



# Guidance for Guides

Tools to Support Postsecondary Planning

*@EdSystemsNIU*  
*@ChiJobsCouncil*  
*@DrLiberatore*  
**#IL60by25**





# SESSION OVERVIEW

## Agenda

- Welcome & Introductions
- Policy Context: Transforming Postsecondary & Career Expectations
- Guide Preparation
  - “Evolution” of the role of the college & career counselor
  - Counselor Skills and Competencies Recommendations
  - Chicago College & Career Advising Credential (CCCAC)
- Resources for guides
  - CareerPathways.net
  - Illinois Postsecondary Profiles
- Reflection & Discussion

# WELCOME & INTRODUCTIONS

## Speakers



Dana Horstein  
Chicago Jobs Council  
dana@cjc.net  
@ChiJobsCouncil



Dr. Matt Liberatore  
Illinois School Counselors  
Association & District 214  
matthew.liberatore@d214.org  
@DrLiberatore



Emily Rusca  
Education Systems Center  
erusca@niu.edu  
@EdSystemsNIU



Charlie Rosemond  
Education Systems Center  
crosemond@niu.edu  
@EdSystemsNIU

---

# STATE POLICY CONTEXT

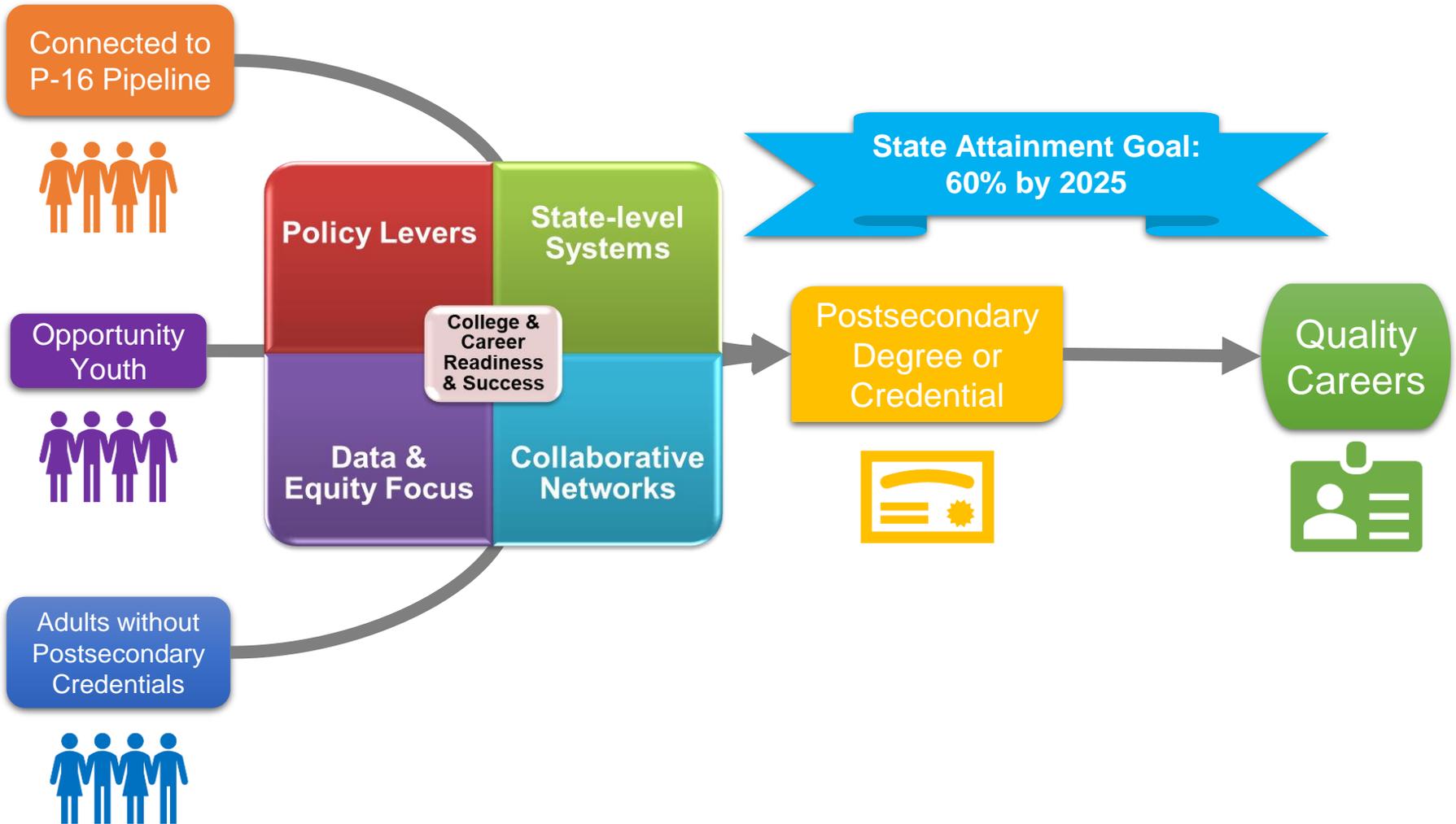
TRANSFORMING POSTSECONDARY & CAREER EXPECTATIONS

---

*@EdSystemsNIU*

**#IL60by25**

# HOW DO WE REACH OUR 60% BY 2025 GOAL?

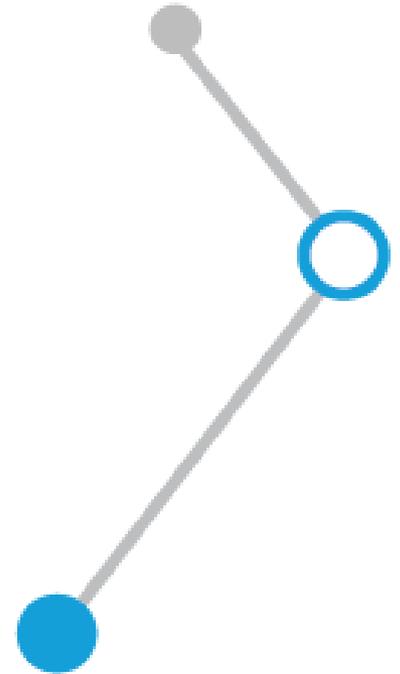




# A UNIFIED VISION OF COLLEGE AND CAREER READINESS

What do students need  
to *know*?

