GETTING STARTED

Creating a Quality Career Development Experience

Models for Implementation

Needs of the Local Labor Market
CREATING A QUALITY CAREER DEVELOPMENT EXPERIENCE

**ESSENTIAL COMPONENTS**

For career development experiences (CDE) to have impact and contribute to meaningful competency development for Participants, the components and learning outcomes need to be explicit. The CDE should be a carefully monitored work experience in which Participants have personal and career-related goals and the opportunity to reflect throughout the experience. A quality CDE, at minimum, will include the following features and outcomes:

- **Opportunity to Reflect**
  Time is provided throughout the CDE for Participants to examine both how and what they have learned – specifically their development and attainment of **Essential Employability and Technical competencies**.

- **Support from an Industry Expert**
  Host staff are consistently available and work one-on-one with Participants. Along with providing tasks, they coach Participants through best practices and are the primary provider of feedback on a Participant’s Professional Skills Assessment (see toolkit section, “During” for more details).

- **Tasks that Reinforce Competencies**
  Participants are provided a variety of tasks that are meaningful and reflective of authentic working conditions. Competencies developed through completion of these tasks are transferable and applicable to multiple career and postsecondary options.

- **Participant and Host Support**
  Opportunities are available for the Participant and Host to submit feedback directly to the Organization to address successes and challenges of the CDE. The Organization is also available throughout the CDE to address needs in real time for both the Host and Participant.

- **Assets-and Needs-based Approach**
  Participants are valued as resources of talent with background knowledge and lived experiences that are recognized as a benefit to the Host. CDEs will provide a framework to build on the potential of all Participants and provide needs-based support for Participant’s areas of growth and development.

- **Relevant and Rewarding**
  The CDE is applicable to a career pathway that a Participant is pursuing and engages them in a network of industry professionals for future advising and contact purposes. Participants are recognized for their work through some form of credit, compensation, or both.
PLANNING THE CDE

With the essential components of a quality CDE in mind, your Organization can begin to build out a timeline of events and action items for your program. Each of these components and their related items should always refer back to the type and rigor of CDE that you want to offer both Participants and Hosts. This quality check at multiple points along the planning process will ensure that CDEs result in successful experiences for all parties involved.

A summary of CDE components and related action items to consider when planning includes

**HOST OUTREACH**
- Recruit and secure Host sites for Participant CDE placements
- Collect information on Host sites and determine capacity for offering CDEs
- Train Organizational staff as needed if Participants are completing CDE in-house

**ONBOARDING FOR PARTICIPANTS**
- Complete any needed pre-assessments to determine Participant readiness and any unique needs or accommodations
- Collect Participant interest and permission forms to determine placement site and approval to participate
- Prepare Participants for a professional environment through training and resources

**ONBOARDING FOR HOSTS**
- Review and confirm expectations for Host responsibilities and experience for Participants
- Determine any specific onboarding needs for Participants to complete before their first day
- Establish your Organization as a support and resource provider throughout the CDE process

**DURING**
- Develop Professional Skills Assessment(s) relevant to current CDE offerings for Participants
- Determine a timeline and process for collecting host and Participant feedback (site visits, surveys, phone calls, etc)
- Prepare a plan and resources for situations in which hosts and/or Participants may experience challenges

**WRAPPING UP**
- Determine how these data and information will be collected and where it will be housed within your Organization
- Outline the process and provide any necessary materials for Participants and Hosts to complete to close out the CDE

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**STAKEHOLDER ENGAGEMENT**

Consider the ways other stakeholders can be involved in the development and implementation process of a CDE program. It will be important to maintain open lines of communication and solicit input/feedback from those stakeholders directly affected outside of Hosts and Participants. Families, principals, teachers, youth workforce development professionals, and intermediary Organizations are a few examples of stakeholders capable of providing leverage and engagement to develop a strong CDE program.
ACCESS & EQUITY

All Participants – regardless of race, socioeconomic status, gender, prior academic achievement, or special learning needs – should have equitable access to and opportunity for full participation in CDEs. Managing Organizations play a critical role in ensuring access and opportunity for Participants. Some items to consider to determine whether a CDE is providing equitable access are

It will be necessary at times to customize and modify the experience on a case-by-case basis, but a general diverse selection of CDE models can be helpful to provide a continuum of levels of support and placement site options. One great example of a diverse continuum is the tiered system High School District 214 has implemented to accommodate various levels of support and supervision needed for student CDE Participants. This structure considers whether a Participant is prepared to go off-site for their CDE and the ability of an off-site Host to provide the needed level of hands-on support and guidance throughout.

