

CAREER READINESS FRAMEWORK

Career Awareness

LEARNING ABOUT WORK

Build awareness of the variety of careers available and the role of postsecondary education—the connection between education/training/experiences and career opportunities.

ACTIVITIES AND EXPERIENCES INCLUDE:

- Workplace tours
- Guest speakers
- Career fairs
- Career interest inventories

Career Exploration and Planning

LEARNING ABOUT AND PLANNING FOR WORK

Deepen exploration of connection between career opportunities and education/postsecondary requirements, to motivate and inform decision-making for high school and postsecondary choices; initial planning.

ACTIVITIES AND EXPERIENCES INCLUDE:

- Visits to college campuses
- Ongoing one-on-one advisement to create a postsecondary career plan
- Financial aid assessment and completion
- Work-based Learning (WBL)
- Informational interviews
- Job shadowing
- Industry-led projects

Career Preparation

LEARNING THROUGH WORK

Apply learning through practical experiences that develop knowledge and skills necessary for success in careers and postsecondary education.

PREPARATION EXPERIENCES INCLUDE:

- Work-based Learning (WBL)
- Service and experiential learning
- Internships (paid or for credit)
- Afterschool and summer jobs (paid)
- Preparing for Work
- Mock interviews
- Resume building
- Personal statement
- Professional network building
- Entrepreneurship—student-run enterprise (virtual & non) with partner involvement
- Ongoing one-on-one advisement to refine postsecondary career plan
- Financial literacy workshop

Career Training

LEARNING FOR WORK

Train for employment and/or postsecondary education in a specific range of occupations.

TRAINING EXPERIENCES INCLUDE:

- WBL (paid or for credit)
- Sector internships
- Service and experiential learning
- Pre-apprenticeships
- Entrepreneurship/business ownership, including worker owned/cooperative models, collective consumer purchasing
- Work Experience (paid or for credit)
- Cooperative/technical education
- Apprenticeships
- On-the-job training
- Work-study
- Credits and Credentials
- Industry credentials and certifications
- Pre-college academic course work
- College credits in high school
- CTE (Career and Technical Education) endorsement
- Matriculation and completion of postsecondary degree
- Full-time employment
- Further education



Students Should Be Supported to

10–14 yrs
(Middle School)

13–16 yrs
(9th–11th Grade)

Career Awareness

HIGH SCHOOL AND COLLEGE STUDENTS HAVE CAREER AWARENESS ACTIVITIES

- Complete career assessment that links, values, interests, and experiences to potential career paths to explore
- Create career interest inventory to inform high school choice, college majors, and career planning
- Participate in career awareness activities
- Learn about specific jobs, careers, and career path concepts
- Understand different types of postsecondary credentials and institutions
- Participate in career awareness activities such as workplace tours

Career Exploration and Planning

HIGH SCHOOL STUDENTS EARN COLLEGE CREDITS AND PARTICIPATE IN CAREER EXPLORATION/PLANNING

- Participate in academic enrichment and youth development programs during out of school time to reinforce learning and build skills
- Use career exploration tech platform to learn about skills and tasks linked to specific careers
- Have one-on-one advisement on applying to high schools that match interests and needs
- Visit a college campus
- Have one-on-one advisement to support academic progress and postsecondary planning that aligns high school courses, WBL experiences, and interests with college and career goals
- Complete a financial aid assessment
- Enroll and complete courses to earn college credits, with a goal of 6 credits by 11th grade
- Use career exploration tech platform that links skills and tasks for specific careers to work based learning preparation and reflection activities
- Visit at least one postsecondary institution with a major or program of study aligned to career interests

Career Preparation

ALL SECONDARY AND POSTSECONDARY STUDENTS HAVE WBL AND EXPERIENTIAL LEARNING OPPORTUNITIES ALONG A DEVELOPMENTAL CONTINUUM