What do students need  
to be able to *do*?

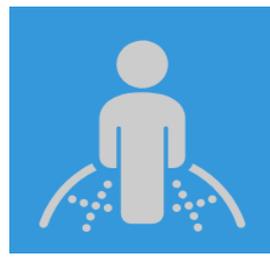


COMPETENCY - CENTERED

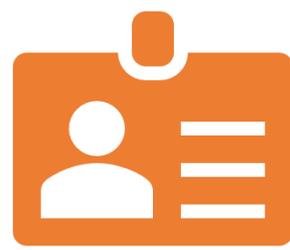
Academically  
Ready for  
Postsecondary



Foundational  
Skills for All  
Careers



Accelerated  
Toward a Career  
Area



COMPETENCY - CENTERED

# PaCE FRAMEWORK

## Illinois PaCE Postsecondary and Career Expectations

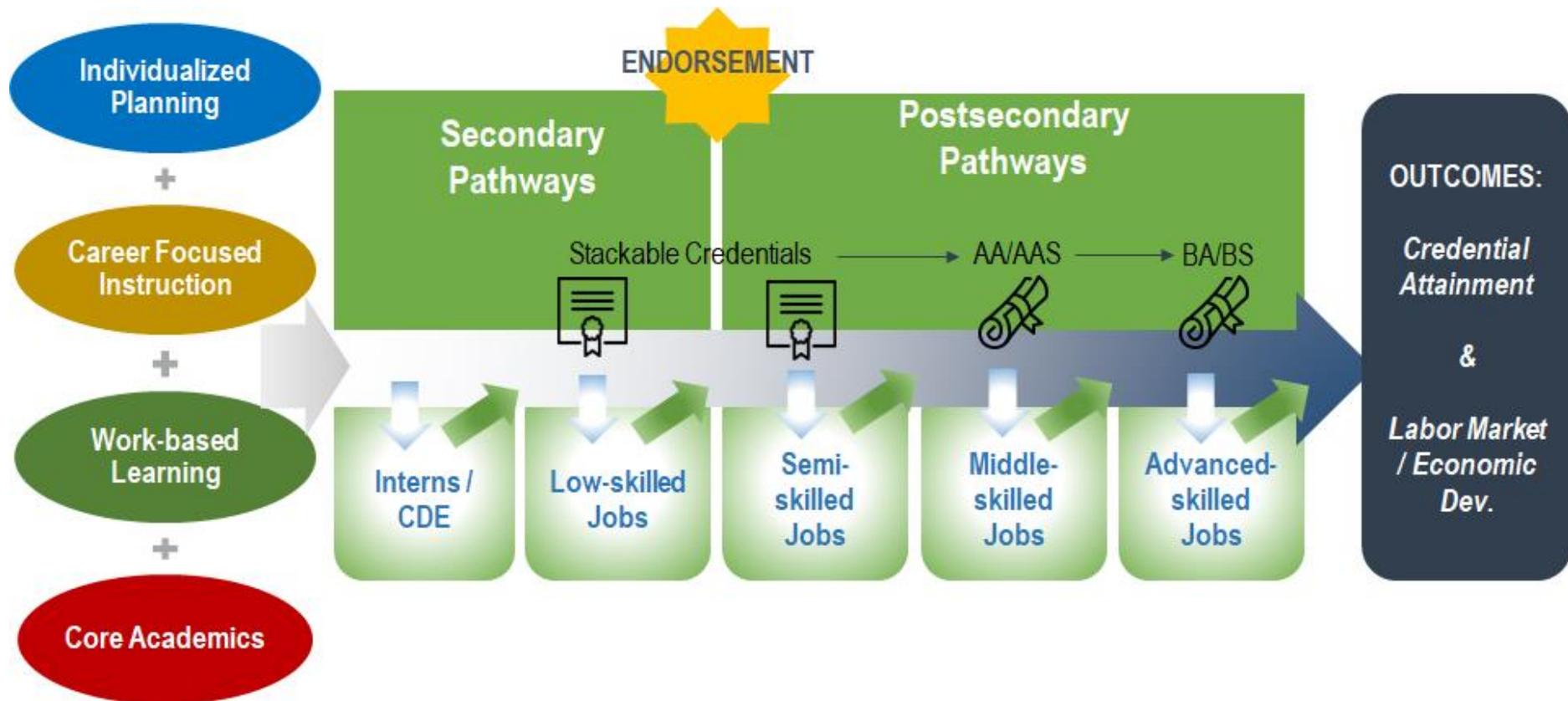
Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.



