



GETTING
STARTED

ORGANIZATIONAL
STRUCTURE

HOST
OUTREACH

ONBOARDING

DURING

WRAPPING
UP

CAREER DEVELOPMENT EXPERIENCE TOOLKIT



Education Systems Center
NORTHERN ILLINOIS UNIVERSITY

This document has been created by Education Systems Center in partnership with the Illinois Department of Commerce and Economic Opportunity and the Illinois State Board of Education.



ABOUT EDUCATION SYSTEMS CENTER

The mission of Education Systems Center (EdSystems) is to shape and support education and workforce systems that prepare more young people for productive careers and lives in a global economy. EdSystems leads and manages the Illinois P-20 Council's College and Career Readiness Committee, which drove the development and adoption of the Postsecondary and Workforce Readiness Act. EdSystems is supporting communities across Illinois in implement college and career pathway systems that incorporate high quality Career Development Experiences.

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College and Career Readiness (CCR) is a dedicated team of education professionals working to provide high-quality educational programs, resources, and training for all Illinois students, teachers, and administrators. To support and enhance the development of college and career ready students, the CCR division provides a blend of academic and career and technical educational guidance, leadership, and technical assistance to local districts and regional staff. Learn more [here](#).

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INTRODUCTION

TOOLKIT PRIMARY PURPOSES



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 Skills](#)



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 about how these examples might be modified to fit into their own unique contexts

BACKGROUND & MATERIALS PROVIDED WITHIN

Both the Career Development Experience Toolkit guide and online resources adhere to the framework of the [Postsecondary and Workforce Readiness Act for College and Career Pathway Endorsements](#) (CCPE). While these materials adhere to the CCPE Framework (Figure 1) for high school students, they are also meant to serve any organization that seeks to provide rigorous work-based learning opportunities to youth.

Resources and best practices from communities included in this toolkit have been developed as a result of active engagement and continuous learning through implementation of innovative ideas and methods to best serve the needs of their local region. These communities have encountered both successes and setbacks that have further informed their practices, allowing them to influence and teach others through their lessons learned. It is no small feat to establish all of the components of a Career Development Experience and create an opportunity that ultimately shapes life trajectories and strengthens communities.

The materials and information within this toolkit serve to provide guidance regardless of where an organization is at in terms of establishing and running a Career Development Experience program. Each section of the toolkit can be referred to separately or as a whole to inform current practices. This toolkit is meant to enhance, rather than supplant, any current practices to ensure that they are meeting the requirements of state frameworks and providing high-quality, rigorous, work-based learning experiences.

Note: A Career Development Experience is statutorily defined in the PWR Act and is included in the Illinois Career Pathways Dictionary as part of Illinois' broader work-based learning continuum. **Guidance provided in this document is applicable to any supervised work experience** regardless of whether it is applicable toward a College and Career Pathway Endorsement or as a College and Career Readiness Indicator. Typical terms associated with a Career Development Experience include internships, school-based enterprises, supervised agricultural experiences, and youth apprenticeships, to name a few.

