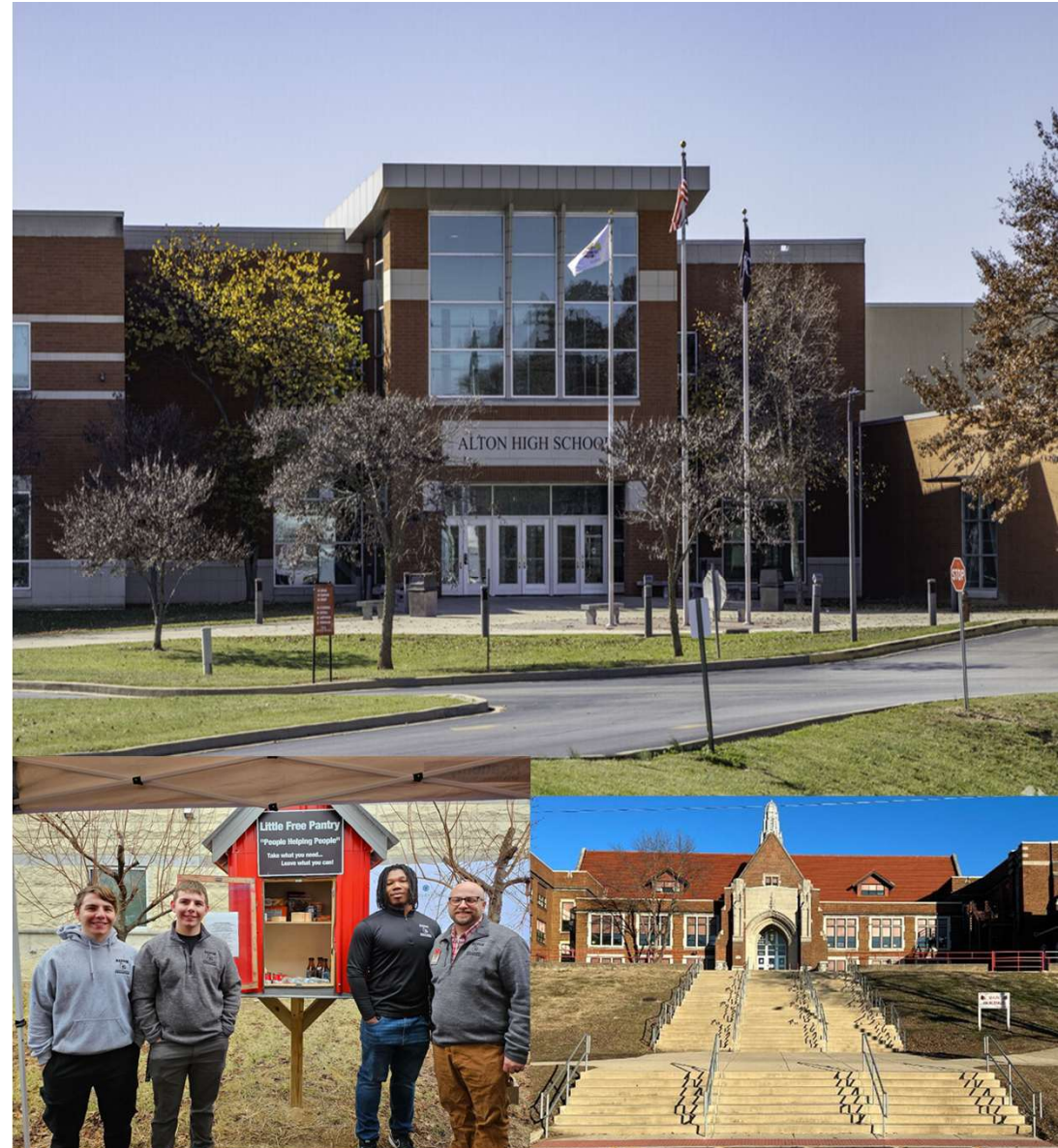


Strengthening K12 Career Development Through Community Advisory Collaboration

**2026 ISBE Career Connections
Conference**

May 6, 2026



Purpose

- 1. Understand how advisory committees can lead to sustainable improvement to how we support youth career exploration and readiness.**
- 2. Learn how the advisory committee model helped one Illinois district prepare students for their CCPE endorsements.**



Who We Are

TNTP is a nationally recognized leader in education

Combining rigorous research, deep policy expertise, and hands-on consulting to ensure all young people have pathways to economic and social mobility.

A sixth-grade student beams after solving a difficult question.





“

Education has the power to shift the very trajectory of students' lives.

