

# The Career Development Continuum

## Overview

*Preparing All Youth for Success in College, Career, and Life*

## The Career Development Continuum



Career Development is most effective when youth are provided a sequenced continuum of activities and experiences that address career and college awareness, exploration, and preparation. This is accomplished through a series of classroom activities, workplace exposures, and community experiences over time. Classroom activities support and reflect what's learned in the workplace and community, and workplace experiences support classroom learning. In addition, youth are supported by and provided role models and guidance from families and adults in their communities and neighborhoods. Youth are provided with experiences commensurate with their knowledge, skills, and abilities. These experiences are also compatible with their age and stage of development. In a comprehensive career development system, youth are exposed to a full range of careers and employment opportunities, including those that may or may not be traditional for their ethnicity, race, sex, gender, or background.

### Career Awareness Activities

Career Awareness activities are designed to make youth aware of the wide range of careers and/or occupations that will be available to them in the future. Career Awareness activities help youth become aware of the opportunities that are before them, begin to refine their career interests and goals, understand the skills required for specific occupations or industries, and learn about the expectations of the workplace.

### Career Exploration Activities

Career Exploration activities provide youth with the opportunity to explore fields of interest related to their career goals and/or academic learning. In the workplace, youth work closely with an adult supervisor and participate in appropriate hands-on workplace experiences.

### Career Preparation Activities

Career Preparation activities provide an in-depth discovery of a particular career, linking the skills utilized in the workplace with academic learning. These activities also allow for the development of career and occupationally specific skills.

#### KEY PRINCIPLES

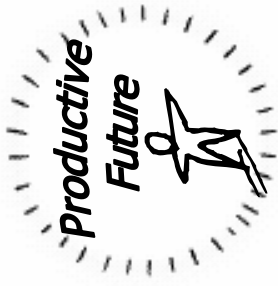
The following key principles support a comprehensive career development system:

- Provide meaningful career development opportunities for all youth
- Engage parents, guardians, and caregivers
- Provide real world work experiences for all youth
- Integrate career development across the curriculum
- Build a connected system
- Allow for flexibility & adaptability
- Measure success and solicit feedback



# Career Development Continuum

*Preparing ALL Youth for Success in College, Career, and Life*



**Educated**

**Engaged**

**Experienced**

**Aware**

**Skilled**

**Prepared**

**Connected**

<b>Career Awareness</b> <i>Learn about a wide variety of jobs and careers</i>	<b>Career Exploration</b> <i>Explore, research, and plan for the future</i>	<b>Career Preparation</b> <i>Gain work experience, education, and training</i>
<p><b>Classroom &amp; School</b></p> <ul style="list-style-type: none"> <li>• Web Research</li> <li>• Guest Speakers</li> <li>• Career Interest Assessment</li> <li>• College &amp; Career Fairs</li> <li>• Career Contextual Instruction</li> <li>• College Awareness</li> </ul> <p><b>Workplace</b></p> <ul style="list-style-type: none"> <li>• Workplace Tours &amp; Field Trips</li> <li>• Career &amp; Job Fairs</li> <li>• Youth in the Workplace</li> <li>• Informational Interviews</li> </ul> <p><b>Families &amp; Neighborhood</b></p> <ul style="list-style-type: none"> <li>• Adult Interaction</li> <li>• Role-Model Observation</li> </ul>	<p><b>Classroom &amp; School</b></p> <ul style="list-style-type: none"> <li>• Career Pathways, Courses, &amp; Clubs</li> <li>• Integrated Curriculum</li> <li>• Classroom Simulations</li> <li>• Career Plan Development</li> <li>• Career-Focused Projects &amp; Assignments</li> <li>• College Exploration</li> </ul> <p><b>Workplace</b></p> <ul style="list-style-type: none"> <li>• Job Shadowing</li> <li>• Career Mentoring</li> <li>• Community Projects</li> </ul> <p><b>Families &amp; Neighborhood</b></p> <ul style="list-style-type: none"> <li>• Risk Taking</li> <li>• Role Playing</li> </ul>	<p><b>Classroom &amp; School</b></p> <ul style="list-style-type: none"> <li>• Core Academic Preparation</li> <li>• Career Technical Courses &amp; Programs</li> <li>• Work Skills Classes</li> <li>• Career-Related Project-Based Learning</li> <li>• Work Ready Certification</li> <li>• Occupational Certifications</li> <li>• College Preparation</li> </ul> <p><b>Workplace</b></p> <ul style="list-style-type: none"> <li>• Work Experience</li> <li>• Internships</li> <li>• Apprenticeships</li> </ul> <p><b>Families &amp; Neighborhood</b></p> <ul style="list-style-type: none"> <li>• Skill Building</li> <li>• Progression of Responsibility</li> </ul>