<table>
<thead>
<tr>
<th>Location of CDEs</th>
<th>Access to Information</th>
<th>Supports to Succeed</th>
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<tbody>
<tr>
<td>• Are they strategically located to provide a variety of accessible sites for all Participants?</td>
<td>• Have all Participants been provided the same information and options regarding CDE opportunities?</td>
<td>• What tailored supports are available for each special group represented by Participants?</td>
</tr>
<tr>
<td>• How will Participants be supported to meet the transportation needs of getting to Host site?</td>
<td>• How and where is information being delivered so that all potential Participants are aware of CDEs?</td>
<td>• How are Participants assessed to determine any specific needs and/or supports to complete the CDE?</td>
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ENGAGING DIVERSE POPULATIONS

Successful engagement of a diverse population of Participants may involve adjusting your CDE program’s terminology, group norms, and personal interactions. These adjustments should be incorporated into the design, delivery, and implementation of your CDE program.

The U.S. Department of Health and Human Services, Office of Adolescent Health, has compiled resources and information on designing services and materials to fit the needs of diverse youth.

Location of CDEs

- Participant highly supported (Typically CDE offered in-house)
- Participant provided consistent hands-on support through a willing and able off-site host
- Participant primarily working independently with support as needed at an off-site host

See the D214 Career Pathways Guide for more detail on their tiered system

Office of Adolescent Health
CREATING A QUALITY CAREER DEVELOPMENT EXPERIENCE

CDE ONLINE

TOOLKIT RESOURCES

1

Racial Equity Impact Assessment

2

Office of Adolescent Health – “Engaging Diverse Populations”

3

Planning the CDE - Sample Timeline of Events:
PDF // Word
MODELS FOR IMPLEMENTATION

There are several models for CDEs, and each of these might entail a range of total hours for the Participant. While some CDEs may take place for fewer than 60 hours for a CDE to count toward a College and Career Pathway Endorsement (CCPE) or as a College and Career Readiness Indicator for ESSA, it must total 60 cumulative hours.

Models may include any of the following examples:

- Internship
- School-Based Enterprise
- Supervised Agricultural Experience
- Cooperative Education
- Research-Based Internship
- Remote Work for a Client or Employer
- Student-Led Enterprise
- Youth Apprenticeship

A description of each model and community examples are provided on the following pages.
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<thead>
<tr>
<th>TYPE OF CDE</th>
<th>DESCRIPTION OF MODEL</th>
<th>COMMUNITY EXAMPLE</th>
<th>SCHEDULE &amp; LENGTH OF PROGRAM</th>
<th>TOTAL # OF HOURS</th>
<th>HOST COMMITMENT</th>
<th>TYPICAL PARTICIPANT EXPERIENCE</th>
<th>LOCATION</th>
<th>CREDIT VS. COMPENSATION</th>
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<tr>
<td>INTERNSHIP</td>
<td>Typically defined as a period of work experience offered by an Organization for a set period of time and refers to a wide range of job placement opportunities</td>
<td>RUSH University Medical Center – REACH MedSTEM Pathways</td>
<td>20 hours per week for 6 weeks. Participants complete in the summer</td>
<td>120 weeks</td>
<td>Hospital staff volunteer based on schedule availability and rotate to provide hands-on support to Participants</td>
<td>Participants explore several departments and units in the hospital setting through hands-on learning. Participants also take courses in college and career readiness, life and workforce skills development. Through the program, Participants can network with other students and healthcare professionals.</td>
<td>Hospital site; placement varies by departmental needs</td>
<td>Paid</td>
<td>MedSTEM Internship</td>
</tr>
<tr>
<td>MICRO-INTERNSHIP</td>
<td>Short-term professional assignments that can take place year-round and typically range from 5-40 total hours of work to accommodate Participant schedules</td>
<td>Streamwood Career Exploration Program</td>
<td>5 days, 6.5 hours per day. Occurs over participant’s Spring Break.</td>
<td>32.5 days</td>
<td>Staff member assigns project deliverables and consults on Participant project development process</td>
<td>Participants are placed with local Organizations to learn about business, with an emphasis on work ethic, management and career opportunities. Participants work on industry-based projects to produce a business proposal with the potential for implementation that solves an Host-identified challenge.</td>
<td>Participants are placed with a range of local Organizations.</td>
<td>Paid</td>
<td>Daily Herald article Village of Streamwood</td>
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## MODELS FOR IMPLEMENTATION