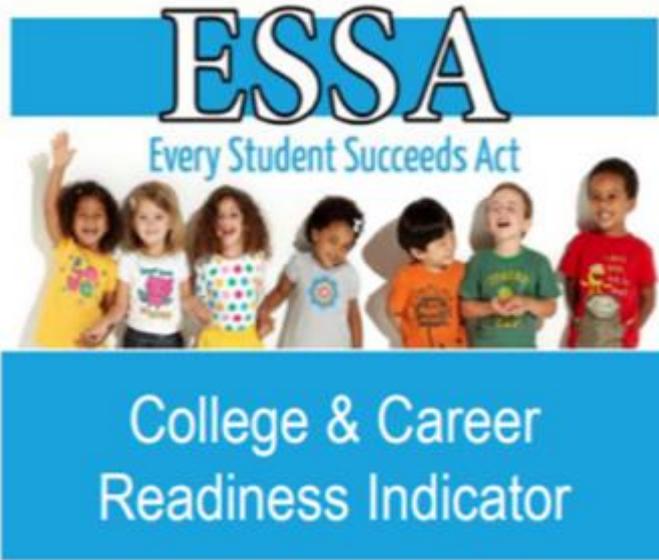
By the end of 8th grade	By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade
<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>complete a career cluster survey</li> <li>attend a career exploration day</li> <li>complete 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>



# COLLEGE & CAREER PATHWAYS

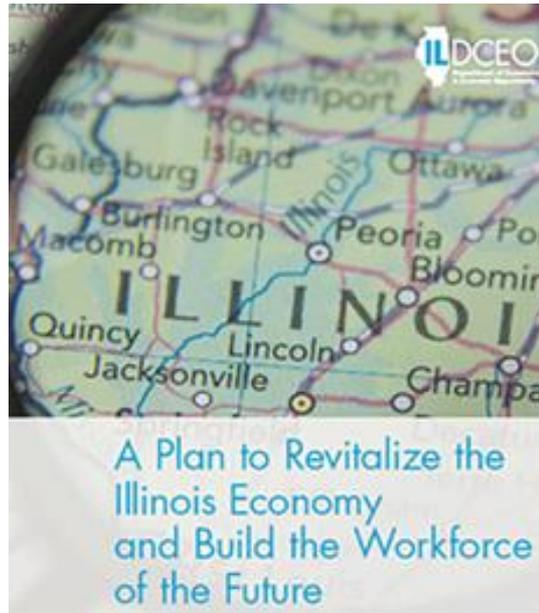


# STATE POLICY FOR READINESS



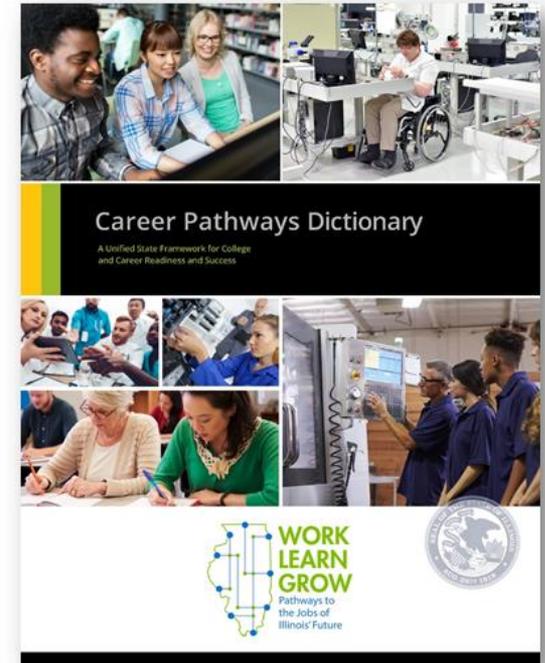
**ESSA**  
Every Student Succeeds Act

College & Career  
Readiness Indicator



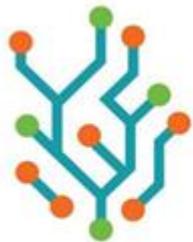
**IL DCEO**  
Department of Commerce, Economic Office

A Plan to Revitalize the  
Illinois Economy  
and Build the Workforce  
of the Future



**Career Pathways Dictionary**  
A Unified State Framework for College  
and Career Readiness and Success

**WORK  
LEARN  
GROW**  
Pathways to  
the Jobs of  
Illinois' Future



**CAREER &  
TECHNICAL  
EDUCATION**

Career Connected Learning  
for All Students



**DUAL**  
**Credit**

Saving Time and Money for Illinois Students!

# OUR EDUCATION SYSTEM IS LIKE A PIT CREW



#IL60by25

@EdSystemsNIU



*POST-SECONDARY COUNSELING WORKING GROUP*

# **SCHOOL COUNSELOR COMPETENCIES FOR POSTSECONDARY ACCESS COUNSELING**

Dr. Matt Liberatore - [Twitter](#) - [DrLiberatore](#)  
Director for Professional Learning and Student Services at D214  
President of the Illinois School Counselor Association