Dr. Tequilla Brownie
TNTP Chief Executive Officer

THE CHALLENGE

We must confront hard questions. Today.

1

How can we better prepare young people to navigate **a dynamic world and workforce?**

2

What will it take for education to deliver on its promise of **economic and social mobility for all?**

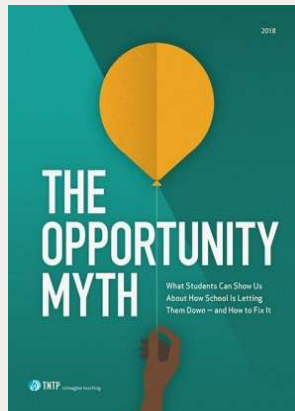
3

What experiences and opportunities across sectors will prepare young people **to thrive in life?**

Our Research

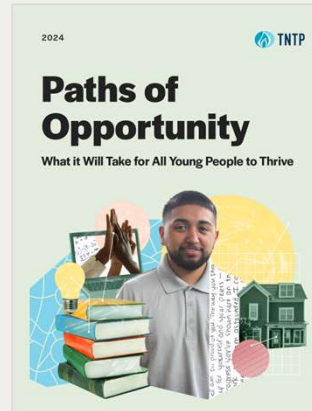
How do we create academic, economic, and social mobility at scale?

School is not preparing most young people for thriving lives



2018

For young people to thrive, they need access to the five factors of mobility



2024

How to build a strong academic foundation (the first mobility factor)



2024

Our Agenda

1. Pathways to Promising Careers
2. The Advisory Committee Structure
3. Designing Internships for CCPE

Pathways to Promising Careers

Jobs that are in demand, require a lot of skill, and provide high incomes fuel our economy and provide stability.



High Demand

Overall growth of and openings in particular careers or jobs typically above a statewide average



High Skill

Education, training and/or certifications beyond a high school diploma required.



High Wage

Hourly or yearly wages equal to or exceeding a statewide and/or regional average/median for all jobs

** Adapted from AdvanceCTE*

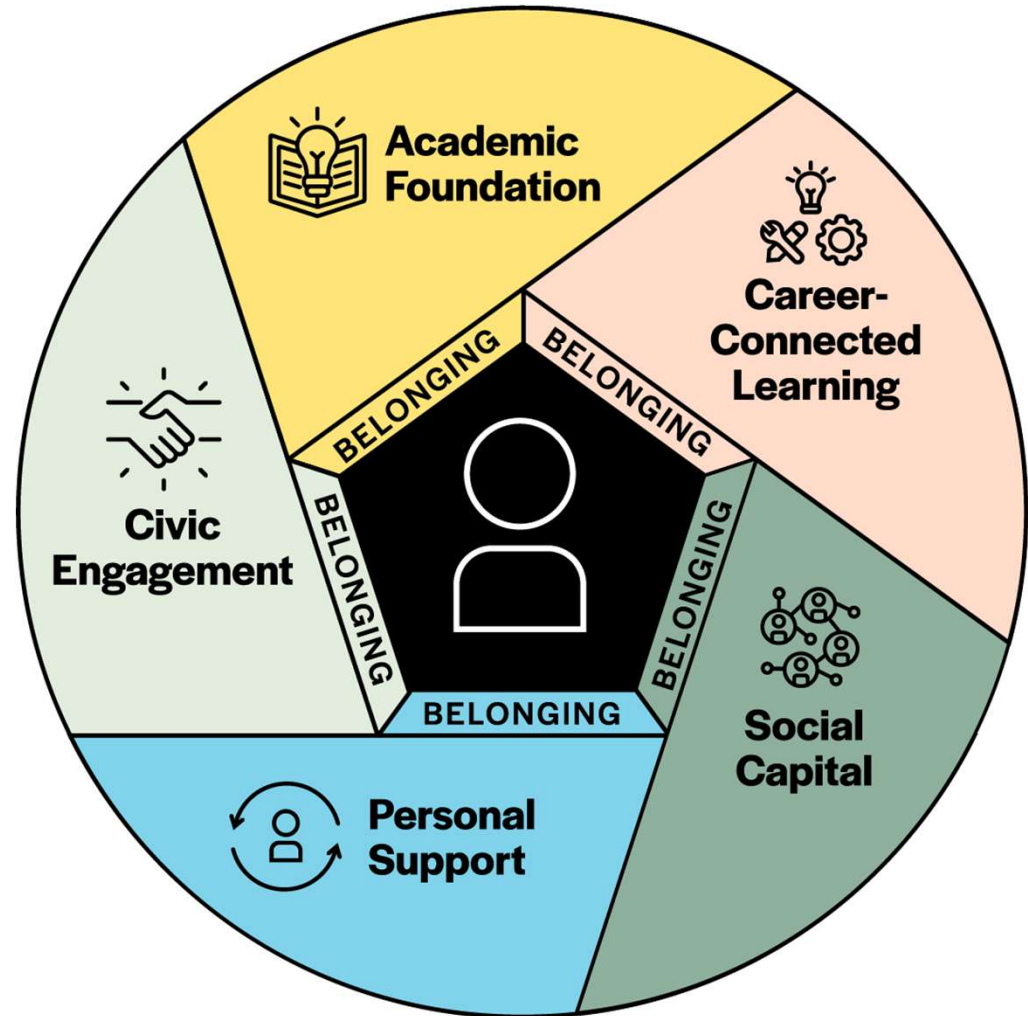
Career clusters are about more than CTE.

