

CREATING A QUALITY CAREER DEVELOPMENT EXPERIENCE

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ITEMS FOR DISCUSSION

- Background – What is a Career Development Experience?
- Partner Engagement – Best practices for building & sustaining WBL relationships
- Pitch Activity
- Resources

WHAT IS A CAREER DEVELOPMENT EXPERIENCE?

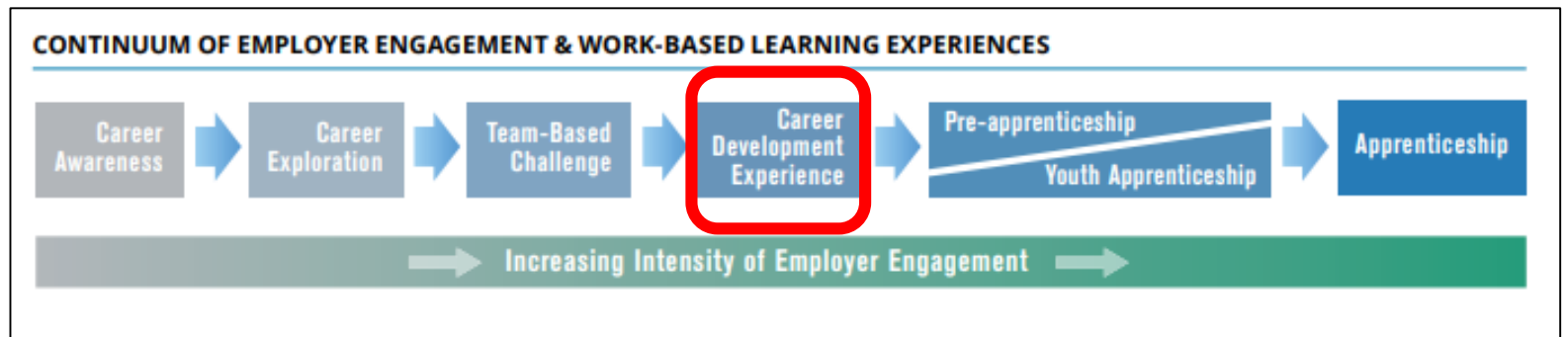
A supervised work experience relating to an individual's career area of interest that:

- 1) Occurs in a workplace or under other authentic working conditions;
- 2) Is co-developed by an education provider and at least one employer in the relevant field;
- 3) Provides compensation or educational credit to the participant;
- 4) Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework;
- 5) Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and
- 6) Takes place for a minimum of 60 total hours.

Source: Illinois Career Pathways Dictionary

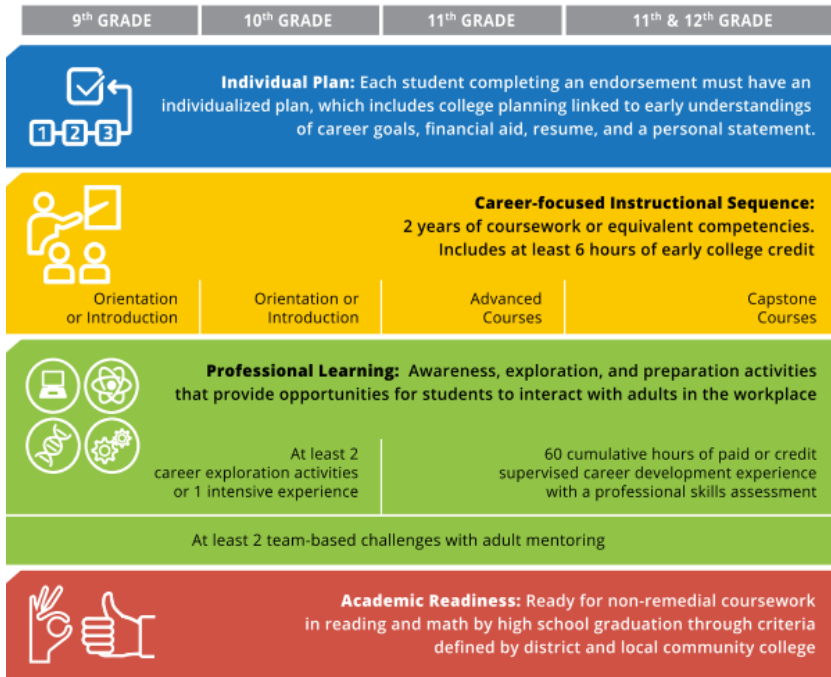
BUT REALLY
THOUGH..
WHAT IS IT?