**0-12**

*Awareness*

*Exploration*

*Preparation*

**13-24**



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## WORKPLACE TOUR

A **Workplace Tour** is a career awareness activity in which students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress. It is conducted at a worksite for small groups of students and should involve preparation in the classroom as well as research by the student.

### Workplace tours are designed to promote:

- Exposure to careers and jobs and
- Building occupational knowledge.

### Success Factors

- Arrange tours for small groups.
- Have students prepare questions in advance.
- Prepare students for the work environment.
- Identify the education or training required and skills needed for various occupations.
- Have students reflect on the occupations they would enjoy the most or least.

### Key Legal, Safety & Health Issues

- Relevant company safety and health rules should be reviewed with students.
- School-sponsored workplace tours are usually considered to be similar to fieldtrips. School district policies regarding transportation, liability insurance and workers' compensation coverage apply. (CA Education Code Section 51769)
- Students and teachers participating in workplace tours should receive relevant safety instruction and gear (e.g., eye goggles, hard hat, gloves).

### Resources (to locate a resource, visit [stc-clearinghouse.com](http://stc-clearinghouse.com) or [nww.org](http://nww.org))

*Take A Closer Look At Worksite Trips And Tours – Worksite 21*  
California Law, Education and Labor Code

<http://www.leginfo.ca.gov/calaw.html>

### REMEMBER... *All Work-Based Learning Experiences Should:*

- Be developmentally appropriate;
- Include an orientation for all parties;
- Identify learning objectives;
- Explore all aspects of the industry;
- Develop the SCANS<sup>1</sup> competencies;
- Assess student performance;
- Provide opportunities for reflection;
- Link to the student's next step;
- Be documented and recorded; and
- Comply with state and federal labor laws.

<sup>1</sup>SCANS is an acronym for the Secretary's Commission on Achieving Necessary Skills, which created *The SCANS Report for America 2000*, issued by the US Department of Labor, April 1992. The report defines a set of skills and competencies necessary for success in the workplace.



## INFORMATIONAL INTERVIEW

An **Informational Interview** is a career awareness activity in which students formally interview a work-place partner or employee about his or her industry and chosen profession. The interview includes discussion of the career itself, the level of education required, and duties and daily activities of the job. The students also explore growth opportunities in the industry and salary ranges for different occupations.

### Informational interviews are designed to promote:

- Exploration of a field of interest;
- Exposure to careers and jobs; and
- Awareness of the academic, technical and personal skills required in particular jobs.

### Success Factors

- Have the student research the occupation prior to the informational interview, develop questions and establish learning expectations and goals.
- Have the student call the employer to arrange the informational interview. Ideally this should take place at the worksite.
- Have the employee share his or her career path and the skills necessary to do the job.
- Have the student reflect on the experience.

### Key Legal, Safety & Health Issues

- School-sponsored informational interviews are usually considered to be similar to field trips. School district policies regarding transportation, liability insurance and workers' compensation coverage apply. (*CA Education Code Section 51769*)

### Resources (to locate a resource visit [stc-clearinghouse.com](http://stc-clearinghouse.com) or [www.nww.org](http://www.nww.org))

*How To Do Informational Interviews* – UC Santa Barbara Counseling and Career Services

California Law, Education and Labor Code

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## **JOB SHADOW**

A **Job Shadow** is a career exploration activity in which students observe the workday of a professional, interact with clients or customers, and attend meetings and other appointments. Job shadows are designed to help students explore a field of interest while developing research skills and building occupational knowledge. A job shadow is conducted at the workplace. It should include a tour of the workplace and the opportunity for students to ask questions of the worker being shadowed throughout the day.

