



**Career Readiness Indicator Guide for
Parents/Guardians
2018-2019**

The purpose of this handbook is to provide guidance for the student in fulfilling the Career Readiness Indicator for the Future Ready PA Index and Every Student Succeeds Act (ESSA).

Introduction:

By 2025, more than six in 10 Pennsylvania jobs will require some form of postsecondary education or training. In addition, an overwhelming majority of STEM jobs in Pennsylvania (91%) will require some form of postsecondary education and training. Therefore, it is important that students are well-educated and prepared to meet the demands of the workforce. Pennsylvania students have access to a high-quality academic education as well as opportunities to assess interests, build skills, and identify and explore careers aligned to those interests and skills. Regardless, of their postsecondary plans, all students should leave postsecondary education with a solid foundation in career education and work.

There are two indicators of the Future Ready PA Index:

- 1) Academic Standards for Career Education and Work
- 2) Industry-Based Learning

Academic Standards for Career Education and Work:

For the 2018-2019 school year and beyond, students will demonstrate career readiness expectations defined for each grade span. The requirements are as follows:

- By the end of grade 5, the student has produced six or more pieces of evidence accumulated within the 3-5 grade span.
- By the end of grade 8, the student has produced six additional pieces of evidence beyond the K-5 band evidence. One piece of the evidence for the 6-8 grade band must be the student's individualized career plan.
- By the end of grade 11, the student has produced eight additional pieces of evidence beyond the K-5 and 6-8 grade bands of evidence. At least two of these pieces of evidence must demonstrate implementation of the student's individualized career plan.

In future years it is best practice to produce a minimum of two pieces of evidence in each grade within the bands. The goal is for each student to develop a career portfolio by the end of 11th grade that shows evidence from all three grade bands. The Class of 2026 will be the first class to fully complete this goal. All artifacts will be housed out of the guidance office.

The Academic Standards for Career Education and Work (CEW) are comprised of four categories:

- 1) Career Awareness and Preparation
- 2) Career Acquisition (Getting a Job)
- 3) Career Retention and Advancement
- 4) Entrepreneurship

Sample Instructional Activities:

- Interest Inventories
- College visit reflections
- Reflection from job shadow
- Interviewing your worksite supervisor (job shadow)
- Apply research skills in searching for a job
- Develop a career portfolio
- Job Applications
- Resume writing
- Postsecondary/training applications
- Demonstrate the application of essential workplace skills/knowledge
- Develop a personal budget based on career choice
- Evaluate conflict resolution skills as they relate to the workplace
- Develop a business plan for an entrepreneurial concept of personal interest

High school students will have the opportunity during school hours to complete many of these instructional activities. These artifacts will make up the career portfolio. The academic standards can be found at the Pennsylvania Department of Education website.

Industry-Based Learning:

Students will have access to high-quality learning opportunities that prepare them for meaningful engagement in postsecondary education, in workforce training, in career pathways, and as responsible, involved citizens. Industry-Based learning experiences allow students to connect academic and technical skills to real-world settings. The Industry-Based Learning Indicator is designed to evaluate how students are engaging in work-based and classroom-based activities prior to graduation. Work-based learning provides an opportunity for students to reinforce their classroom learning, explore future career fields, and demonstrate their skills in a real-world setting. *All employers MUST hold PA state clearances to participate in any of the industry-based learning experiences.

Sample Work-Based Learning Activities at the High School Level:

Job Shadowing- Job shadowing is a career exploration activity. Students gain exposure to careers that they are interested in pursuing by working with business volunteers. For a short period of time, up to several days, students spend the work day as a shadow to a competent worker. By visiting a workplace, investigating a career field and industry, and experiencing a typical day on the job, students can determine if the career and industry fits their interests and career aspirations. Job shadowing allows students to clarify their career goals and understand how knowledge learned in the classroom translates to their ability to be successful in the workplace. An employer demonstrates the connection between academics and careers, inspiring students to learn by making their coursework more relevant. It also exposes students to career settings within their interests and offers firsthand knowledge about different career fields. Job shadowing should provide exposure to the day-to-day work environments, job characteristics, and responsibilities to assist them in determining a career fit and create a better

understanding of the workplace and types of skills needed for specific occupations. However, these connections only happen if there is instruction aligned to the experience supporting the transfer of knowledge which assists students in making these connections.

Guidelines:

- Students will complete pre, during, and post documentation connecting to the shadowing experience to student interest and career planning (e.g., research the experience, develop questions for experience, interview career mentor, reflect on experience, key learnings, etc).
- Students/parents/guardians are responsible for transportation

There will be two types of Job Shadows:

Basic – Students will choose a career to further explore. They will work with a job site host for three hours in one work day.

Extended- Students will work with a job site mentor to further explore a career they are deeply interested in. This experience will be 5-6 hours per experience and a minimum of three separate experiences.

Internships (unpaid)- An internship is a highly-structured, sustained career preparation activity in which students are placed at a workplace for a defined period of time to participate in and observe work firsthand within a given industry. Learning objectives are specified, and student performance is assessed. This deepened experience enhances the transference of employability skills and increases the acquisition of technical skills through hands-on experiences. Internships are career preparation work-based learning experiences in a particular occupational area that assist the student in developing technical competencies. It is a short-term practical experience, giving the student a broad overview of the career area, and is supervised by an employer and a teacher. These experiences are especially useful when they supplement the technical competencies that the school can deliver by providing access to tools, equipment, facilities, and expertise that generally are not available at the school. The work experience is evaluated by the teachers and employers, with input from the student. This experience must be done with an employer who is willing to host an intern.

Guidelines:

- Supervised by the employer and teacher advisor
- Educator and employer evaluate the work experience, with input from students
- Includes a learning plan and a contract that details learning objectives and roles of all parties
- Minimum six-week experience and/or 60 hours total
- Employer suggestions can be made by parents/guardians/families, but Keystone Oaks School District must have a working relationship with the employer the student will be working with.

Community-based Work Programs-Programs for student IEPs or 504 Plans that combine classroom instruction and learning on the job. The student's education and employability skills dictate to the design on the Community-based Work program.

Guidelines:

- Directed by the transition section of the IEP
- Must be guided by the Transition Coordinator in cooperation with the employer
- Individualized to each child
- Working with the Office of Vocational Rehabilitation (OVR) will assist with this experience

Work Experience Process:

Each student will have an individualized career plan through the guidance department. Students who are aware of their post-secondary/employment goals will base their experiences off of those career interests. Students who are unsure about the post-secondary/employment track they would like to pursue will work with the School Counselors and Career Readiness Advisor to narrow down their strengths and interests with the intent of leading you to a career path. Students who know which work experiences they would like to complete will meet with the Career Readiness Advisor to receive the necessary paperwork. The named work-based activities will be at the discretion of the Career Readiness Advisor. Once the work-based learning experiences have been established with the potential employer and approved by the Advisor, the main office will be notified to ensure the student's will receive an excused absence on the day(s) of the experiences. Students are required to complete all portions of these experiences in order to meet the industry-based indicator. Students are also responsible for finding transportation to/from their experiences. Upon the completion of the experience the students are to return any necessary paperwork to the Career Readiness Advisor along with a typed reflection not to exceed one page. Many of the experiences have components that can count toward artifacts for the career portfolio.

NOTE: Work experiences are based on the employers need and availability to host these job related activities. Families are welcome to suggest potential employers for their child to work with, however students will need to get these approved by the Career Readiness Advisor and have the proper paperwork prior to completing the experience.

All information was taken from the Pennsylvania Department of Education's website and cited as such.