# GUIDANCE COUNSELOR

*1950's to 1980's - National Defense Act*

# SCHOOL COUNSELOR

*1990's to 2015 - College Going Culture*

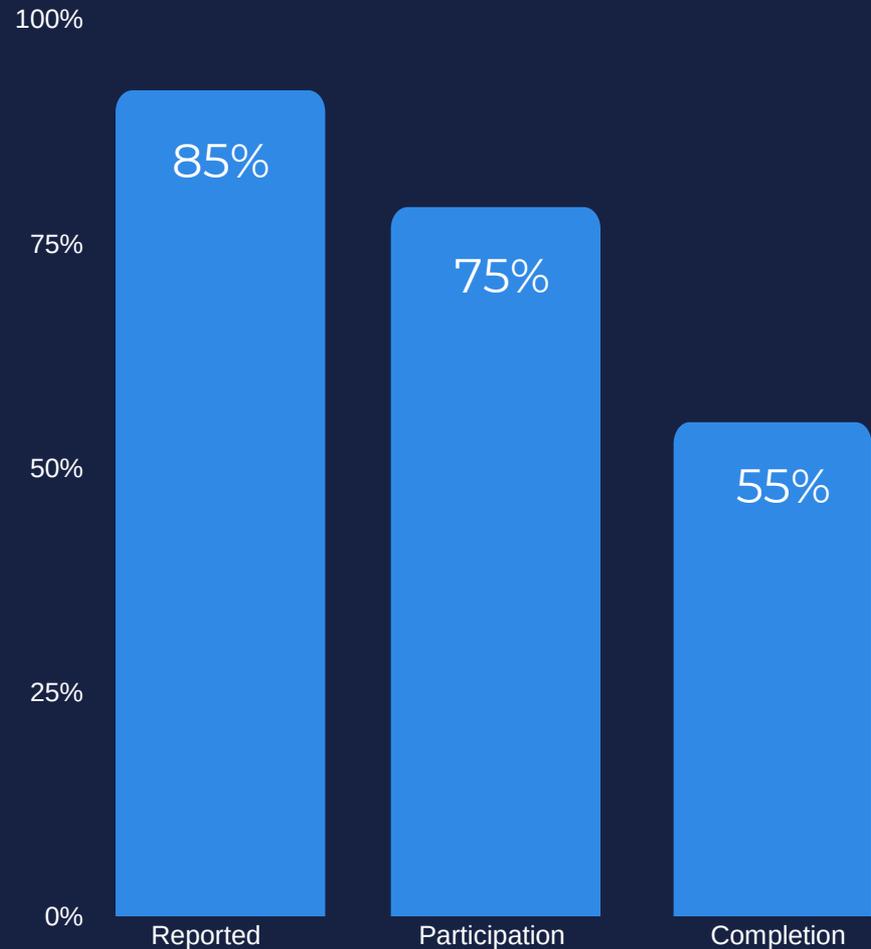
# ENROLLMENT vs. PARTICIPATION vs. COMPLETION

## THE NUMBERS

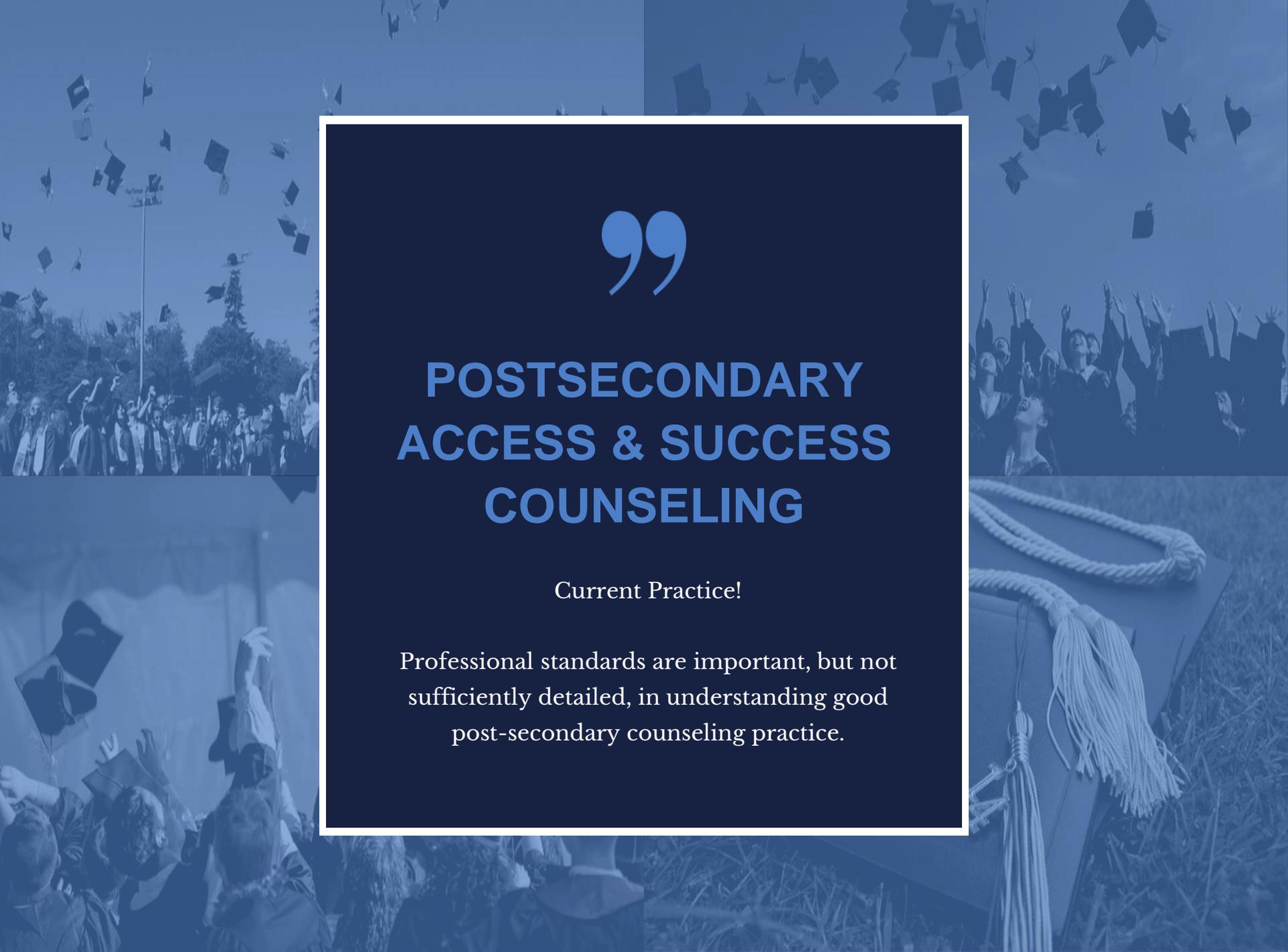
How do we systematically engage students to understand the postsecondary outcome potential in relation to their own beliefs and strengths...