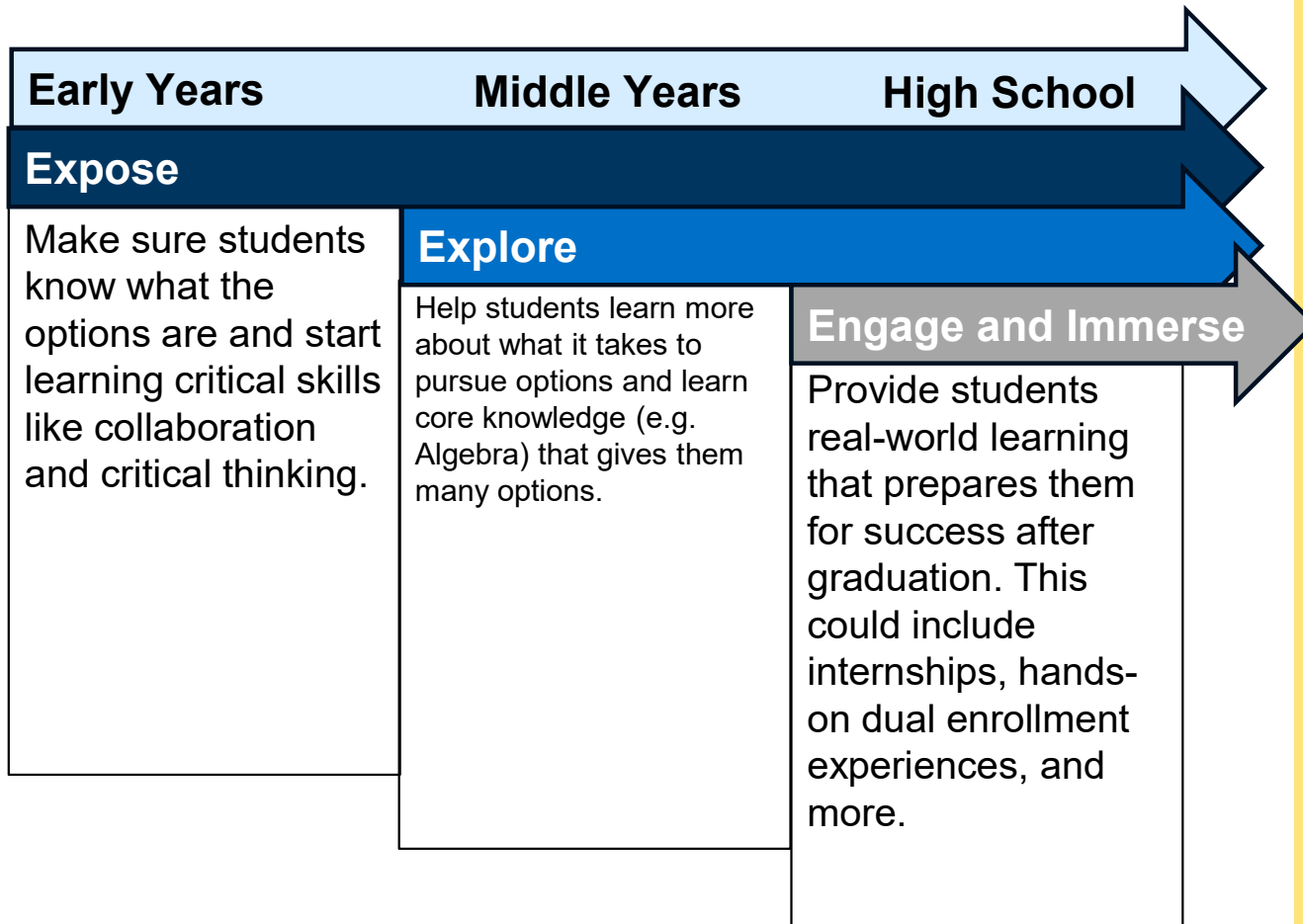
Can you think of careers that are high skill, high wage, and high skill that do not fall within these areas?