OVERVIEW: COLLEGE AND CAREER PATHWAY ENDORSEMENTS

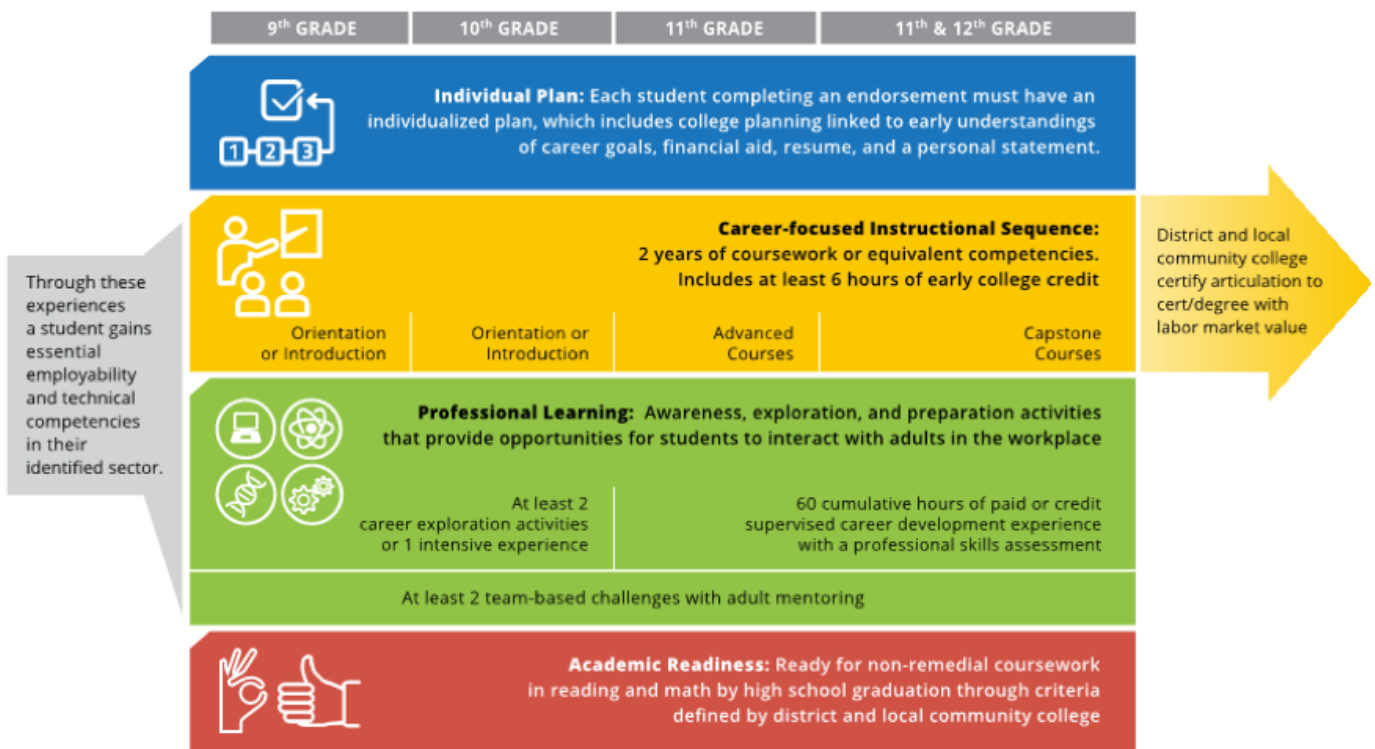
The Postsecondary and Workforce Readiness (PWR) Act, signed into law in 2016, takes a student-centered and competency-based approach to helping students achieve college and career readiness. The PWR Act identified four components to improve the alignment and transition from high school to-and through-college and into careers. One of those components is the College and Career Pathway Endorsement (CCPE), which provides an innovative way for school districts to validate the hard work of students preparing for life after high school.

The PWR Act establishes a voluntary system for school districts to award College and Career Pathway Endorsements on high school diplomas to demonstrate students' readiness for college and careers through completion of instruction and professional learning experiences in a selected career interest area, including career exploration and development. These College and Career Pathway Endorsements require an individualized learning plan, career-focused instruction, career exploration activities, and 60 hours of internships or similar experiences ("Career Development Experience" as defined in the Act).

Currently, over 100 high schools are in the early implementation stages of Endorsement systems and are supported by EdSystems and the Illinois 60 by 25 Network to plan and prepare for offering Endorsements utilizing the following framework:

FIGURE 1

College and Career Pathway Endorsement Framework



OVERVIEW: COLLEGE AND CAREER PATHWAY ENDORSEMENTS

Along with this framework, State agencies have adopted seven Pathway endorsement areas that organize the national career cluster framework into the following groupings:




For six¹ of these seven areas, EdSystems and JFF have collaborated with industry leaders to define key technical, essential employability, and entrepreneurial competencies that should be developed through coursework and professional learning experiences.² College and Career Pathway Endorsements will serve to denote that a Participant has, through their coursework and professional learning, developed the technical, essential, and entrepreneurial competencies in their relevant area.

