
presented by
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February 19, 2015
Who We Are

6
Comprehensive High Schools
• Buffalo Grove High School
• Elk Grove High School
• John Hersey High School
• Prospect High School
• Rolling Meadows High School
• Wheeling High School

12,129
Students
• Reside in 8 communities northwest of Chicago

1,548
Staff
• 858 Certified teachers; 86% with Master’s or higher
• 388 Education Support Staff
• 162 Custodial/Maintenance
• 140 Administrators/Supervisors

4
Alternative School Programs
• The Academy at Forest View
• Vanguard School
• Newcomer Center
• Young Adult Program
Our Students

Low Income District

- 2003: 9.8%
- 2013: 25.5%

Students with Special Needs District

- 2003: 12.8%
- 2013: 12.8%
Our Students and Programs

- Spanish
- Polish
- Gujarati

67 Languages spoken at home

10 + Certificates in Programs

- Manufacturing
- Early Childhood Education
- Culinary
- Computers
- Nursing

91.5% Graduation Rate

- University of Illinois
- Harper College
- Harvard

90% Attend two- or four-year colleges

150 + Co-curricular activities

- Athletics
- Music
- Fine Arts
- Special Interest
Continuum of Services for Students with Special Needs

- High School District 214 provides a full continuum of programs and services to serve the educational needs of its special needs population within each home high school such as leveled classes, co-taught, and instructional.

- Career Life Skills

- Transition Career Services

- Career Education
MTSS and the Transition Plan

- MTSS identifies areas where students require supports and provides research-based interventions to help ameliorate the deficits.
- A multi-tiered system helps districts provide a comprehensive, coherent and consistent process to meet the needs of students.
MTSS and the Transition Plan

- Students who have identified a career pathway are 80% more likely than their counterparts to earn a certification or degree six years post high school.

- The unemployment rate for people with disabilities is 17.6% where people without disabilities is 5.7%.
MTSS and the Transition Plan

- The IEP includes a transition plan to help support students’ ultimate success in college and career.
Our Solution: Career Pathway Framework

**Belief**

Begin high school planning including the IEP process with the end in mind.

**Problem**

Traditional MTSS framework
focus on Academics
Behavior

**Solution**

Partnership between
Department of Teaching and
Learning and Student Services

**Vision**

Multi-Tiered System of Supports (MTSS) career model
Full range of experiences supporting students to identify and start on the pathway towards selecting a career area of interest and having career experiences to build skills before leaving high school.
DISTRICT 214 CAREER PATHWAY FRAMEWORK

GOAL: Each student selects a post-secondary goal.

Skill Development Experiences

Tier 1
Experiences provided to all students through evidence-based curriculum and activities in core, elective, and extra-curricular opportunities to provide for skill development to prepare students to achieve their post-secondary goals.

Tier 2-I
Supplemental experiences provided for targeted groups of students who need intensive supports to allow for basic skill development.

Tier 2-E
Supplemental experiences provided for targeted groups of students who require enriched evidence-based curriculum and activities in core, elective, and extra-curricular opportunities.

Tier 3-I
Customized experiences for individual students who need highly intensive supports to facilitate the development of their decision-making processes related to their post-secondary goals.

Tier 3-E
Customized experiences for individual students who require highly enriched evidence-based curriculum and activities.

Decision Making Experiences

More Intensive

More Enriched
A continuum of supports provided to students to ensure they have skills to perform within the career pathway they select and experience to ensure they have selected a pathway they enjoy.
Decision Making Experiences

Developmental curriculum designed to support students’ selection of a career pathway.
A continuum of supports for students who benefit from more enriched services in either developing vocational skills and/or selecting a career pathway.
A continuum of supports for students who require more intensive services in either developing vocational skills and/or selecting a career pathway.
Career Skill Development: Enriched Experiences

Tier 1
Experiences provided to ALL students such as coursework and activities within classes, and attending post-secondary transition events such as career nights, college night, and Directions Fair.

Tier 2-E
Some students have selected a career pathway and are seeking more enriched experiences such as micro-internships, job shadowing, or classroom experiences which focus on a given career cluster.

