Career Development Experience Design Workshop

August 11th, 2021
Work-Based Learning Continuum

Career Awareness → Career Exploration → Team-Based Challenge → Career Development Experience → Pre-apprenticeship / Youth Apprenticeship → Apprenticeship

Increasing Intensity of Employer Engagement

Definitions: Illinois Career Pathways Dictionary
Career Development Experience (CDE)

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.
CDEs are commonly known as:

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

• Establish expectations for implementing high-quality, rigorous work-based learning experiences that prepare young people to be college and career ready through the development of Essential, Entrepreneurial and Technical Employability Competencies

• Provide guidance, tools, and frameworks to offer a Career Development Experience, which is a 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

• Highlight best practice examples of how organizations are accomplishing this on-the-ground and spark thinking for other communities on how these examples might be modified to fit into their own unique context
CDE Toolkit Resources Include:

• **Toolkit Document:** A PDF document is available for download and guides readers through each stage of implementation with links to related resources and materials.

• **Toolkit Website:** The website includes links to all resources and materials referenced in the document and will be updated monthly with additional resources and best practices.

• **Customizable Templates:** Within the document and website are links to templates that can be customized to reflect the unique context and needs of each community and organization.
# Essential Employability and Technical Competencies

## TOP 10 CROSS-SECTOR ESSENTIAL EMPLOYABILITY COMPETENCY STATEMENTS

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
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<tr>
<td>Teamwork &amp; Conflict Resolution</td>
<td>Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.</td>
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<tr>
<td>Communication</td>
<td><strong>Verbal:</strong> Students can use their understanding of English grammar and public speaking, listening, and responding, convey an idea, express information, and be understood by others. <strong>Written:</strong> Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct. <strong>Digital:</strong> Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.</td>
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<td>Problem Solving</td>
<td>Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.</td>
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<td>Decision Making</td>
<td>Students can use their understanding of problem solving to implement and communicate solutions.</td>
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<tr>
<td>Critical Thinking</td>
<td>Students can use their understanding of logic and reasoning to analyze and address problems.</td>
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<tr>
<td>Medical Terminology</td>
<td>Students can use their understanding of basic medical terminology, including abbreviations, acronyms, and diagnostic terms, to communicate effectively with healthcare personnel and patients.</td>
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<tr>
<td>Healthcare Industry &amp; Culture</td>
<td>Students can use their understanding of the basic components and culture of the health industry to understand the purpose and function of key stakeholders, practices, practitioners, and regulations.</td>
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<tr>
<td>Healthcare Delivery Practices</td>
<td>Students can use their understanding of the practices, procedures, and personnel involved in delivering quality patient care to evaluate the appropriateness of a plan, instructions, or assigned task.</td>
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<tr>
<td>Healthcare Industry Ethics</td>
<td>Students can use their understanding of confidentiality, morality, and legal concepts to evaluate and apply the merits, risks, and social concerns to workplace decisions.</td>
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<tr>
<td>Health Professions Licensure</td>
<td>Students can use their understanding of education requirements, licensure, and certification to ensure proper adherence to regulations that guide service delivery.</td>
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<tr>
<td>Emergency Response</td>
<td>Students can use their understanding of emergency procedures and protocols to respond to and expedite safety in an emergency situation.</td>
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CDE Models

- “Typical” internship with tasks and deliverables assigned by the Host on a daily/weekly basis
- Micro-internships with project-based tasks
  - Ready-to-go projects
  - What are the things Hosts wish they had time to research/complete?
- Departmental rotations
  - Expand Participant’s awareness of opportunities within an industry area
- Entrepreneurial endeavors
- Current part-time job aligned with competencies
Participant Experience in a CDE

- Exposure to a new environment and expectations to support growth of Essential Employability & Technical competencies
- Authentic, quality engagement with industry professionals to build social capital and connection to college and career pathways
- Valued as a resource of talent with background knowledge and lived experience that are recognized as a benefit to the CDE Host

High School Interns at BJC Healthcare
Social Networks & Access to Information

Research from Murillo et al., (2017)

• Internships are providers of capital and opportunity to help students acquire the skills and knowledge needed to navigate the work and educational environment typically inaccessible to marginalized student populations.

• Even when low-income students of color have the academic qualifications to attend college, a large number do not apply to college because they lack information, guidance, and access to resources.

Source: HERE to HERE Policy Brief
Relationships – Participants & Hosts

• Expectations are explicit and reviewed before the first day of the CDE

• Clear points of contact for Participants and Hosts to address questions and resolve issues

• Engage Participants and Hosts in feedback on their experiences

• Consistent check-ins between Participants and Hosts

• Participants and Hosts are celebrated for their achievement and support
## Stages of Implementation

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<th>Getting Started</th>
<th>Outreach</th>
<th>Onboarding</th>
<th>During</th>
<th>Wrapping Up</th>
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<td>Clearly define roles and responsibilities of team to be able to communicate to</td>
<td>Determine how CDE opportunities will be communicated so that all eligible</td>
<td>Meet 1-1 with Participants to address transportation and support needs</td>
<td>First days, mid-point check-ins to monitor progress and address needs to</td>
<td>Provide an opportunity for both Participants and Hosts to evaluate one another and reflect on their experience</td>
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<td>Hosts &amp; Participants</td>
<td>Participants are provided the same information</td>
<td>Are there any specific HR requirements from the Host for Participants to</td>
<td>proactively navigate challenges</td>
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<td>Provide any relevant PD for staff</td>
<td>Recruit and assess potential Hosts to determine readiness for a CDE</td>
<td>complete?</td>
<td>Site visits for longer term CDEs and new Hosts</td>
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<td>Determine industry area(s) and general CDE model</td>
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<td>Begin discussions on the Professional Skills Assessment</td>
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Support Participants to update resumes, portfolios, etc.
What additional resources, models, or best practices are you aware of to share with the group?

What questions do you have before we move into breakout groups to design and brainstorm?
Designing in Breakout Rooms - Options

Breakout rooms by:

• Industry area most interested in designing for

• Determine a stage of implementation from the CDE Toolkit to engage in
  • Review content and resources – what can you incorporate in your space?

If you’re ready to design, use the Career Development Experience Template (Word document to download and complete)