### **Job shadows are designed to promote:**

- Exploration of a field of interest;
- Exposure to careers and jobs; and
- Awareness of the academic, technical and personal skills required in particular jobs.

### **Success Factors**

- Conduct orientations for the student and worksite partners.
- Prior to the job shadow, have the student research the occupation, develop questions and establish learning expectations and goals.
- Have the employee share his or her career path and the skills necessary to do the job.
- Have the student reflect on the experience.

### **Key Legal, Safety & Health Issues**

- The job shadow activity is optimally "a visit to a work place for the purpose of career exploration for no less than three hours and no more than 25 hours in one semester, intersession or summer school session." (CA Education Code Section 51769 b)
- Most California school districts provide workers' compensation coverage for students participating in job shadow experiences. (CA Education Code Section 51769 a)
- Transportation plans are the responsibility of the school. Many districts favor students taking public transportation. In all cases, the school as well as the parents or guardian should approve transportation plans.
- Students participating in job shadowing activities can participate in mock situations, shadow employees or even participate in the operations of the workplace as long as the person typically responsible for the duty is observing the students' actions. (US DOL Fact Sheet No. 013, *Employment Relationship Under the Fair Labor Standards Act*)

### **Resources** (to locate a resource visit [stc-clearinghouse.com](http://stc-clearinghouse.com) or [nww.org](http://nww.org))

*Job Shadow Guidebook for Students & Teachers* – San Diego School-to-Career Partnership

*Job Shadowing: How to Have a Successful Groundhog Job Shadow Day* – Monster.com

*Take a Closer Look at Job Shadows* – Worksite21

California Law, Education and Labor Code

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*This factsheet is part of the Work-Based Learning Toolkit and is intended to provide an overview of relevant quality, safety and legal issues relating to work-based learning placements at the time of publication.*

*It is not intended to provide comprehensive information nor to serve as a substitute for appropriate legal advice.*

*To access the complete toolkit, visit [www.stc-clearinghouse.com](http://www.stc-clearinghouse.com) or [www.nww.org](http://www.nww.org)*



## CAREER MENTORING

## FACTSHEET

**Career Mentoring** is a career exploration activity in which the student is matched one-to-one with an adult professional in a chosen field of interest to explore a career and related issues. The career mentor serves as a resource for the student by sharing insights and providing guidance about the workplace, careers and education. The career mentor critiques the student's work, problem solves with the student and works in consultation with the school and the workplace. The development of a trusting relationship between the student and the mentor is the key to a successful experience. Career mentoring relationships should be at least six months in duration and include structured activities as well as career- and education-related activities agreed to by the school, workplace and student.

### Career mentoring experiences are designed to promote:

- Exploration of a field of interest;
- Students' exposure to jobs, careers and working adult role models;
- Development of pre-employment and work maturity skills;
- Building occupational knowledge; and
- Opportunities to build mentor/mentee relationships.

### Success Factors

- Develop clear, written policy and procedures materials for all parties.
- Match students with career mentors based on career interest and personality. Allow the mentor and mentee to interview and select each other.
- Have the student and career mentor set and communicate expectations that are assessed on a regular basis.
- Provide ongoing support and training for career mentors.