Tier 3-E
A few students work with their counselors, career advisors, and teachers to develop individualized and enriched skill development experiences such as long-term internships.
Transition Career Services

- **Cooperative Work Training**
  - focus on employment search techniques, interview skills, career exploration and development of post-secondary plan, emphasis on problem solving, decision-making, and communication

- **Interrelated Career Education (ICE)**
  - focus is to prepare student for transition to gainful employment upon graduation
Career Skill Development: Intensive Experiences

Tier 1
Experiences provided to ALL students such as coursework and activities within classes, and attending post-secondary transition events such as career nights, college night, and Directions Fair.

Tier 2-I
Some students lack requisite basic skills and require targeted supplemental experiences to help build skills to help them be successful such as supported vocational opportunities within the school and Strategies for Learning Class.

Tier 3-I
A few students require highly intensive supports to help them acquire the skills needed to be successful such as supported vocational sites, work center, simulated work sites/experiences.
Transition Career Services

- **Work Orientation**
  - focus on job awareness, vocabulary, job applications, job expectations/qualifications, job interests, and job finding skills

- **Career/Vocation**
  - focus on work behaviors and pre-vocational skills (i.e. getting to work on time, following directions, getting along with boss/coworkers)

- **In-School Training Site**
  - focus on meeting job expectations (i.e. calling boss when absent, completing job tasks correctly, remaining on task); often is first work experience; 1:1 work situation

- **Community Work**
  - focus is working at a variety of jobs, working in different types of settings to narrow down future career focus
Career Decision Making: Enriched Experiences

Tier 1
All students are exposed to developmental curriculum as part of the ASCA model.

Tier 2-E
- Some students benefit from enriched opportunities to help refine their selections.

Tier 3-E
- A few students have a clear decided career pathway and benefit from highly enriched guidance to promote the execution of their plan.
Career Decision Making

- Developmental curriculum to teach students how to pick a career.
- Community partners’ support a variety of career experiences.
- Monitoring tools for success.
Career Decision Making: Intensive Experiences

Tier 1

All students are exposed to developmental curriculum as part of the ASCA model.

Tier 2-I

Some students have not selected a clear career pathway and require supplemental guidance and counseling, experiences, and assessment to help decide and select a career pathway.

Tier 3-I

A few students require highly intensive support to help decide and select a career pathway.
Career Decision Making

- Curriculum provided during development counseling sessions and Strategies for Learning Classes.
- Assessments and interest inventories.
- Career experiences to help shape interests.
DISTRICT CAREER PATHWAY

PHILOSOPHY

“The restructuring of academic programs along career pathways elevates the rigor and relevance of elective coursework to more closely align the goals of a core curriculum with the demands of a continually evolving technology driven economy.”

Goal: Develop a curriculum that is relevant beyond high school; support ALL students in graduating with a Diploma +
DISTRICT 214 PATHWAY FORMAT

- Orientation course and experiences
  - Survey component of pathway content and experiences
  - Career exploration of pathway careers

- Developmental coursework and experiences
  - Skill development and continued decision making support

- Capstone course(s) and experiences
  - Early college credit and/or industry certifications
  - External exam or evaluation

- External experiences, career related activities, and counseling and advising opportunities are embedded within pathway
EXTERNAL EXPERIENCES/CAREER-RELATED ACTIVITIES

EXTERNAL EXPERIENCES
Extended educational opportunities in which students engage in authentic and relevant work aligned with career pathways. External experiences include the involvement and support of industry partners and provide students opportunities for career exploration and/or career skill development.

CAREER-RELATED ACTIVITIES
Activities which provide students opportunities for career exploration and/or career skill development. Career related activities may include the involvement of industry partners but are generally less intensive than external experiences.
EXTERNAL EXPERIENCE/CAREER-RELATED ACTIVITY EXAMPLES

External Experiences

- Curricular and extracurricular industry supported Problem Based Learning (PBL) experiences
- Extended industry member co-teaching, mentorship, and coaching
- Microinternships
- Internships

Other Career Related Activities

- Job shadows
- Career days
- Career nights
- Industry guest speakers
- In class career exploration and skill development activities
- Trade show attendance
- Focused career treks
- Parent/student site visit
- Resume/interviewing support
- Core/soft skill support and development
PATHWAY EXAMPLE
INFORMATION TECHNOLOGY

