courses

- 2 career exploration activities OR 1 intensive experience
- 60 hours career development experience
- 2 team-based challenges
- 2 years of secondary coursework or equivalent competencies
- 6 hours early college credit
Naperville Diploma Endorsements

All Endorsements Require:

🎓 An individualized plan (ILP)
🎓 At least 2 career exploration activities or 1 intensive experience
🎓 At least 2 team-based challenges with adult mentoring
🎓 At least 60 hours of paid or credit supervised career development experience with a professional skills assessment
🎓 At least 2 years of career-focused coursework with at least 6 hours of early college credit
🎓 Academic success in reading and math (readiness for college-level coursework)

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<tr>
<th>Education &amp; Training: Teaching/Training</th>
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<tr>
<td>Network Systems/Information Support &amp; Services</td>
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<td>Business Management &amp; Administration - Entrepreneurship</td>
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*Class of 2023*
High School Course Planning Guide Redesign: Course Audit Begins

Career Pathways High School Program Planning Guide

Career Focused Coursework
### Building Leadership & Communication
- Develop processes to support creation & launch of pathways (data, reporting, marketing)
- Provide programs of study & diploma endorsements for career pathways in all 7 state defined areas

### Counseling
- Collaborate to support, understand, promote, manage student completion of endorsements while fostering college, career & life readiness
- Ensure ALL students will graduate with a post-secondary plan & an understanding of the return-on-investment

### Curriculum & Programming
- Develop robust & relevant career pathways that prepare students for: career & college focus, foster development of life skills, create links between school & work, are meaningful & progressive, offer up-to-date & modern curriculum

### Work-Based Learning
- Make available work-based learning opportunities for ALL students who want to participate with systemization of processes to support & invite (*Students completing pathway endorsements will record 60 hours of WBL during their high school tenure*)

### Early College Credit & Credentials
- Add additional dual credit courses to menu of offerings with “certified” dual credit staff
- Increase opportunities for students to earn industry credentials

### Logistics & Documentation
- Technology, systems, and resources are aligned to support preparation of ALL students for college AND career
Looking Ahead...

- Growth of Pathways with Dual Credit
- Work-Based Learning & Partnership Engagement
- Junior High “Electives” & Programs (course book)
- Competency Based Models
- Elementary SEL with Career Education

Just Start! *(The work is HUGE & never DONE)*
- Engage Stakeholders
- Take Time to DEFINE your “WHY” & KEEP Focused! *(purpose & outcomes)*
- Group Work into Areas & Phases *(What is low hanging fruit?)*
- Build your Learning & Support Network *(Include your team)*
- Don’t Forget Supports & Systems
- Communicate & Celebrate!

Lessons Learned...
Questions?
SHARE...
Something you learned?
Something you are curious about?

Group Share
What is one takeaway from conversations today?
Here goes something... Just Start!
Comprehensive Counseling

**Year 1**
- Developed vision, mission & beliefs
- Identifed standards for students to master
- Presented curriculum framework to BOE
- Implemented professional learning on why & what of comprehensive counseling program and standards

**Year 2**
- Implemented curriculum
- Implemented advisory councils
- Implemented annual agreements at each site
- Identified and piloted individual learning plan tool
- Delivered ongoing professional learning

**Year 3**
- Implement new ILP system & practices
- Implement curriculum
- Develop and implement process for feedback, review and revision
- Deliver ongoing professional learning
- Monitor student growth
- Implement department restructure
Critical Success Factors

★ Naperville 203 will offer programs of study with diploma endorsements for career pathways in all 7 state defined areas involving all departments

★ Students have access to early college credit course offerings across all high school department areas with junior high exploratory alignment

★ All students graduates with a post-secondary plan that includes an understanding of return-on-investment

★ Students engage in at least 2 co-curricular activities during their school experience

★ Students will identify at least two adult mentors who support their growth and development

★ Work-Based Learning opportunities will be available for student who want to participate