Recommended Technical and Essential Employability Competencies (Pdf)

TOP 10 CROSS-SECTOR ESSENTIAL EMPLOYABILITY COMPETENCY STATEMENTS		ENTREPRENEURIAL COMPETENCIES
Teamwork & Conflict Resolution	Students can use their understanding of working cooperatively with others to complete tasks, assignments and achieve mutual goals.	Principles of Entrepreneurship Students can apply their understanding of the process, key characteristics of business development and processes in order to apply strategies of innovation to personal and professional business pursuits.
Communication	Verbal: Students can use their understanding of frequency, volume and audio, listening, hearing and speaking to convey information and be understood by others. Written: Students can use their understanding of student business English to convey that written work to clear their thinking and demonstrate correct Digital: Students can use their understanding of email, hyperlinks and preparing and digital media to convey work that is clear, direct, courteous, and professional in tone.	Innovation & Invention Students can use their understanding of this process, design thinking, product and business development to create to introduce and process new and innovative ideas.
Problem Solving	Students can use their critical thinking skills to generate and evaluate solutions to that related to the needs of the team, customer, and company.	Growth Mindset Students can use their understanding of learning from challenges, setbacks, and failures to make their own changes and continue efforts to achieve personal goals.
Decision Making	Students can use their understanding of problem solving to implement and communicate solutions.	
Critical Thinking	Students can use their understanding of logic and reasoning to analyze and address problems.	
Adaptability & Flexibility	Students can use their understanding of workplace change and safety to be open to new ideas and handle ambiguity.	
Initiative & Self-Drive	Students can use their understanding of goal setting and personal impact to achieve professional goals and understand personal impact.	
Reliability & Accountability	Students can use their understanding of commitment, time management, and follow through to meet deadlines and address feedback promptly and meet collective goals.	
Cultural Competence	Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.	
Planning & Organizing	Students can use their understanding of time management to plan effectively and successfully assigned tasks.	

TOP 10 TECHNICAL COMPETENCY STATEMENTS FOR ADVANCED MANUFACTURING & ENGINEERING	
Equipment Safety	Students can use their understanding of equipment design, practices, and procedures to maintain a healthy, safe, and secure work environment.
Manufacturing Environment	Students can use their understanding of workstations, tools, and equipment operations to safely navigate a manufacturing environment.
Personal Health & Safety	Students can use their understanding of personal safety and environmental regulations to comply with lock, tag-out, and company health/safety demands.
Spatial Reasoning	Students can use their understanding of objects in relation to one another to understand three-dimensional imaging.
Process, Design, & Development	Students can use their understanding of technical drawings and schematics to complete the design and development process.
Installation	Students can use their understanding of tools to assemble and disassemble simple tools.
Customer Focus	Students can use their understanding of communication and project management to understand client needs and complete project accordingly.
Quality Assurance & Continuous Improvement	Students can use their understanding of product and process to meet quality systems requirements as defined by national specifications.
Digital Manufacturing	Students can use their understanding of digital manufacturing tools and computer-based programs to complete the design and develop implementation process.
Supply Chain Logistics	Students can use their understanding of materials, suppliers, and internal systems to plan and monitor movement and storage of materials and products.



1 While technical competencies for Agriculture, Food, and Natural Resources have not been developed, extensive curriculum resources and supports have been developed by the Illinois Leadership Council for Agricultural Education (ILCAE), available at agriculturaleducation.org.

2 Link to full document of technical and employability competencies: [Recommended Technical and Essential Employability Competencies](#)

WHAT IS A CAREER DEVELOPMENT EXPERIENCE?

This toolkit focuses on the “Career Development Experience” as articulated in the PWR Act. Career Development experiences are also part of Illinois’ broader work-based learning (WBL) continuum:



These WBL continuum elements have statutory definitions included in the [Career Pathways Dictionary](#), which also includes the overarching Illinois State definition for Career Pathways. It also defines terms essential to career pathway program and system elements. These definitions have been developed and refined through research, stakeholder engagement, and thoughtful alignment to a variety of efforts—especially the Workforce Innovation and Opportunity Act (WIOA), the Illinois Every Student Succeeds Act (ESSA) State Plan, and the Illinois Postsecondary and Workforce Readiness (PWR) Act.

The Career Development Experience can refer to a broad array of experiential learning. However, for an experience to count toward a student’s Pathways endorsement, it must include the components included in the statutory definition of the [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 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 (or both);**
- 4. Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework;**
- 5. Includes a Professional Skills Assessment of skill development and is utilized as a participant feedback tool; and**
- 6. Takes place for a minimum of 60 total cumulative hours**

IMPLEMENTATION GUIDANCE

Career Development Experiences may include any of the following examples, provided the experience meets the six definitional criteria described in the previous page:

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

However, a Career Development Experience may not consist solely of technical training by an education provider.