| ILLINOIS STATE COURSE SYSTEM (ISCS) | | |
|-------------------------------------|--|-----------|
| CAREER CLUSTERS CODES | | |
| Code | Value | Data Type |
| 01 | Agriculture, Food and Natural Resources | char(2) |
| 02 | Architecture and Construction | char(2) |
| 03 | Arts, Audio/Video Technology and Communications | char(2) |
| 04 | Business Management and Administration | char(2) |
| 05 | Education and Training | char(2) |
| 06 | Finance | char(2) |
| 07 | Government and Public Administration | char(2) |
| 08 | Health Science | char(2) |
| 09 | Hospitality and Tourism | char(2) |
| 10 | Human Services | char(2) |
| 11 | Information Technology | char(2) |
| 12 | Law, Public Safety, Corrections and Security | char(2) |
| 13 | Manufacturing | char(2) |
| 14 | Marketing | char(2) |
| 15 | Science, Technology, Engineering and Mathematics | char(2) |
| 16 | Transportation, Distribution, and Logistics | char(2) |

The Five Factors of Economic and Social Mobility

What do young people need to thrive?





Youth get ready for careers in these fields by becoming aware of them, exploring which they are interested in, and practicing the skills needed to pursue them.

There is important work to be done, even beginning in the early grades.

We hear some common questions in our work to help schools and communities expand postsecondary opportunities for students.

What skills are essential in all workplaces, and how can we teach them in our schools?

What careers or “pathways” should we be preparing students for—and how do we provide them?

How do we make sure all students are academically prepared to pursue multiple great postsecondary options?

How could we partner with companies to support student exploration and learning?

How do we break down misleading, “college or career” thinking?

There are many pieces to this puzzle.

Where would you start?

The Advisory Committee Structure

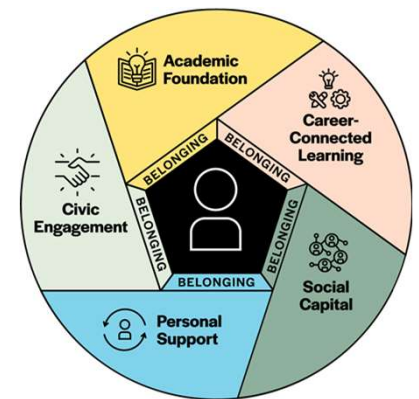
The Impact of Community in Advisory

“Communities are the unit of change, and they must also be the source for solutions.” -Nedgine Paul Deroly

Just as one factor alone cannot support a student to achieve and succeed after high school, it takes multiple perspectives. We believe in using a community-led design process that honors community and industry voices, lived experiences, and different levels of expertise held by those most proximate to the community.

Guiding principles through a community-led design process calls for us to lead with respect to:

- Equity
- Community Voice
- Shared Power
- Asset-Based Approach



How do we define our Advisory Committee?

An *advisory committee* is a collaborative group of educators, administrators, community organizations, and industry partners who *co-design and guide educational experiences* across the K-12 continuum in service of defining strong student experiences for all students within an academic year.

Throughout the year, the advisory committee meets to engage in *shared learning, shifting perspectives, and collaborative discussions*. These meetings are intentionally designed to *elicit insight, input, and feedback* that is immediately *used by educators* to make real-time shifts in strategic program design, curriculum, and instruction.

By engaging in this dynamic process, advisory committees foster a shared vision, *strengthen community connections*, and build scalable impact for schools that result in student success.

Community Advisory Committee Design Process

1 Identify a community advisory committee representative of the whole community to provide continuous feedback on the strategy and solutions.

2 Develop a snapshot of strengths and areas of improvement. Share and discuss this with the committee to set focus.

3 Work with teachers and other partners to develop and test solutions. Get insight and feedback from the committee

4 Reassess strengths and areas for improvement. Set or recommit to an area of focus.

TNTP helps communities and schools answer these questions through a design process that leads to sustainable transformation.