- Be part of team projects that relate to real-world issues or careers (e.g., project-based learning)
- Participate in volunteer, experiential, and leadership learning experiences
- Reflect on learnings from those experiences
- Participate in job shadowing, industry-led projects, informational interviews and other work-based learning opportunities
- Reflect on learnings from those experiences
- Identify and enroll in summer activities (e.g. enrichment, employment) that help develop college and career ready skills
- Create a resume and practice interview skills

Career Training

ALL HIGH SCHOOL AND POSTSECONDARY STUDENTS HAVE ACCESS TO WORK-BASED LEARNING (WBL) EXPERIENCES, INCLUDING INTERNSHIPS (PAID OR FOR ACADEMIC CREDIT)

- By 11th grade, select and complete a sector WBL opportunity (industry-led projects, internship, volunteer opportunity, or service learning) aligned with career interests

Achieve the Following Milestones and Experiences

15-17 yrs (10th-12th Grade)

- Update career interest inventory
- Participate in career awareness activities informed by career inventory

16-21 yrs (Transition to Postsecondary)

- Update career interest inventory
- Participate in career awareness activities informed by career inventory

18-22+ yrs (Young Adulthood)

- Participate in career awareness activities aligned with career aptitude and interest exercises

- Continue one-on-one advisement to support academic progress, including opportunities to earn college credits, and postsecondary planning
- Enroll and complete courses to earn college credits, with a goal of 12 credits by graduation
- Use a technology application for career exploration and WBL prep and reflection
- Visit at least one postsecondary institution with a major or program of study aligned to career interests
- Attend a postsecondary affordability workshop with an adult family member or guardian
- Identify and get commitment from advisor or another adult advocate and two teachers to write recommendation letters
- Based on postsecondary plan, begin and complete college applications and financial aid processes
- Learn about alternatives to college, including apprenticeships

- Continue one-on-one advisement to support academic progress, including opportunities to earn college credits, and postsecondary planning
- Refine postsecondary plan that supports career interests and reflects academic and WBL experiences
- Attendance by a family member at one-on-one postsecondary planning meetings
- Based on postsecondary plan, complete applications and financial aid processes for college applications
- Choose among acceptances and matriculate the semester following high school graduation

- Continue to refine career plan based on educational and work experiences and industry trends
- Utilize postsecondary advisor and campus career services
- Participate in meet-ups and clubs for networking, peer support

- Enroll in an internship or other substantive WBL experience related to career interests
- Enroll in a summer activity that helps develop college- and career-ready skills
- Participate in community service and extracurricular activities
- Revise resume and participate in a mock job interview
- Engage with basic financial literacy concepts, e.g. banking; open a savings and/or checking account

- Enroll in an internship or other substantive WBL experience related to career interests
- Enroll in summer activities that help develop college- and career-ready skills
- Continue to participate in community service and extracurricular activities
- Revise resume, create a personal statement and participate in a mock job interview
- Engage with more additional financial literacy concepts, e.g. student loans

- Participate in an internship, work-study, or other job experience during the school year
- Identify and participate in a final/culminating work experience prior to postsecondary completion
- Upon graduation, obtain job that provides economic stability and upward mobility

- Develop an understanding of general workplace norms

- Develop deeper sense of agency and confidence in identifying and beginning best-fit postsecondary opportunities
- •Deepen understanding and mastery of occupation-specific skills and workplace norms

- Matriculate to postsecondary institution, program, or training experience
- Participate in advanced WBL experiences and engage in professional networking
- Be on track with financial aid and credits toward completing a degree program and/or professional certifications
- Participate in apprenticeship, on-the job training, sector-related work experience, and/or technical/cooperative education

Students Should Know and Be

10–14 yrs (Middle School)

13–16 yrs (9th–11th Grade)

Career Awareness

STUDENTS BUILD A FOUNDATION FOR SUCCESSFUL WORK-BASED LEARNING THROUGH AWARENESS OF CAREER OPTIONS

- One or two career pathways of interest to them
- Jobs of adults they know
- Awareness of postsecondary options
- Specific jobs, careers, and concept of career ladders vs. career lattice
- Different types of postsecondary entry points, institutions and credentials