- Internship
- School-based Enterprise
- Supervised Agricultural Experience
- Cooperative Education
- Remote Work for a Client or Employer
- Student-led Enterprise
- Youth Apprenticeship



HOW DOES THIS FIT INTO THE BIGGER PICTURE?

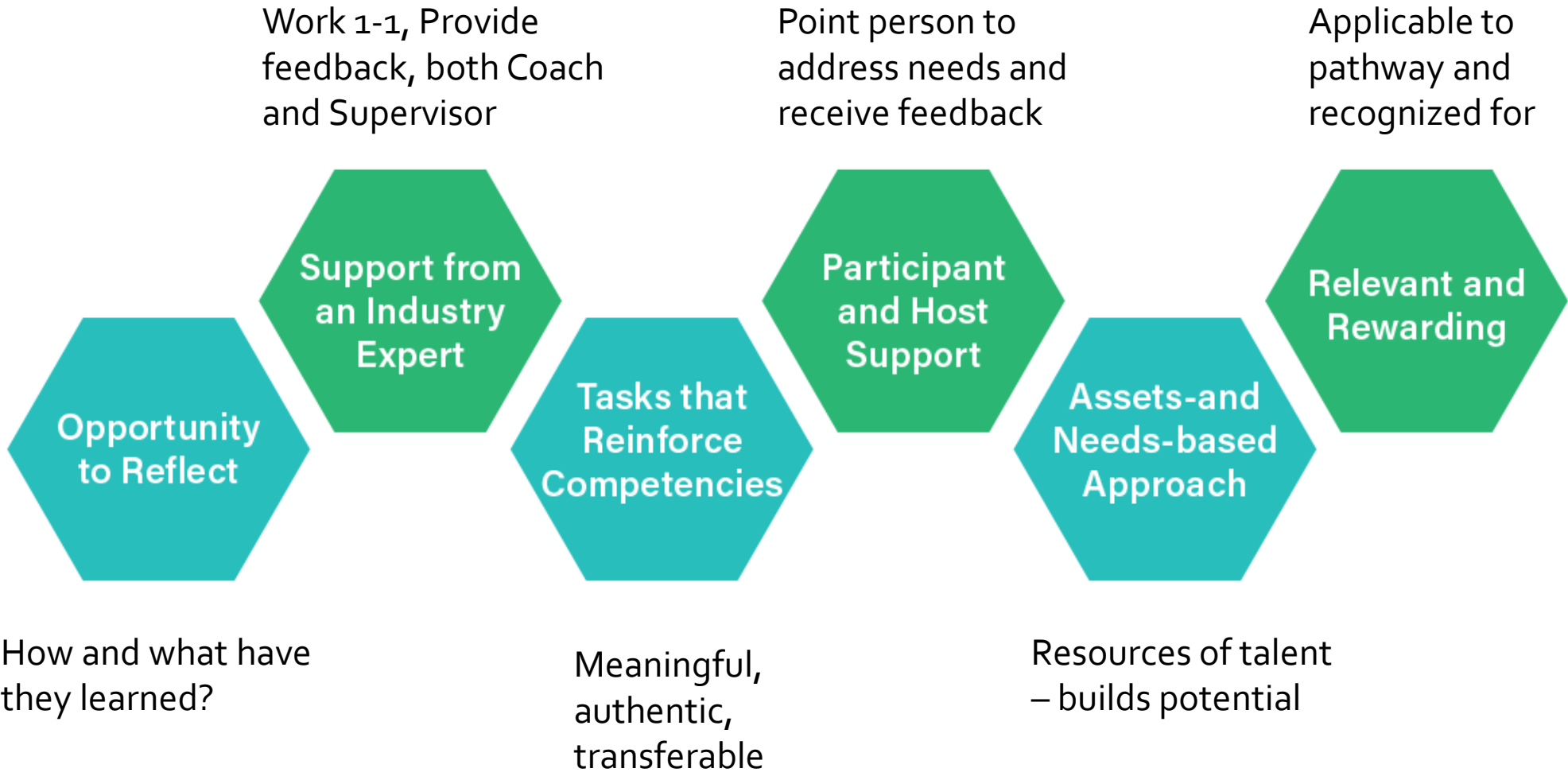
Required component of the College and Career Pathway Endorsement framework and in the State's Every Student Succeeds Act (ESSA) as a College and Career Readiness Indicator