## SUMMER MELT

18% to 20% of seniors do not show up to college



National averages

The background of the entire slide is a blue-tinted photograph of a graduation ceremony. In the upper portion, numerous black graduation caps are seen flying through the air against a bright sky. Below, a crowd of graduates in black gowns is visible, many with their arms raised in celebration. In the lower right corner, a close-up of a graduation cap with a white tassel is shown. The overall scene is festive and celebratory.

”

## POSTSECONDARY ACCESS & SUCCESS COUNSELING

Current Practice!

Professional standards are important, but not sufficiently detailed, in understanding good post-secondary counseling practice.

# *Collaborative Group*

***Employment  
Partners***

***Depaul &  
Other University Partners***

***DISTRICT 214  
& SUBURBAN  
DISTRICT***

***Chicago Public  
Schools***

# *Professional Organizations and Frameworks of Practice*

## **ASCA**

The ASCA National Model: A Framework for School Counseling Programs” outlines the components of a school counseling program that is integral to the school’s academic mission and is created to have a significant positive impact.

## **NACAC**

The National Association for College Admission Counseling (NACAC) believes there is a basic body of knowledge and fundamental skills one must possess to be effective in counseling students as they make decisions regarding their postsecondary educational.

## **PACE**

The Illinois PaCE Framework was developed to provide students, families, and educators on what types of experiences and information a student should have in order to be most informed decision about college and career planning.

## **Illinois Model**

The Developmental Counseling Model for Illinois Schools, hereafter referred to as the “Illinois Model,” is a tool used to assist school counselors and administrators in building a school counseling program that is comprehensive in scope.

# COMPETENCY

The working group believes that existing professional standards for counselors are important, but not sufficiently detailed, in understanding good post-secondary counseling practice when we see it.



WHAT WE BELIEVE

## *Beliefs and Mindsets*

what school counselors believe and embody from the outset and over time to be effective in their role.

## *Knowledge and Skills*

what school counselors should know and be able to do, as well as the resources they should have access to, in order to be effective in their role.

## *Habits and Practices*

the activities that school counselors should regularly practice when most effective in their role, given their preparation and access to knowledge and skills.

## EFFECTIVE IN THE POST-SECONDARY DOMAIN

### SCHOOL COUNSELORS EXHIBIT THE FOLLOWING COMPETENCIES:



#### *Developmentally focused*

Embed principles of human development (particularly adolescent and young adult development) into postsecondary counseling practice.

#### *Culturally responsive*

Engage with and respond to students, families, colleagues, and the community in meaningful, respectful, and culturally responsive ways.

#### *Actively informed*

Help students identify one or more target post-secondary options and take progressive steps to advance their learning and post-secondary planning.

#### *Ethically driven*

Demonstrate ethical and professional counselor behavior that is focused on student ownership and decision making.

#### *Systemically engaged*

Promote and influence an organizational culture that respects, supports, and delivers comprehensive post-secondary readiness for all students.

# RECOMMENDATIONS FOR NEXT STEPS

## FUTURE CONSIDERATIONS...



Develop a formal  
competency-based  
assessment tool



Embedded practicum  
or internship with  
desired competencies



Develop a pre-service  
course(s) designed  
around competencies



Establish a credential or  
endorsement around  
competencies

# Chicago College and Career Advising Credential (CCCAC)



IL 60 by 25 Network Annual Conference, February 2020  
Dana Horstein, Program Manager, Chicago Jobs Council

CCCAC pronunciation:  
“kayak” with a C = “C-kak”!