TECHNICAL & ESSENTIAL EMPLOYABILITY COMPETENCIES

The Career Development Experience should relate to a Participant's career area of interest and help them develop the related technical competencies as well as the essential employability and entrepreneurial competencies. The [CCPE Technical and Essential Employability Competencies](#) serve as quality indicators of an individual's readiness to enter an industry or to pursue further education. Competency statements apply to current industry needs, contain both employability skills and technical skills, and leave opportunity for specialized training and career advancement. For further guidance on competency-based education, please refer to the [Illinois State Board of Education's competency-based education resources](#).

Competencies are organized into two broad categories: essential employability and technical competencies. Essential employability competencies, often called employability or "soft" skills, are workplace dispositions and attitudes connected to often-performed work tasks and behaviors. Applicable across many industries and relevant to the Career Development Experience, employability competencies include the ability to connect industry knowledge to one's personal efficacy in the workplace. A core element of essential employability competencies also includes entrepreneurial skillsets focused on growth mindset and the ability to innovate in the workplace for both personal and professional pursuits. Technical competencies relate to specific industry knowledge and skills and the ability to apply that learning in a workplace environment. Taken together, the universal employability competencies and sector-specific technical competencies will inform how professional learning experiences, including the Career Development Experience, are designed.



The required 60 hours for the Career Development Experience can be completed using a variety of models. Below are some examples of the ways students accumulate CDE hours:

Micro-Internships

30 hours over a 1-4 week period

Semester-Long

5-10 hours per week for 16 weeks

Summer

10-15 hours per week for 6 weeks

See the "Getting Started" within this toolkit for more detailed information on how communities throughout the state are implementing CDE models.

HOW TO USE THIS TOOLKIT



This toolkit is meant to serve multiple audiences – from Organizations/communities just beginning to develop Career Development Experiences to those who are looking to enhance their offerings and ensure they are tied to real-world skills and opportunities for Participants.

The toolkit is organized from early implementation stages through each critical moment of the CDE experience, highlights best practices and resources from across Illinois as well as nationally. Each toolkit section is applicable whether a Career Development Experience is well developed or barely getting off the ground. This toolkit also includes references to supporting special groups, modifying for out-of-school youth, and recommendations to ensure equity in the experiences provided.

This document is not intended to be exhaustive; instead it is a gathering of best practices and resource sharing from communities doing incredible work throughout the state of Illinois and nationally. We hope communities will apply, repurpose, and utilize these resources to provide meaningful and robust Career Development Experiences that ultimately prepare youth to be college and career ready.

TOOLKIT TERMINOLOGY

Participant

The individual who will participate in the CDE: high school student, opportunity youth, participant in a non-profit/community-based youth development program, etc.

Managing Organization or Organization

Lead entity working to organize and coordinate the delivery of CDEs to Participants: school, non-profit or community-based organization, chamber of commerce, other public/private institutions, religious organization, etc. May also be a convening organization or intermediary in a community.

Host

Typically thought of as the employer, the company or Organization providing the workplace or authentic working conditions for a Participant to complete their CDE.

THE “WHYS” FOR A CAREER DEVELOPMENT EXPERIENCE

Before you begin diving in to the content of this toolkit, consider the reasons for participating in a Career Development Experience. CDEs are no easy task to implement in a quality manner that leads to rewarding and successful results for both Participants and Hosts. Managing Organizations take on a necessary challenge in offering these opportunities, but need to have a plan for how they will communicate the impact of CDEs for the Participants and Hosts they work closely with to ensure meaningful engagement. The following “Whys” are common motives for participation in a CDE, and Managing Organizations should consider their unique contexts and provide additional detail to those items listed here to further communicate the impact of their CDEs on Participants and Hosts, as well as considering how the larger community is affected.

PARTICIPANTS

Why should Participants complete a Career Development Experience?

- Engage in authentic, hands-on tasks related to their career interest area
- Receive one-on-one mentorship and guidance from industry experts
- Discover the various pathways and requirements to obtain employment in their career interest area
- Determine whether their career interest area is a good fit for them (a successful CDE also includes those that redirects a Participant’s career pathway!)
- Develop a network of professionals and industry experts that can lead to accessing future opportunities

HOSTS

Why should Hosts provide a Career Development Experience?