- Career Ready Indicators**
- Career Development Experience
 - Industry Credential
 - Military Service or an ASVAB Score of 31 or Higher
 - Dual Credit Career Pathway Course (College Credit Earned)
 - Completion of Program of Study
 - Attaining and Maintaining Consistent Employment for a Minimum of 12 Months
 - Consecutive Summer Employment
 - 25 Hours of Community Service
 - Two or More Organized Co-Curricular Activities



ESSENTIAL COMPONENTS FOR QUALITY



ESSENTIAL EMPLOYABILITY COMPETENCIES

TOP 10 CROSS-SECTOR ESSENTIAL EMPLOYABILITY COMPETENCY STATEMENTS

Teamwork & Conflict Resolution	Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.
Communication	<p>Verbal: Students can use their understanding of English grammar and public speaking, listening, and responding, convey an idea, express information, and be understood by others.</p> <p>Written: Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct.</p> <p>Digital: Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.</p>
Problem Solving	Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.
Decision Making	Students can use their understanding of problem solving to implement and communicate solutions.
Critical Thinking	Students can use their understanding of logic and reasoning to analyze and address problems.
Adaptability & Flexibility	Students can use their understanding of workplace change and variety to be open to new ideas and handle ambiguity.

ENTREPRENEURIAL COMPETENCIES

Principles of Entrepreneurship

Students can apply their understanding of the process and characteristics of business development and promotion in order to apply strategies of innovation to personal and professional business pursuits.

Innovation & Invention

Students can use their understanding of idea generation, design thinking, product and business development in order to introduce and process new and effective ideas.

Growth Mindset

Students can use their understanding of learning from challenges, set-backs, and failure in order to adapt strategies and continue efforts to achieve personal goals.

TECHNICAL COMPETENCIES



TOP 10 TECHNICAL COMPETENCY STATEMENTS FOR FINANCE & BUSINESS SERVICES

Cash & Capital Principles	Students can use their understanding of the nature of cash, monetary systems, and the value of money in order to recognize the risk, return, and opportunity cost associated with capital.
Technical Applications	Students can use their understanding of spreadsheets and accounting software to maintain, update, and retrieve data from records.
Project Management	Students can use their understanding of time management and organization to set timely and measurable goals leading to project completion.
Principles of Economics & Business	Students can use their understanding of micro- and macro-economics to understand how an economy functions locally and globally.
Financial Reporting	Students can use their understanding of financial statements to assess a business's financial information.
Financial Statements	Students can use their understanding of financial statements to prepare and interpret balance sheets, income statements, cash flow statements, and retained earnings.
Customer Care & Marketing	Students can use their understanding of market demands to meet the needs of a client.
Business Operations	Students can use their understanding of transaction management to perform business operations.
Principals of Customer Relationship Management	Students can use their understanding of customer communication and customer relationship management software to attract new customers and sustain existing customers.
Fundamentals of Sales	Students can use their understanding of personalized service and market demands to secure successful sales interactions.



BUILDING & SUSTAINING WBL RELATIONSHIPS

PARTNER ENGAGEMENT

- Why do you value CDEs for Participants?
- Why should a Partner value CDEs?
- What do you expect from Partners?
- What can Partners expect from you?