Advisory Stakeholders

parents leaders
teachers business
administrators district
counselors
non-profits higher-education
principals institutions students
workforce consultants
professionals

Largest Takeaways:

- Industry and workforce are doing the same work parallel to K-12
- Moving beyond classroom-level conversations
- Opportunities for systemic alignment (e.g., career pathways, competencies)

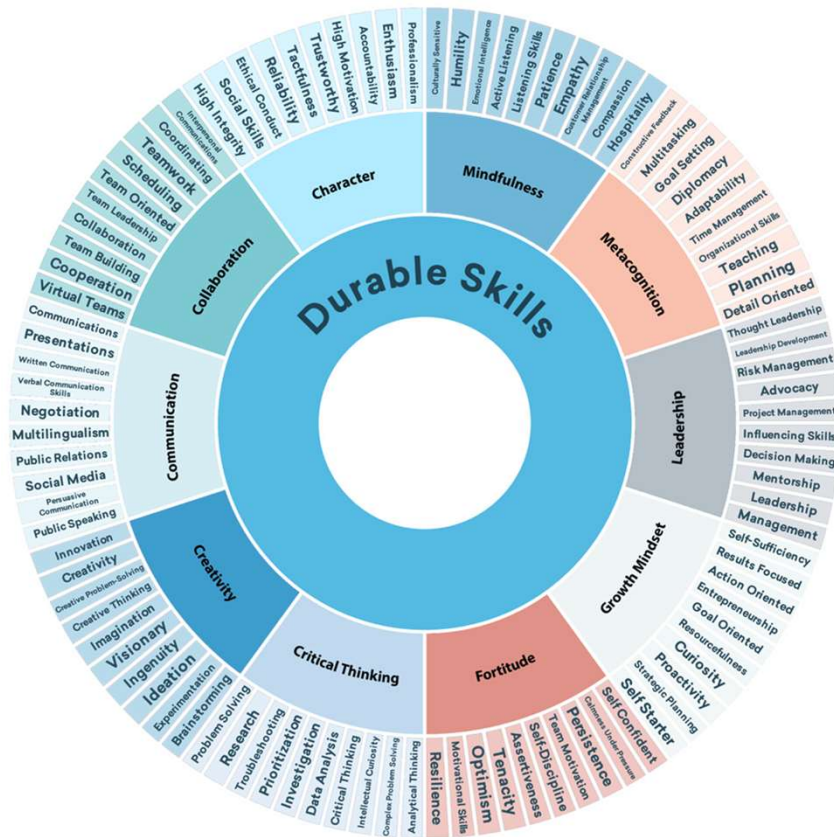
Key Takeaways from Focus Groups

- Students and educators highlighted various skills that were important for students' futures: **problem-solving, communication, critical thinking, collaboration, and self-motivation.**
- Students expressed that the Zello career interest survey was given to them too early to be useful for them and that they would prefer to take this/a similar test **closer to when it is time for them to select classes/career pathways.**
- Students would like **more hands-on activities in all classes, including core classes.**
- Students and educators highlighted a disconnect between STEM classes and opportunities in elementary and middle school and the **career pathways in high school.**
- Students noted that it would be easier to meet with **guidance counselors** about their interests and courses if these meetings were scheduled automatically or counselors reached out to students.

Regardless of the school's size or context, the takeaways remained consistent. When we brought the voices of parents, students, educators, community partners, and industry leaders, we created a shared ecosystem. One where learning becomes relevant, connected, and powered by real-world opportunities driven for student outcomes.