- Provide training and supports tailored to their workforce needs to build highly skilled individuals
- Gain new perspectives and insights on current practices from an individual who has typically completed work-based learning in other related industry area spaces beforehand
- Enhance or develop a collaborative relationship with Managing Organizations to ensure that systems and needs are aligned
- Influence the pathways of individuals interested in pursuing careers in their industry
- Serve as a steward for continued economic growth and access to opportunities for meaningful employment in their region

Throughout the Career Development Experience, Participants and Hosts should spend intentional time reflecting on the above items to ensure continued engagement that leads to the intended benefits of the CDE. This toolkit will outline multiple ways that these reflection moments can occur before, during, and after the CDE for Participants and Hosts to consider the impact that the CDE has had on them.

Ultimately, a CDE should be an enjoyable and rewarding experience for Participants and Hosts. So while you’re reading this material and thinking critically about your programs, consider the ways for Participants and Hosts to just have some fun along the way as well. We look forward to the ways that this material will be utilized, repurposed and shared to enhance CDEs throughout all communities!

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GETTING STARTED

Creating a Quality Career
Development Experience

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Models for Implementation

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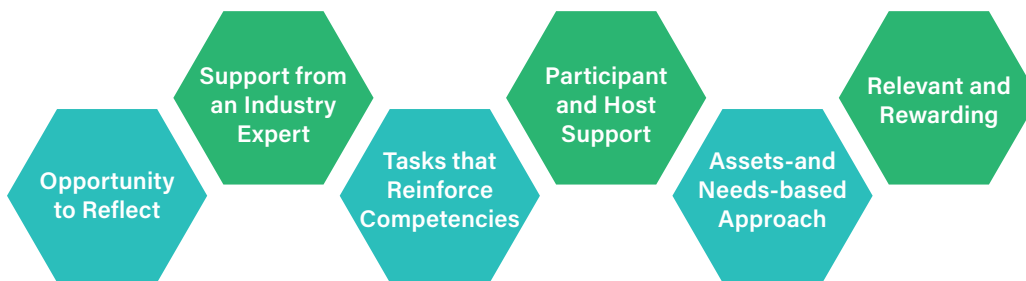
Needs of the Local Labor Market

Pg. 23

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.

TOOLKIT TERMINOLOGY

The terms "Participant," "Managing Organization," "Organization," and "Host" used throughout this section address the audiences included in the Introduction



CREATING A QUALITY CAREER DEVELOPMENT EXPERIENCE

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



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.

CREATING A QUALITY CAREER DEVELOPMENT EXPERIENCE

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

Location of CDEs

- Are they strategically located to provide a variety of accessible sites for all Participants?
- How will Participants be supported to meet the transportation needs of getting to Host site?

Access to Information

- Have all Participants been provided the same information and options regarding CDE opportunities?
- How and where is information being delivered so that all potential Participants are aware of CDEs?

Supports to Succeed

- What tailored supports are available for each special group represented by Participants?
- How are Participants assessed to determine any specific needs and/or supports to complete the CDE?

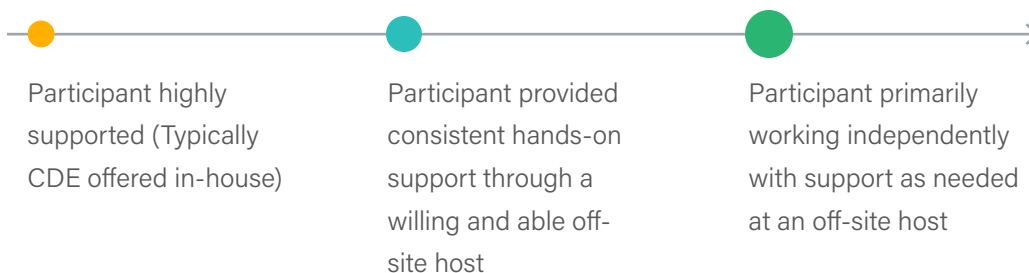


ENGAGING DIVERSE POPULATIONS

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.

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 system³ 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.



³ Link to the [D214 Career Pathways Guide](#) for more detail on their tiered system (p.79)

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](#)

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.