Positive
recognition
from
community

Develop
a diverse
and skilled
pipeline

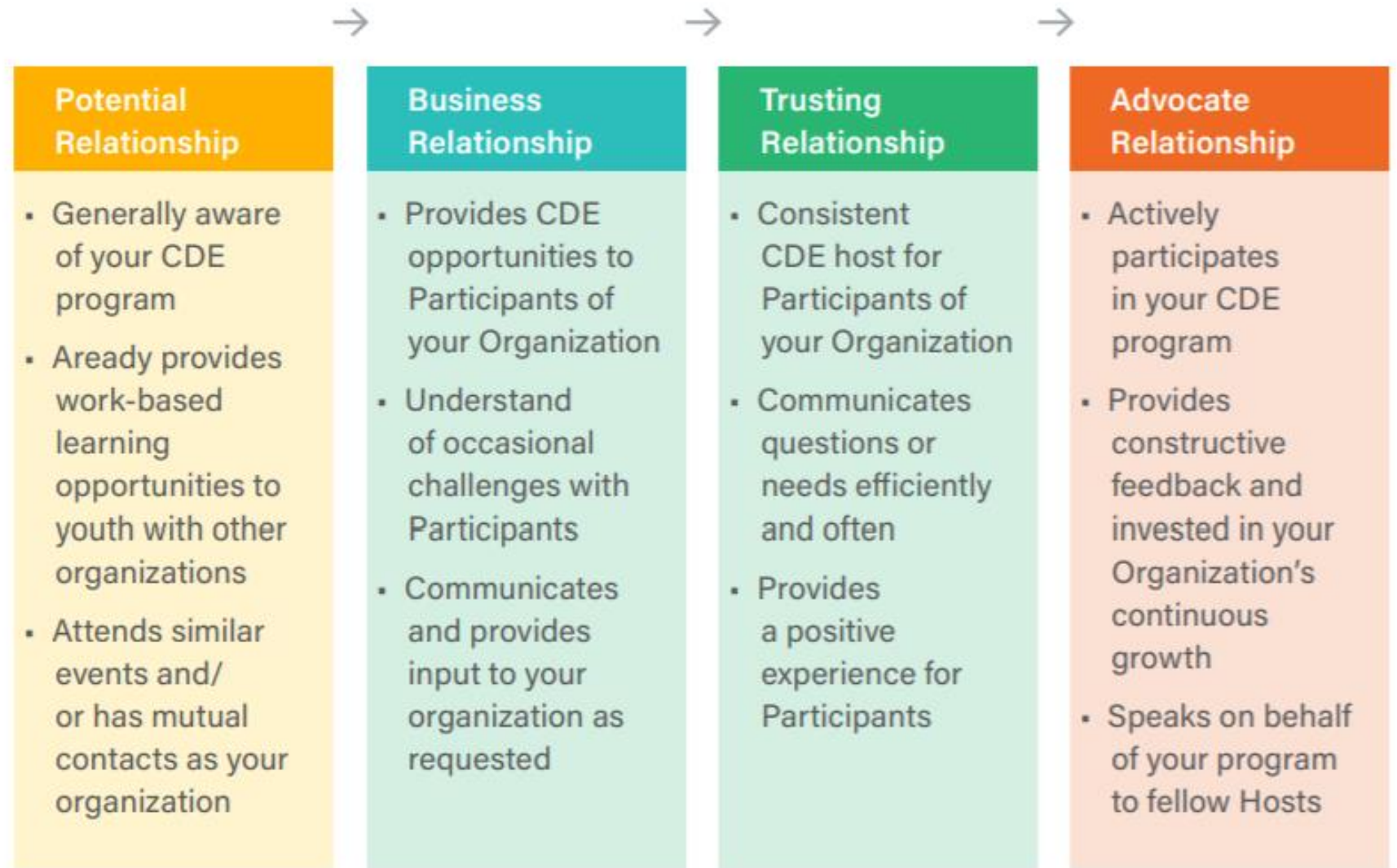
Gain valuable
insights
and a fresh
perspective

Retention of
employees with
opportunities
for leadership
through
supervision

Customized
recruitment
and training of
Participants

Promote
career
advancement
into their
industry

WHO/HOW TO ENGAGE?



STRATEGIES FOR ENGAGEMENT

- Peer-to-Peer outreach using existing partners to advocate on your behalf
- Representatives from your Organization participating in Partner and civic Organizations
- Engaging Partners in initial activities such as speaking with or hosting a tour for Participants
- Attending events where large numbers of Partners are present (job fairs, conferences, etc.)
- Invite Partners to tour space within your Organization and participate in/observe an activity with Participants

ROLE OF AN INTERMEDIARY



SUPPORTS & EXPECTATIONS

- Communicate:
 - Roles & responsibilities
 - Supports provided (Point(s) of contact)
 - Timeline
- Collect:
 - Profile on site logistics and anticipated tasks
 - Contact information for main supervisor
- Assess:
 - Gather feedback from Participants
 - Site visit