Designing Internships for College and Career Pathway Endorsements

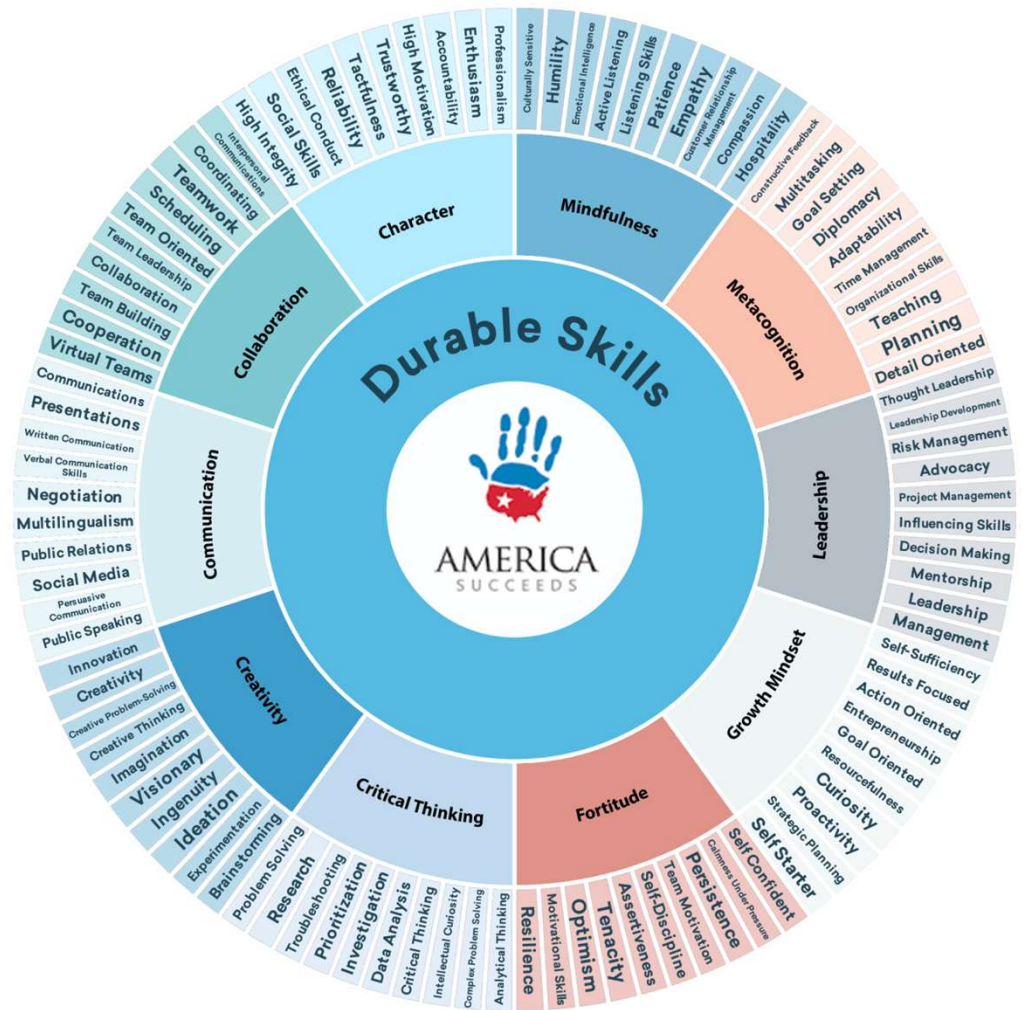
The Durable Skills Framework



- Review of 80 million job postings from 2020-2021 across 22 sectors
- **Skills within the Leadership competency** are in highest demand
- Nearly 45 million job postings also requested **Communications**

Alton's Durable Skills

- Character**
- Communication**
- Creativity**
- Collaboration**
- Critical Thinking**
- Fortitude**
- Growth mindset**
- Mindfulness**












Visualizing Course Pathways


- Better defining to course sequences that prepare students for postsecondary opportunities in high demand, high skill, and high wage jobs.
- Develop sample schedules that facilitate student advising, build awareness, and dismantle “college-bound or CTE” misconceptions.


Bio-Medical CTE Pathway


This sample pathway progression is designed for a Pathway Concentrator intending on earning the endorsement with their standard diploma. Progressions may change based on the credits a student enters with in the 9th grade. Consistent communication with your guidance counselor is the key to ensuring you are on track for graduation.

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|--|--|--|--|
| CAREER CONNECTED INSTRUCTIONAL SEQUENCE | Principles of Biomedical Sciences  | Human Body Systems   | Medical Interventions Honors *Internship   | Certified Nursing Assistant Internship  |
| | Pathway Goal: <ul style="list-style-type: none"> • Certified Nursing Assistant • BSN/Pre-Med/Pre-Vet prep for post-secondary pursuit | | | WORKPLACE EXPERIENCE (60 hours) |
| ENGLISH | College Prep English 1 | College Prep English 2 | College Prep English 3 | College Prep English 4 |
| MATH | Algebra I or Geometry Honors | Geometry or Algebra II Honors | Algebra II or Pre-Calc Honors/AP | Pre-Calc Honors/AP or Calc or Statistics Honors/AP  |
| SCIENCE | Biology I or Biology I Honors | Chemistry I or Chemistry I Honors | Chemistry II or Anatomy & Physiology or Bio II or Zoology(Pre-Vet) | Chemistry II or Anatomy & Physiology or Bio II or Zoology(Pre-Vet) |
| | BSN/Pre-Med/Pre-Vet: Physics I by graduation | | | |
| *Consult Bio-Med Lead for correct science class based on selected path | | | | |
| SOCIAL SCIENCE | World Geography | World History | US History | Government (1 semester) |
| ADDITIONAL REQUIREMENTS | World Language Electives (2 Years) Consumer Ed or Micro Economics AP  or Macro Economics AP  (1 semester) Health (1 semester) / PE (3 Semesters) / Auto Safety (1 quarter) | | | |


Note: Alton HS operates on a 6 period day. The scheduling of CTE courses along with core content will fill 5 of those periods. All of the graduation requirements will need to be fulfilled using the open period. If pursuit of the endorsement is a student's plan, constant communication with their guidance counselor is needed to ensure they are consistently on track for graduation. Not all courses are offered every semester.