# Agenda

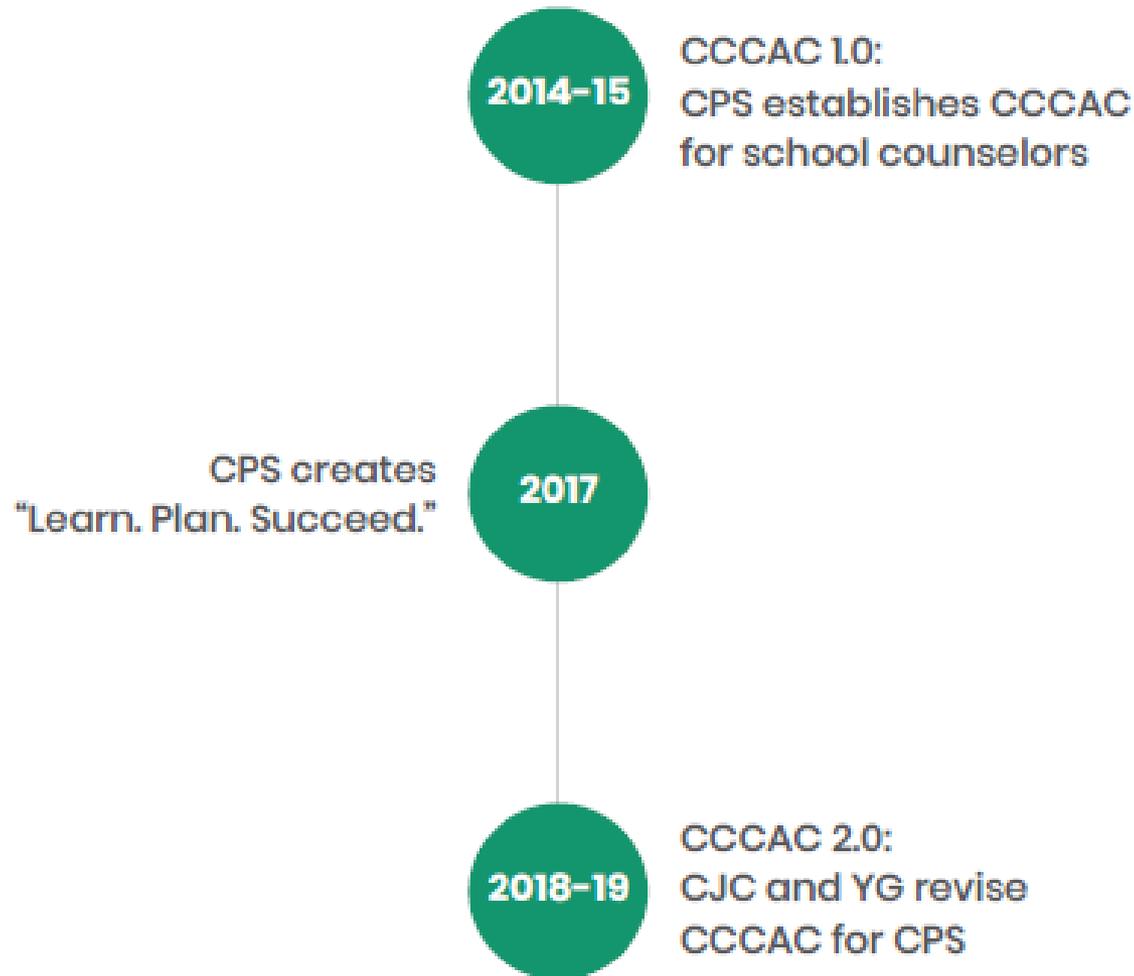
1. CCCAC Overview and History
2. CCCAC Competencies
3. CCCAC Curriculum
4. 11 CCCAC Takeaways
5. CCCAC Training Options

# CCCAC Overview

- **6-day training** based on principles of reflective practice, adult learning, and learner-centered pedagogy
- **youth-centered coaching practices for exploring progressive postsecondary pathways** (i.e. apprenticeships, college, job training, military, and service/gap year)
- **an audience of youth guides** (e.g. youth coaches, school counselors, job developers, faith leaders, parents, librarians, counselors, after school teachers, etc.).

# The History of CCCAC – A Timeline

A Collaboration with Chicago Jobs Council (CJC), Youth Guidance (YG), and Chicago Public Schools (CPS)



CCCAC 3.0: CJC and YG  
revise CCCAC for an  
audience of youth guides

The diagram features a vertical timeline with two green circular nodes connected by a thin grey line. The top node is labeled '2019' and is associated with the text 'CCCAC 3.0: CJC and YG revise CCCAC for an audience of youth guides'. The bottom node is labeled '2020' and is associated with the text 'CJC begins offering CCCAC to cohorts of youth guides; CPS continues offering CCCAC to school counselors'. The background has a light blue and white wavy pattern at the top.

**2019**

**2020**

CJC begins offering CCCAC to cohorts of youth guides; CPS continues offering CCCAC to school counselors

# CCCAC Competencies

## ● Competencies

- Developmentally Focused
- Culturally Responsive
- Actively Informed
- Ethically Driven
- Systemically Engaged

## ● Sub-competencies

- Beliefs and Mindsets
- Knowledge and Skills
- (Habits and Practices)

# CCCAC Curriculum– 5 CJC CCCAC Themes

1. Youth-centered Coaching: Best Practices and Techniques
2. Progressive Postsecondary Pathway Options
3. Professional Context: Youth Guides and the Future of Work
4. Biases in Coaching Youth on Progressive Postsecondary Pathways
5. Change Makers: Youth Guides and the Postsecondary Pathways

# 1. Youth-centered Coaching: Best Practices and Techniques

- Communication Strategies, Identifying Youth Interests and Skills, Goal Setting, Match and Fit, Financial Aid
- Cultural Responsiveness, Trauma-informed Care, Reframing Personal Narratives
- Tools and Resources (interest assessments, match and fit grids, etc.)

## 2. Progressive Postsecondary Pathway Options

- Readings
- Resources (Chicagoland CareerPathways Directory)
- Guest Speakers (program providers and participating youth)

# 3. Professional Context: Youth Guides and the Future of Work

- Research on the Impact of Youth Guides on Youth
- Why the shift from “College for All” to the Progressive Postsecondary Pathways
- The Future of Work and Its Implications for Chicagoland Youth

# 4. Biases in Coaching Youth on Progressive Postsecondary Pathways

- Personal Biases
- Pathway Inequities
- Systemic Inequities

# 5. Change Makers: Youth Guides and the Postsecondary Pathways

- Healing through Self and Collective Care
- Group Projects
- Community of Practice Meetings

# 11 CCCAC Takeaways

1. Address personal biases - focus on mindsets, not just knowledge and skills
2. Address pathway and systemic racial inequities
3. Make it youth-centered...but include and value families and their respective cultures
4. Include financial aid information and/or resources
5. Bring in guest speakers on pathways (program representatives and participating youth)