	Supporting	Partnering	Leading	Championing
Student Career Awareness	<p>ONLINE DISCUSSION FORUM <i>(2-15 hours)</i></p> <p>Answer student questions about careers, offer advice, share your experiences and otherwise support students virtually</p>	<p>RESUME DEVELOPMENT/ MOCK INTERVIEW <i>(1-2 hours)</i></p> <p>Provide feedback to students on their resumes Provide students feedback on their responses to interview questions.</p>	<p>GUEST SPEAKER <i>(30 -90 minutes)</i></p> <p>Answer student questions in person, by videoconference, or in a group about a profession or specific topic</p>	<p>CAREER FAIR <i>(2-4 hours)</i></p> <p>Staff a booth to share advice on pursuing a career, skills and knowledge needed, and career roles and responsibilities</p>
Student Career Exploration	<p>WORKPLACE SITE VISIT <i>(1.5-2 hours)</i></p> <p>Host a small group of students to tour your workplace and discuss career options, required education, a typical day, and more</p>	<p>JOB SHADOW <i>(4-8 hours)</i></p> <p>Provide an opportunity for students to observe, discuss and participate in daily routines and activities of a particular job</p>	<p>MENTOR/COACH <i>(15 hours per semester)</i></p> <p>Offer support, guidance, and motivation to help students explore careers and enter the world of work</p>	<p>CLINICAL EXPERIENCE <i>(4+ hours)</i></p> <p>Provide an opportunity for students to perform tasks in a supervised, authentic setting.</p>
Student Career Development Experiences	<p>SCHOOL-BASED ENTERPRISE <i>(15 hours)</i></p> <p>Help students transition from high school to work or higher education by supporting work experience, typically run on school grounds.</p>	<p>CO-OP WORK EXPERIENCE <i>(45+ hours)</i></p> <p>Provide Essential Employability skill training, for pay, in a work setting (for students enrolled in a cooperative education course)</p>	<p>INTERNSHIP <i>(60+ hours/6-8 weeks)</i></p> <p>Provide professional work experience that applies classroom learning and builds skills.</p>	<p>YOUTH APPRENTICESHIP <i>(450+hours)</i></p> <p>Provide paid on-the-job training based on state and local youth apprenticeship curriculum guidelines</p>
Teacher Engagement & Supports	<p>SERVICE LEARNING <i>(2-90 hours)</i></p> <p>Support students in designing and implementing projects at local businesses, government agencies, and non-profits.</p>	<p>INDUSTRY ADVISORY ROLE <i>(8-15 hours)</i></p> <p>Collaborate with teachers to integrate authentic industry tasks into curriculum.</p>	<p>TEACHER PROFESSIONAL DEVELOPMENT <i>(15 – 60 hours)</i></p> <p>Provide job shadowing, training, or similar experiences that will help teachers bring workplace norms, tools and skills into the classroom.</p>	<p>TEAM-BASED CHALLENGE <i>(24+ hours)</i></p> <p>Work collaboratively with teachers to design a multidisciplinary problem-based learning activity; coach students through feedback on their work/presentation</p>

COMMUNITY EXAMPLES



Manufacturing Breakfast & Tour

District 211 and District 214 hosted thirty-five manufacturers for breakfast presentations by advocate employers and a student guided tour of a high school to showcase the advanced equipment and curriculum used to ensure student preparedness.



Career Pathway Sponsorship

As an intermediary for Rockford Public Schools (RPS), Alignment Rockford engages Hosts directly through a Career Pathways Sponsorship to connect RPS needs for work-based learning with opportunities available from Partners in the community.

CERTIFICATE OF EMPLOYABILITY PROGRAM



Sauk Valley Area
chamber of commerce

PROGRAM OVERVIEW

- **Structure**
 - 6 sessions led by SVACC staff and employers
 - Employers are owners and managers in the local community
- **Goals**
 - Familiarize students with expectations of the workforce for employment
 - Introduce Essential Employability Competencies
- **Benefits**
 - Students receive a certificate of employability recognized by local employers
 - Employers meet and gain an understanding of potential future members of their team

PROGRAM SESSIONS

- How to get the job
- Work ethic
- Professionalism
- Communication
- Teamwork/Collaboration
- Problem Solving, Critical Thinking, Creativity





PITCH ACTIVITY

ACTIVITY

- Brief description of program
 - Expectations of Participants & Partners

Activities/Services/Supports Provided	Benefit and Value to Partner
One-on-one Coaching	Train to meet their needs, supervisor experience for employees
Partner engagement events	Networking and best practice sharing

- Snapshot of start date and general time commitment
- Where to find more info on program

RESOURCES

- [Career Development Experience Toolkit](#)
 - Profile Template for [Hosts](#)
 - CDE Guidebook Template for [Hosts](#)
 - [Request Email Template](#)
- [Recommended Technical and Essential Employability Competencies](#)
- “[Reimagining Employer Engagement](#)” – A Toolkit for Providers from Reimagine Retail Chicagoland
- [College and Career Pathway Endorsement Framework](#)
- [State of Illinois Career Pathways Dictionary](#)
- [Postsecondary and Workforce Readiness Site](#)

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