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| SCHOOL-BASED ENTERPRISE (SBE) | An entrepreneurial operation in a school setting that provides goods/services to meet the needs of the market. SBES are managed and operated by students as hands-on learning laboratories that integrate National Curriculum Standards in marketing, finance, hospitality or management | District 211 – Family and Consumer Sciences, Practices in Entrepreneurship | One semester, two-period course | Participants typically engaged in the CDE component 2-5 hours per week. | Participants are supervised by their course instructor(s) | Participants take on increased responsibility in the management of a bakery/coffee shop with items available for purchase weekly by school staff and their peers. Participants are also trained in advanced culinary techniques and production management for running a successful business. | In-school | College credit with local community college | National Council - SAE Philosophy and Guiding Principles
Explore SAE |
| SUPERVISED AGRICULTURAL EXPERIENCE | Experiential and work-based learning as an integral component of academic course work to extend beyond the classroom and into the community. Participants are provided opportunities to apply academic and occupational skills in the workplace or a simulated workplace environment. | SAEs are a required component of an agriculture education program and intended for every student | Varies depending on program model/Typically done outside of classroom hours | Varies depending on program model | Formulated by the Participant with the support of parent/guardians, Hosts, and the agricultural instructor | Entrepreneurship- Own and operate a business by planning, implementing, operating, managing finances, and assuming risk for an enterprise
Placement- Work, volunteer, and/or serve in an workplace setting
Research and Experimentation- Choose an agricultural problem and design a plan to investigate and analyze. | Varies depending on program model | Can receive educational credit, service credit, and/or compensation | National Council - SAE Philosophy and Guiding Principles
Explore SAE |
## Models for Implementation

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<tr>
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<th>Description of Model</th>
<th>Community Example</th>
<th>Schedule &amp; Length of Program</th>
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<td>COOPERATIVE EDUCATION</td>
<td>A structured method of combining classroom-based education with practical work experience. Provides academic credit for structured job experience and related class includes units in skills required for successful employment.</td>
<td>Lake Park High School District – Cooperative Marketing Education</td>
<td>2-semester long program, one class period with early release last period of the day to complete hours at Host site</td>
<td>Typically 15 hours per week (flexible schedule based on Host site), up to 540 hours for both semesters.</td>
<td>Hybrid: In school/on-site at Host</td>
<td>0.5 credit per semester for the class component, 1 credit per semester for the job component.</td>
<td>LPS – Cooperative Education</td>
</tr>
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<td>RESEARCH INTERNSHIP</td>
<td>Participants are hired for specific tasks within an established project. They receive basic training in research skills and data collection methods and can be incorporated in all aspects of research, providing for greater decision-making authority and leadership development.</td>
<td>Field Museum – Digital Learning Internship</td>
<td>Monday to Friday for 6-weeks, 6.5 hours per day. Takes place during the summer.</td>
<td>Participants work with museum plant specimens through research and the creation of a digital media interactive to showcase their work through installments available for public view. Participants rotate among departments and collaborate with scientists, digital learning specialists, and designers.</td>
<td>Field Museum, Chicago, IL</td>
<td>Paid</td>
<td>Field Museum – Digital Learning Internship</td>
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<td>Remote Work for a Client or Host</td>
<td>A work experience program in which the Participant gains experience while working in a remote professional setting and is not physically present at the job location. Participants communicate with their Host online through various means including email, Skype, instant messaging, phone calls, webinars, project management tools, SMS (text) messaging, etc.</td>
<td>Chicagoland Chamber of Commerce Foundation – STEM Internship Program</td>
<td>INCubatoredu</td>
</tr>
<tr>
<td>Student-Led Enterprise</td>
<td>Voluntarily formed groups who join together to raise awareness, support and engage in entrepreneurial activity that introduces learners to the possibility of different pathways into employment, such as entrepreneurialism</td>
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<td>Monday to Friday, 7-weeks, 20-25 hours per week. Takes place in the summer</td>
<td>140-175</td>
<td>Clients of the Illinois Small Business Development Center who have an expressed need for help with their website, social media strategies and/or online marketing programs. Provide parameters for the work and are available for consultation as needed.</td>
<td>Participants build websites, create digital multimedia presentations, and develop social media platforms.</td>
<td>Students work remotely at the Chicagoland Chamber of Commerce</td>
<td>Credit</td>
<td>The Chicagoland Chamber of Commerce Foundation</td>
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| Host Outreach | Onboarding | During | Wrapping Up |
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<td>REGISTERED APPRENTICESHIP</td>
<td>Provides an opportunity for youth to finish high school and continue on a pathway toward multiple career and educational opportunities, such as entering a Registered Apprenticeship program, earning an associate’s and/or a bachelor’s degree, and obtaining sustainable employment. Seeks to enhance the competitiveness of businesses by connecting youth to work-based learning and developing in-demand skills and competencies.</td>
</tr>
</tbody>
</table>