 Advanced Rigorous Course beyond standard content

 Team Challenge Embedded in Course

 Dual Credit Course

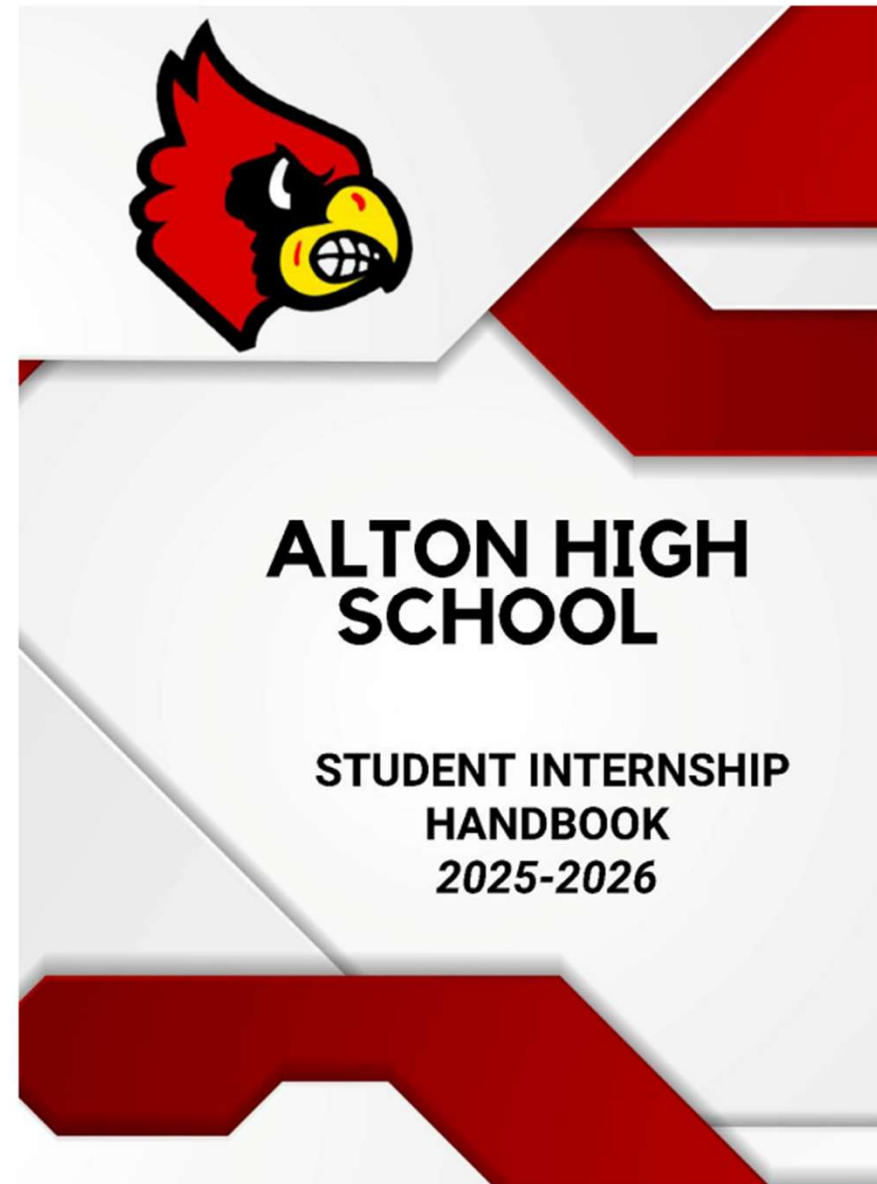
Alton High School



ahs.altonschools.org

This school year, Alton School Community District has introduced a new internship program that led to 47 students meeting their WBL requirement for CCPE.