### Key Legal, Safety & Health Issues

- Career mentoring should focus on career exploration, training and related education.
- Mentoring should take place at the school, workplace or an approved outing.
- Career mentors that participate in activities with students outside the workplace may need to be fingerprinted in accordance with school district policy. (*CA Education Code Section 32390*)

### Resources (to locate a resource visit [stc-clearinghouse.com](http://stc-clearinghouse.com) or [nww.org](http://nww.org))

*Handbook for Mentors* – East Union High School District

*Implementation Guide for Academy Teachers and Staff* – East Union High School District

*Career Mentoring Program* – Student Handbook – San Francisco Unified School District

*A Handbook for HP (Tele)Mentors* – Hewlett Packard

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## SERVICE LEARNING

**Service Learning** is a career exploration activity in which the method of teaching and learning combines academic work with service and social action. Students complete a planned series of activities and apply their skills and knowledge to help meet a need in the school or greater community. Service learning projects may be individual, team or classroom oriented.

### Service learning experiences are designed to promote:

- Building academic and workplace skills;
- Exposure to careers and jobs;
- Building occupational knowledge; and
- Awareness of civic responsibility.

### Success Factors

- Allow students to design and select the service learning activity.
- Provide classroom preparation for service learning.
- Have students conduct preparatory research and report on the community need.
- Provide opportunities for students to reflect on their learning and contribution to the community.

### Key Legal, Safety & Health Issues

- Under both state and federal wage and hour laws, students cannot be required to complete unpaid service learning, community service or volunteer activities. (*Fair Labor Standards Act Section 3 (e)(4)(A)(i)*)

### Resources (to locate a resource visit [stc-clearinghouse.com](http://stc-clearinghouse.com) or [nww.org](http://nww.org))

*Report of the Superintendent's Service Learning Task Force*

*Service Learning 2000 Center*

*Youth Service California*

*National Service Learning Clearinghouse*

California Law, Education and Labor Code

<http://www.cde.ca.gov/calserve/>

<http://www.yscal.org/sl2000.html>

<http://www.yscal.org>

<http://www.servicelearning.org>

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## PAID WORK EXPERIENCE

**Paid Work Experience** is a career preparation activity in which students are at a worksite doing real work for pay. They are held to the same expectations as all employees. The workplace supervisor conducts evaluations based on workplace expectations and performance. These experiences range from regular, paid employment to subsidized employment and learning-rich work experience.

### Work experiences are designed to promote:

- Exposure of the student to careers and jobs;
- Development of pre-employment and work maturity skills; and
- Building occupational knowledge and technical skills.

*Learning-Rich Work Experience* is a career preparation activity that is highly structured to promote learning through paid work. Students participate in planning the work and problem solving. Worksite supervisors act as coaches. The experiences are generally based on projects (instead of tasks) where students interact with other employees, often work in teams and are paid an appropriate wage.

In addition to the desired elements of paid work experience, learning-rich work experiences are designed to promote:

- Facilitation of an active learning process;
- Exploration of a career field of interest;
- Development of research and project-based skills;
- Development of teamwork skills; and
- Development of the SCANS<sup>1</sup> competencies.

### Success Factors

- Assist students with making connections between workplace duties and related coursework.
- Provide students with training about potential workplace hazards and how to protect themselves.
- Enhance the work permit process by offering workshop training to enable students to make connections to work-based learning as well as orienting students about legal, safety and health issues.
- Arrange for students to receive academic credit for learning completed on the job.

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### **Subsidized Work Experience**

In some programs, the student's wages are subsidized (i.e., not paid by the workplace, but by the program through an outside funding source, usually a state- or federally funded program). In these cases, the program is the actual employer, subsidizes all wages and is responsible for taxes and workers' compensation insurance. Students must be paid at least the California minimum wage for all hours worked.

### **Key Legal, Safety & Health Issues**

- The employer or the entity responsible for student wages is also responsible for all taxes, liability and workers' compensation coverage.
- The student should be oriented to all safety and health issues.
- The California Department of Education sponsors Work Experience Education, which has specific program components, definitions and regulations regarding work-based learning activity conducted through the program. For more information review the factsheet titled "Work Experience Education." (*CA Education Code Section 51760*)

### **Resources** (to locate a resource visit [stc-clearinghouse.com](http://stc-clearinghouse.com) or [www.org](http://www.org))

*The Work-Learning Process: What Every Worksite Supervisor Should Know* – Strumpf Associates

*Worksite Handbook* – Mayor's Youth Employment & Education Program

California Law, Education and Labor Code

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## APPRENTICESHIP

**Apprenticeship** is a career preparation activity designed to prepare an individual, generally a high school graduate, for careers in the skilled crafts and trades. Apprenticeships consist of paid, on-the-job training supplemented by related classroom instruction. Apprenticeship training usually requires one to five years to complete, depending on which occupation is chosen.