Freshmen
- Orientation Seminar: Set goals, develop career portfolio, direct instruction for behavior with advisory groups

Sophomore
- Expand career portfolio, career speaker day, Career Cruising, develop

Junior
- Naviance, college exploration, dual credit, industry certifications

Senior
- Internship, resume building, portfolio creation, industry certifications

Post-High School
- Workforce Partnership career services, higher education

Orientation to Programming and iOS App Development
- Computer Programming I

Orientation to Network Systems
- Computer Programming II

A+ Computer Repair
- CompTIA A+

Network Management
- CompTIA Network+ Microsoft MTA

Advanced Network Systems and Cybersecurity
- CompTIA Security+

Internship and Mentoring

AP Computer Science

Advanced Web App Development and Cybersecurity

Workforce
- Post-Secondary Education
- Continue courses in the area of specialization
- Complete 4-year degree program
## IT Pathway Enrollments

<table>
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<tr>
<th>Course</th>
<th>2013-14</th>
<th></th>
<th></th>
<th>2014-15</th>
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<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Students with 504 Plans</td>
<td>Students with IEP</td>
<td>Total</td>
<td>Students with 504 Plans</td>
<td>Students with IEP</td>
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<tr>
<td>AP Computer Science – A</td>
<td>69</td>
<td>2</td>
<td>0</td>
<td>83</td>
<td>4</td>
<td>1</td>
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<tr>
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<td>16</td>
<td>1</td>
<td>0</td>
<td>34</td>
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<td>4</td>
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<tr>
<td>Computer Programming</td>
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<td>41</td>
<td>0</td>
<td>2</td>
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<tr>
<td>A+ Computer Repair</td>
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<td>21</td>
<td>185</td>
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<td>18</td>
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<tr>
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<td>175</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Web Site Programming</td>
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<td>0</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>1</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>304</strong></td>
<td><strong>10</strong></td>
<td><strong>26</strong></td>
<td><strong>867</strong></td>
<td><strong>10</strong></td>
<td><strong>55</strong></td>
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</table>
Individualized Learning Plan (ILP)

- Work with student to create ILP.
- Align with electives, extra-curricular and enriched career experiences.
## Transition Program Support Services

**Needs Assessment for Work Program Performance:**

(Recommended observation period is at least two weeks to document patterns of difficulty)

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date/Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Member(s):</td>
<td>Grade/School:</td>
</tr>
</tbody>
</table>

**Student skills demonstrated on the job site:**

1 = never  
2 = rarely  
3 = sometimes  
4 = usually  
5 = always

### Functional Communication

<table>
<thead>
<tr>
<th></th>
<th>Follow directions (consider compliance)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ask for help when needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Transition easily with changes in routine. (e.g. task, person, location)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Use expected means to get attention (e.g. call a name, tap a shoulder)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Express frustration in an expected manner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

### Social Communication

Use expected body language (e.g. personal space, direct body toward the listener)

|   | 5 |
Next Steps

- **Data**
  - What are the outcomes
    - Self-identification of a career cluster of interest for ALL students with disabilities
    - Increased # of capstone experiences achieved for ALL students with disabilities
    - Increased # of external experiences for ALL students with disabilities
    - 4-year graduation rate of students with disabilities
    - Successful feedback/ratings for external experiences
  - Increased tracking of experiences and outcomes
    - Counselors
    - Survey work
    - Reports on activities and outcomes
  - Increased sharing and use of data
Creation of Universal and Customized Experiences for Students

- Pathway revisions
  - Development and alignment of coursework/career pathways
  - Development of external experiences
  - Introduction of certifications
  - Development of early college credit opportunities
  - Creation of PLCs focused on identified areas of need
  - Professional development for staff

- Modifications to counseling/advising practices
  - Alignment of counseling/advising coursework and experiences
  - Increased use of Individualized Learning Plans (ILPs)
  - Modification/development of new counseling and advising curriculum
  - Creation of PLCs focused on identified areas of need

- Communication to parents, students, community of opportunities and expectations
Questions/Discussion