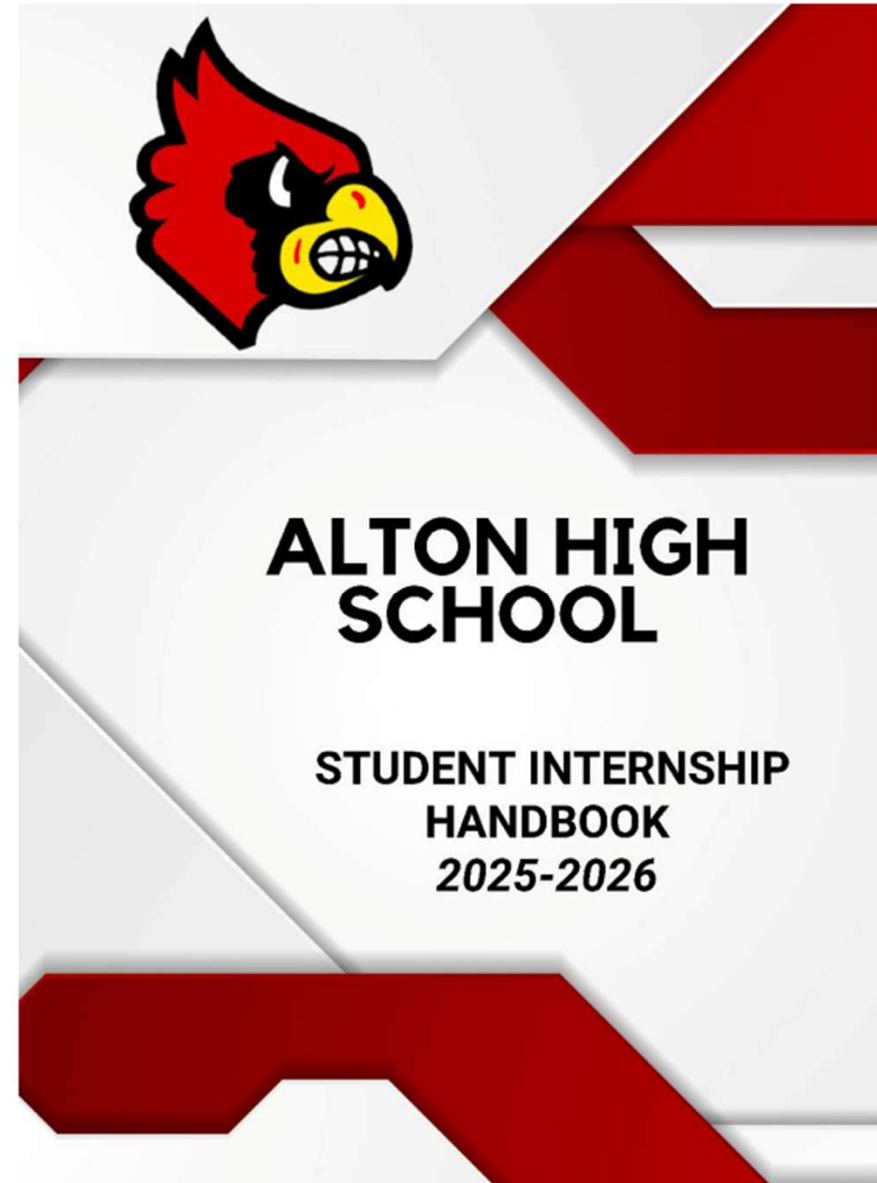
This effort was led by the Alton Educational Foundation with consistent input and partnership with Alton's community advisory committee.



One key component of the internship has been defining the responsibilities of students, teachers and business partners.



<https://tinyurl.com/4xf6e8w9>



Student Feedback: What can the student do specifically to continue to develop this skill? What support do they need from you and/or Alton HS?

Communication

Students are empowered to use their voice by asking questions, sharing ideas, and expressing their understanding. They communicate respectfully, actively listen, and engage thoughtfully with peers and teachers. By advocating for themselves and seeking support when needed, students take ownership of their learning and contribute to a collaborative environment.

Student Goal:

| Exemplary (4) | Proficient (3) | Developing (2) | Emerging (1) | Notes |
|---|--|--|---|-------|
| The student consistently asks relevant questions, shares ideas clearly, and contributes meaningfully to discussions. They communicate their needs respectfully, actively listen, and advocate for themselves when needed. Their words and actions align with their intent, positively impacting both their own learning and that of others. | The student regularly asks questions and shares ideas, contributing to discussions. They communicate their needs respectfully and engage thoughtfully with peers and mentors. They generally advocate for themselves and are mindful of their communication, with occasional guidance. | The student occasionally asks questions or shares ideas but may struggle to contribute regularly. They may need reminders to communicate their needs respectfully and engage actively. They may need support in advocating for themselves and aligning their words or actions with their intent. | The student rarely asks questions or shares ideas. They struggle to communicate their needs respectfully and engage with others. They may avoid advocating for themselves and are often unaware of the impact of their communication. | |

Student Feedback:

How might a community advisory committee inform and advance your goals?

Thank you!



<https://tinyurl.com/2s4av6aa>

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Community Advisory Committee process:

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