# 11 CCCAC Takeaways

6. Provide time to process information (postsecondary pathways, financial aid, etc.)
7. Identify practical ideas for how to use pathways information
8. Share best practices *and* address the challenges of implementing them
9. Address the needs and well-being of the youth guides doing this work (workplace support and flexibility, caseloads, funding, etc.)
10. Provide ongoing opportunities for youth guides to share information and network
11. Empower youth guides to envision a better world and be systemic change makers

# CCCAC Training Options

1. CPS CCCAC Trainings for School Counselors (every academic year)
1. CJC CCCAC Trainings for Youth Guides
  - Full 6-day training (Spring and Fall 2020)
  - Customized Trainings (Full training or individual sessions)
  - Webinar on the Postsecondary Pathways (coming soon....)
  - Quarterly Community of Practice Meetings for CCCAC Alumni

# For More Information

- CJC CCCAC Website

- [cjc.net/frontline-focus/cccac/](http://cjc.net/frontline-focus/cccac/)

- Dana Horstein

- [dana@cjc.net](mailto:dana@cjc.net) or 312.252.0460 x304

---

# RESOURCES FOR GUIDES

ONLINE TOOLS

---

*@EdSystemsNIU*

**#IL60by25**



I want a path to a rewarding job

What if a four-year degree program isn't right for me right now?

I need...  
**a break from school**

## Chicagoland CareerPathways - Why?

Chicagoland CareerPathways was created to address the inequity in post-secondary planning tools available to young people and their guides. There are many tools available that focus on college, but no tools highlighting fields that require an Associate's Degree or less as an on-ramp to employment.

# Chicagoland CareerPathways - Who?

Chicagoland CareerPathways is a resource for young people, their guides, and unemployed / underemployed people who are looking for low barrier options to high quality career fields.

- High School Seniors who feel that college is not right or not right now for them.
- Young people interested in specific fields such as the trades.
- People who do not have enough money to go to a four year program despite any financial assistance they receive to do so.
- Young adults who have been court involved and a record excludes them from college.
- People who want a better understanding of various career pathways.

# Chicagoland CareerPathways - Who?

The Directory was a massive collaboration between funders, youth serving orgs, CPS, employers, state organizations, certification organizations, CCC, and many others to address the need for young people and their guides to have as much information as possible to plan for their futures while addressing the skills gap in Chicagoland.



# Chicagoland CareerPathways - Where?

<https://www.careerpathways.net/>

# Chicagoland CareerPathways - How?

- Choose an elbow partner
- Pull up [careerpathways.net](http://careerpathways.net) on your device & pick a scenario

**I don't want to go to college right now. I want to work. I need money and I don't want to sit in a classroom all day.**

You have done everything you can to get this young man to explore colleges. It's not that he is not eligible, it is that he is not motivated to go that route. He is physically active, likes working with his hands, and has expressed an interest in building and making things. In fact, he is known to be great at fixing things and does so in his spare time for extra cash. What are some pathways he may be interested in, play to his strengths, have a stipend or paycheck, and are high quality?

**I went to college, but my financial aid didn't cover all my fees so I had to come home.**

You have been working with a young lady who went away to school, but after two semesters she could no longer afford the fees. There were no more options for financial aid, her family did not have enough money to cover the costs, and she came home feeling defeated. With financial aid tied to the school until the debt is paid off, and the student not having any better options for employment than before leaving for school, this young lady feels there are no options to move forward. How can you help her find some training options that don't require a FAFSA, but could help her get employed so she can pay off her debt and get back on track?

# Scavenger Hunt

I don't want to go to college right now.  
I want to work. I need money and I  
don't want to sit in a classroom all day.

## One way to get there...

Under Menu, click on *Programs That Fit My Interests*, select *Search by Career Field*. On the career fields page, click *View Programs* under *Manufacturing, Engineering, Technology & Trades*. Click on *View Programs* to learn more about compensation and other details.

I went to college, but my financial aid  
didn't cover all my fees so I had to  
come home.

## One way to get there...

Under Menu, click on *Programs are Affordable for Me?* and explore the *Earn While I Learn*, *Free Programs*, and/or filter for *Apply for WIOA Funding* under *Programs That Accept Financial Aid*.

# Who Might Use this Directory?

- Students who have planned to go to college but do not matriculate for a variety of reasons.
- Young people who do not see college as a good fit for them or would like a break from school before committing to a pathway.
- People who have been court-involved and have limited options.
- Young people who went to school but could not afford to continue, so they came home with debt and no degree.
- Unemployed and underemployed people who need more skills to improve their employment outlook.
- **Guides (parents, teachers, counselors, mentors) who support young people in their post-secondary planning.**

# Chicagoland CareerPathways - What's Next?

- Updating and maintaining the site
- Constantly adding new programs
- Gathering feedback and responding to need
- Enhancing features and adding components according to feedback
- Embedding a link into CPS's Naviance deployment for easier access



What do you need or want to know about a postsecondary institution in your community?

Currently, where would you go for data and information describing that institution?