| COMMUNITY EXAMPLE | District 214 – Department of Labor (DOL) Registered Youth Apprenticeships: Cybersecurity, Automotive Technology and HVAC |

| SCHEDULE & LENGTH OF PROGRAM | Two academic calendar years including the summer between |

| TOTAL # OF HOURS | November – May (Junior Year): 20-30 hours per month  
Summer: 28 hours per week  
August– May (Senior Year): 15-20 hours per week |

| HOST COMMITMENT | Participate in training sessions, interview and hire youth, provide on-the-job training, pay youth wages, participate in regular progress reviews, worksite training/work hours, and comply with child labor laws |

| TYPICAL PARTICIPANT EXPERIENCE | Youth work alongside Hosts to receive an authentic experience to qualify and prepare them for furthering training and employment upon graduation from high school |

| LOCATION | On-site with Host (Related instruction inside classroom) |

| CREDIT VS. COMPENSATION | Participants receive escalating wages as they progress from Junior to Senior year of high school |

| CREDIT VS. COMPENSATION | In-school youth, at least 16 years old, enrolled in secondary school |

| LINK(S) FOR MORE INFORMATION | D214 Program Framework  
DOL High School Apprenticeship Tools |
MODELS FOR IMPLEMENTATION

CDE ONLINE TOOLKIT RESOURCES

1
Young Invincibles Report – “Making Youth Apprenticeships Work for Illinois’ Young Adults”

2
ISTC – Guidebook of Professional Learning Experiences within Information Technology

3
Online Form: Submit a Community Example Model for Implementation

4
SAE for All Student Guide

5
SAE for All Teacher’s Guide
NEEDS OF THE LOCAL LABOR MARKET

To provide a CDE that translates into real access toward meaningful employment for Participants upon program completion, it is important to understand and consider the needs of the local labor market. Your Organization should consider the information you have already compiled to determine your pathway programs, specifically:

- What industries are growing and will have future demand for employees?
  - Which occupations within these industries have stable or increasing demand?

- Are there jobs that require a particular skillset Hosts struggle to find?
  - How can the technical competencies be used to validate these needs?

COMMUNITY EXAMPLES OF DETERMINING LOCAL LABOR MARKET NEEDS

Belvidere School District 100 collaborates with local employers to determine the professional characteristics and skills they feel are necessary for high school students to be successful in their space. District 100 leadership parallels these responses to those outlined in the PWR Act Essential Employability and Technical Competencies to validate how their student programs meet local needs.

The Greater Peoria Economic Development Council identifies the most critical job needs in the Peoria region and determines learning pathways for those jobs. These opportunities are communicated through learning exchange programs and marketing efforts to youth, parents, and educators in the region.

Vermilion Advantage leads economic and workforce development by determining needs and opportunities from both employers and workforce education programs. Through established and trusting relationships, they serve as a liaison to connect employers with participants to help prepare youth to best access future local career opportunities.

THE ROLE OF AN INTERMEDIARY

An intermediary who already has a trusting relationship with Hosts in the community can be especially helpful here. They may be a local chamber of commerce, local workforce innovation board, or an economic development agency in the region. These Organizations can be responsible for operational functions and for both daily thinking about next steps to move career pathway system development forward and acting as the effort’s champion. It is likely that they already have data and information gathered that can best inform the types of CDEs an Organization offers as well as which Hosts would be most willing to work directly with Participants.
CDE ONLINE
TOOLKIT RESOURCES

1. WIOA Regional Planning resources


3. Pathways to Prosperity: Work-Based Learning Intermediaries


5. Career, Wages, and Trends Search

6. Demand Occupations

7. Step-by-step Guide for LMI

8. Illinois workNet - Detailed Information on National Career Clusters and Related Programs of Study

9. Illinois workNet - Demand Occupations Search