MODELS FOR IMPLEMENTATION

	INTERNSHIP	MICRO-INTERNSHIP
TYPE OF CDE	INTERNSHIP	MICRO-INTERNSHIP
DESCRIPTION OF MODEL	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	Short-term professional assignments that can take place year-round and typically range from 5-40 total hours of work to accommodate Participant schedules
COMMUNITY EXAMPLE	RUSH University Medical Center – REACH MedSTEM Pathways	Streamwood Career Exploration Program
SCHEDULE & LENGTH OF PROGRAM	20 hours per week for 6 weeks. Participants complete in the summer	5 days, 6.5 hours per day. Occurs over participant's Spring Break.
TOTAL # OF HOURS	120 weeks	32.5 days
HOST COMMITMENT	Hospital staff volunteer based on schedule availability and rotate to provide hands-on support to Participants	Staff member assigns project deliverables and consults on Participant project development process
TYPICAL PARTICIPANT EXPERIENCE	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.	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.
LOCATION	Hospital site; placement varies by departmental needs	Participants are placed with a range of local Organizations.
CREDIT VS. COMPENSATION	Paid	Paid
LINK(S) FOR MORE INFORMATION	MedSTEM Internship	Daily Herald article Village of Streamwood

MODELS FOR IMPLEMENTATION

	SCHOOL-BASED ENTERPRISE (SBE)	SUPERVISED AGRICULTURAL EXPERIENCE
TYPE OF CDE	SCHOOL-BASED ENTERPRISE (SBE)	SUPERVISED AGRICULTURAL EXPERIENCE
DESCRIPTION OF MODEL	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	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.
COMMUNITY EXAMPLE	District 211 – Family and Consumer Sciences, Practices in Entrepreneurship	SAEs are a required component of an agriculture education program and intended for every student
SCHEDULE & LENGTH OF PROGRAM	One semester, two-period course	Varies depending on program model/ Typically done outside of classroom hours
TOTAL # OF HOURS	Participants typically engaged in the CDE component 2-5 hours per week.	Varies depending on program model
HOST COMMITMENT	Participants are supervised by their course instructor(s)	Formulated by the Participant with the support of parent/guardians, Hosts, and the agricultural instructor
TYPICAL PARTICIPANT EXPERIENCE	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.	<p>Entrepreneurship- Own and operate a business by planning, implementing, operating, managing finances, and assuming risk for an enterprise</p> <p>Placement- Work, volunteer, and/or serve in an workplace setting</p> <p>Research and Experimentation- Choose an agricultural problem and design a plan to investigate and analyze.</p> <p><i>All of the above: keep records of business related and personal time and finances for personal growth and literacy</i></p>
LOCATION	In-school	Varies depending on program model
CREDIT VS. COMPENSATION	College credit with local community college	Can receive educational credit, service credit, and/or compensation
LINK(S) FOR MORE INFORMATION		<p>National Council - SAE Philosophy and Guiding Principles</p> <p>Explore SAE</p>

MODELS FOR IMPLEMENTATION

	COOPERATIVE EDUCATION	RESEARCH INTERNSHIP
TYPE OF CDE	COOPERATIVE EDUCATION	RESEARCH INTERNSHIP
DESCRIPTION OF MODEL	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	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
COMMUNITY EXAMPLE	Lake Park High School District – Cooperative Marketing Education	Field Museum – Digital Learning Internship
SCHEDULE & LENGTH OF PROGRAM	2-semester long program, one class period with early release last period of the day to complete hours at Host site	Monday to Friday for 6-weeks, 6.5 hours per day. Takes place during the summer
TOTAL # OF HOURS	Typically 15 hours per week (flexible schedule based on Host site), up to 540 hours for both semesters	195
HOST COMMITMENT	Provide at least 15 hours of work per week and pay students. Participate in an evaluation meeting twice per semester.	Provide training and coaching on items as needed for Participant's projects and tasks
TYPICAL PARTICIPANT EXPERIENCE	In-school study of life skills such as communication, interviewing, and preparation for college and careers as well as early release for students to work real jobs in the community. Students are matched to jobs through school.	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.
LOCATION	Hybrid: In school/on-site at Host	Field Museum, Chicago, IL
CREDIT VS. COMPENSATION	0.5 credit per semester for the class component, 1 credit per semester for the job component.	Paid
LINK(S) FOR MORE INFORMATION	LPS – Cooperative Education	Field Museum – Digital Learning Internship