State and federal registered apprenticeship programs are work-based education partnerships between industry, labor, education and government. Apprenticeship is industry driven and provides an effective balance between on-the-job training and classroom/laboratory instruction needed to develop marketable knowledge and skills in one of the over 200 apprenticeable occupations in California and over 800 apprenticeable occupations nationally. There is a broad span of occupations from low tech to high tech in fields including medical, trades, crafts and technology. Apprenticeships can be in almost any occupation in which an employer wants to have thoroughly knowledgeable and skilled employees who desire to climb the career ladder via the earn-and-learn apprenticeship model.

Classroom and laboratory instruction is required in all registered apprenticeship programs. In California the instruction is tuition free to the apprentice and employer. Instruction is provided by a community college, an adult school or a Regional Occupational Centers and Programs school. Some apprenticeship programs lead to an associate degree from a California community college.

This factsheet focuses on the *registered* apprenticeship programs wherein the apprentice is trained, paid and receives benefits according to state and federal apprenticeship laws.

### Apprenticeships are designed to promote:

- Competence in industry-based skill standards and the ability to obtain a meaningful job that provides a family with a sustainable wage and benefits package;
- Portability across the United States, allowing a journeyman certificate to be fully recognized by employers; and
- Advancement on the career ladder into positions in supervision, management and company ownership.

The terms "apprenticeship" and "apprentices" refer to those programs and individuals registered as approved by either the California Department of Industrial Relations' Division of Apprenticeship Standards or the United States Department of Labor's Bureau of Apprenticeship and Training.

Registered apprentices fall into two categories of time spent each year in on-the-job training, part-time and full-time as follows.

#### 1. Part-Time Apprenticeship Training

The part-time apprenticeship training category is for apprentices who are primarily involved in studying a career pathway at a high school or community college and work as an apprentice up to half-time during the school year. They may work full-time as an apprentice during the summer. There are very few of these programs in California and the enrollment is quite small.



## 2. Full-Time Apprenticeship Training

The full-time apprenticeship training category is for apprentices who are involved in full-time on-the-job training and are enrolled part-time in the employer-selected, apprenticeship-related and supplemental instruction classes, which comprise classroom and laboratory instruction at a community college, adult school or Regional Occupational Center and Programs school. The classroom/laboratory training lasts for the entire length of the apprenticeship program.

The major portion of funding for the entire apprenticeship is provided by industry with the state of California providing some funding for the classroom/laboratory instruction.

### Success Factors

- Develop apprenticeship programs with local and/or state apprenticeship councils.
- Develop apprenticeship programs in high-growth industries in your region, supported by local chapters of organized labor.
- Utilize the resources of Regional Occupational Centers and Programs and local community colleges to deliver classroom/industry instruction.

### Key Legal, Safety & Health Issues

- The apprentice receives health insurance and other benefits, including a pay scale that increases at each higher skill level or period, and is covered by all state and federal employment laws and regulations governing safety and health.

### Resources (to locate a resource visit [stc-clearinghouse.com](http://stc-clearinghouse.com) or [nww.org](http://nww.org))

*School to Career/Apprenticeship - Orientation to Apprenticeship: A Guide for Educators* – California Apprenticeship Council

*Orientation to Apprenticeship: Resource Guide* – California Apprenticeship Council

*San Diego County Skilled Construction Trade Apprenticeship Resource Manual* – San Diego Workforce Partnership

*Workforce Tool Kit: The Resource for Employers* – U.S. Department of Labor

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