*@EdSystemsNIU*

**#IL60by25**

**INTRODUCING:**





NORTHERN ILLINOIS UNIVERSITY

**Illinois Interactive Report Cards**

*Outreach, Engagement and Regional Development*

# Purposes

Provide stakeholders with **more easily accessible information** describing the approximately 250 higher education institutions in Illinois

Utilize the Illinois Longitudinal Data System (ILDS) to display **cross-sector** measurement of student success

Strengthen the data and information provided to higher education institutions to **support alignment and articulation** initiatives at the local, regional, and statewide levels

**Complement** and **add depth** to existing data resources

# Use Cases

**Partnerships** – Connect data and information across education sectors and into employment, helping foster partnerships between secondary, postsecondary, and workforce users

**Planning & Policy** – Track metrics over time and at institutional, program, and student subgroup levels, supplying users with evidence to guide planning and policymaking

**Prospective Students** – As a complement to other resources, offer prospective students and their supporters an in-depth and timely look at postsecondary institutions across Illinois to inform college-going decisions



Illinois  
State Board of  
Education



# Explore Institutional Data

[View Full School List](#)

OR

[Click here to search by location](#)

Criteria

School Type

- Public
- Private For Profit
- Private Not For Profit

- 2 year
- 4 year
- < 2 years

## Select a school to view information

Found 48 schools

**Black Hawk College**  
Moline

[View School](#)

**Carl Sandburg College**  
Galesburg

[View School](#)



Profile

Enrollment

Affordability

Progress

Advancement

Completion

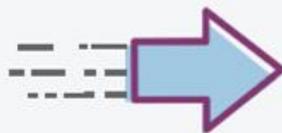
To view a different institution, type the new name above. Explore data through side navigation tabs.

## Data Summary

Data shown for latest year available.



15,074  
Total Annual  
Student Enrollment *i*



74%  
Student  
Advancement Rate *i*



\$3,108  
In-District Tuition &  
Fees *i*



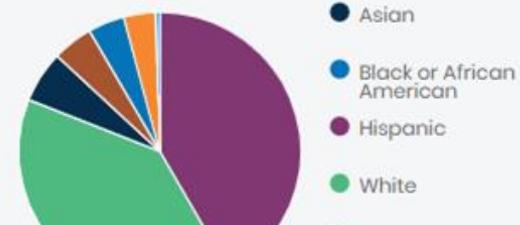
2,363  
All Completions *i*

### Enrollment

Fall Enrollment By Student Type *i*



Overall Annual Enrollment By Ethnicity *i*



Home

1700

Elgin

847-

Visit

Pingre

17

17

Camp



Profile

To view a different institution, type the new name above. Explore data through side navigation tabs.

Enrollment

Tuition, Fees & Other Expenses

Pell Eligible & Receipt

**MAP Eligible & Receipt**

Financial

**Affordability**



Progress

## MAP Grant Eligibility and Receipt

2016-17 School Year

Number of Undergraduate Students Receiving a MAP Grant

Grant

**1,262**

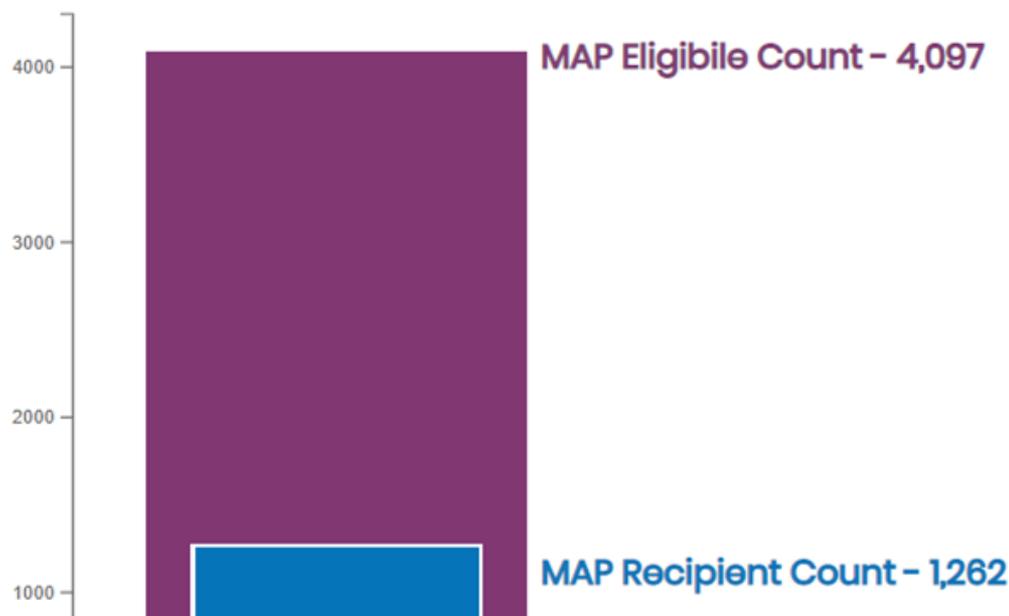
**Overall**

Dependent

Independent

Advancement

Completion





[www.illinoispostsecondaryprofiles.com](http://www.illinoispostsecondaryprofiles.com)



# DISCUSSION

## Reflections & Questions

### *Think, Pair, Share:*

What are the ways in which you've been intentionally embedding these competencies and types of tools in your community/school?

What new ideas has this session generated for you?



# RESOURCE RECAP

**Download & Access Today!**

PWR Act: [www.pwract.org](http://www.pwract.org)

Postsecondary Advising Competencies: [www.ilschoolcounselor.org/page-18337](http://www.ilschoolcounselor.org/page-18337)

College & Career Advising Credential: [www.cjc.net/frontline-focus/ccac/](http://www.cjc.net/frontline-focus/ccac/)

Chicagoland Career Pathways: [www.CareerPathways.net](http://www.CareerPathways.net)

Illinois Postsecondary Profiles: [www.illinoispostsecondaryprofiles.com](http://www.illinoispostsecondaryprofiles.com)

**#IL60by25**

*@EdSystemsNIU  
@ChiJobsCouncil  
@DrLiberatore*



---

**THANK YOU!**

---

**#IL60by25**

*@EdSystemsNIU*  
*@ChiJobsCouncil*  
*@DrLiberatore*