Career Exploration and Planning

STUDENTS MAKE AND REFINE PLANS AROUND WORK AND CAREER, INCORPORATING HIGHER EDUCATION AND TRAINING OPTIONS

- One or two career pathways of interest to them
- Be able to describe jobs of adults they know
- Consideration of how high school choice might relate to postsecondary options and career interests
- Educational requirements, costs, expected entry level salary, and pay range for occupations in two to three careers of interest
- Professional skills, strengths and areas for improvement, based on WBL experiences and reflections
- Relationship between extracurricular activities and postsecondary and career goals
- Regents graduation requirements
- Different types of financial aid and related processes, including grants, loans, and scholarships
- Value of earning early college credit to postsecondary access and completion

Career Preparation

STUDENTS PROGRESSIVELY DEVELOP PROFESSIONAL SKILLS NEEDED FOR BOTH ACADEMIC AND CAREER SUCCESS

- Relationship between community service/ extracurricular activities and postsecondary/ career goals
- Importance of school classes, attendance, and grades to postsecondary plans
- Professional skills essential for the workplace (e.g. critical thinking, accountability, responsibility, communication; workplace etiquette; and managing deadlines;
- How high school coursework, attendance, and grades relate to postsecondary plans
- Connection between employment, wages, and independent living
- Basic financial literacy; opening a bank account

Career Training

STUDENTS BUILD EMPLOYABILITY AND TECHNICAL SKILLS ALIGNED TO THEIR CAREER GOALS INTERNSHIPS (PAID OR FOR ACADEMIC CREDIT)

- Essential skills (e.g. communication, teamwork, problem-solving) in the context of experiential learning
- General workplace norms
- Occupation-specific skills

Able to Demonstrate / Discuss

15-17 yrs (10th-12th Grade)

- Two or three career pathways of interest
- Deeper understanding of career pathways at a particular organization
- Knowledge of technical skills needed to work in a particular field

16-21 yrs (Transition to Postsecondary)

- Link between degrees and employment/ earning power in specific industries

18-22+ yrs (Young Adulthood)

- Pros and cons of different career paths
- Understand entry-level roles in different career paths

- Connection between effort and outcome (grit, perseverance)
- Understand how academic remediation might negatively impact postsecondary goals
- A goal of earning between 6 and 12 college credits
- Research and apply to postsecondary options aligned with career plan
- Financial aid deadlines for chosen postsecondary options

- At least one potential career option in depth
- Postsecondary plans
- How career-related courses and experiences articulate to postsecondary degree programs
- Affordability of postsecondary options in relation to expected compensation and anticipated debt
- Terms and conditions of scholarships or loans
- Full understanding of requirements for successful course/degree completion

- Career goals and specific steps to attain them
- Value of career related networking opportunities

- Professional and early technical skills in context of experiential learning and work, communication skills, critical thinking, and organization
- Growing understanding of their relationship to work and the economy
- Financial literacy—understanding of budgeting, saving, and investing
- Industry-specific workplace norms
- Growing mastery of occupation-specific skills

- Professional, academic, and technical skills in a work context
- Set and meet challenging goals
- Practice self-motivation and independence
- How to obtain internships and work experience
- Thorough research and writing skills
- Financial literacy—understanding credit cards, credit scores, and consumer protection

- How to use formal/informal networks to learn and connect
- Work independently; set and pursue short- and -long-term plans; commit to projects and events; strategic and analytical thinking
- Ability to conduct job search and seek advancement opportunities
- Personal and professional branding

- Industry-specific workplace norms
- Growing mastery of occupation-specific skills

- Strong grasp of occupation-specific skills and workplace norms

- Mastery of occupation-specific skills and workplace norms
- Utilize support from adult networks and peers to consider a range of employment and further educational/ training options