MODELS FOR IMPLEMENTATION

	REMOTE WORK FOR A CLIENT OR HOST	STUDENT-LED ENTERPRISE
TYPE OF CDE		
DESCRIPTION OF MODEL	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.	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
COMMUNITY EXAMPLE	Chicagoland Chamber of Commerce Foundation – STEM Internship Program	INCubatoredu
SCHEDULE & LENGTH OF PROGRAM	Monday to Friday, 7-weeks, 20-25 hours per week. Takes place in the summer	2-semester course
TOTAL # OF HOURS	140-175	Follows course hours and schedule
HOST COMMITMENT	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.	Entrepreneurs and industry experts serve as volunteer coaches and mentors guiding student teams through the processes of developing hypotheses about a business concept, testing those hypotheses, adapting, and continually learning and improving.
TYPICAL PARTICIPANT EXPERIENCE	Participants build websites, create digital multimedia presentations, and develop social media platforms.	Participants define the opportunity, create solutions, and embrace the outcome, even if they cannot succeed
LOCATION	Students work remotely at the Chicagoland Chamber of Commerce	Location where course offered
CREDIT VS. COMPENSATION	Credit	Credit
LINK(S) FOR MORE INFORMATION	The Chicagoland Chamber of Commerce Foundation	INCubatoredu

MODELS FOR IMPLEMENTATION

TYPE OF CDE	REGISTERED APPRENTICESHIP ⁴
DESCRIPTION OF MODEL	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
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


GUIDEBOOK OF PROFESSIONAL LEARNING EXPERIENCES WITHIN INFORMATION TECHNOLOGY (IT)

The Illinois Science and Technology Coalition partnered with EdSystems and the 60 by 25 Network to develop a guidebook of professional learning experience examples within IT, organized by team-based challenges and career development experiences. Each example includes a summary of the program/experience, timeline for implementation, funding model, impact, and case study examples of successful activity.



⁴ Detailed information on apprenticeship programs can be found through the U.S. [Department of Labor Apprenticeship site](#)

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.

CREATING A QUALITY CAREER DEVELOPMENT EXPERIENCE

CDE ONLINE
TOOLKIT RESOURCES1 [WIOA Regional Planning resources](#)2 [Illinois Department of Employment Security – Labor Market Information](#)3 [Pathways to Prosperity: Work-Based Learning Intermediaries](#)4 [Jobs for the Future \(JFF\): Work-Based Learning Delivery Systems, Intermediary Design, Diagnosis, and Improvement](#)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](#)10 [Labor Market Information: Step-by-Step Guide](#)



ORGANIZATIONAL STRUCTURE

Staffing Considerations *Pg. 26*

Staff Professional Development *Pg. 29*

Space Usage and Scheduling *Pg. 32*

Transportation *Pg. 33*

Data Collection *Pg. 34*

Legal Considerations *Pg. 39*

STAFFING CONSIDERATIONS

Before officially starting a CDE, the Managing Organization should examine the division of roles and responsibilities among their current staff. Depending on your previous programming or approach, your Organization may begin to engage with new stakeholders in the community as you implement your CDE, which might have implications for the skills you need from staff. While you may have a strong approach to your Participant supports, deeper engagement with Hosts and local community Organizations might require different skills and relationships for a successful partnership.

TOOLKIT TERMINOLOGY

The terms "Participant," "Managing Organization," "Organization," and "Host" used throughout this section address the audiences included in the Introduction



ITEMS TO CONSIDER

The following responsibilities for coordinating a CDE should be reviewed and distributed as applicable among current or new staff roles within a Managing Organization:

	Participants	Hosts
OUTREACH	<ul style="list-style-type: none"> Form a cohort of Participants Determine needs of Participants: <ul style="list-style-type: none"> –Supports/Accommodations –Competency mastery levels –Pathway/Career Interests 	<ul style="list-style-type: none"> Present the CDE program and establish expectations Initial site assessment to determine capability of offering CDE
ONBOARDING	<ul style="list-style-type: none"> Complete any required forms and/or HR procedures as required by Host Set professional expectations through pre-CDE training 	<ul style="list-style-type: none"> Review CDE Agreement Train any Host staff working directly with Participant(s) Identify any HR requirements for Participants
DURING	<ul style="list-style-type: none"> Monitor and assess growth in essential employability and technical competencies Troubleshoot any issues/concerns Perform site visits on both to: Site visit to check-in on experience 	<ul style="list-style-type: none"> Ensure meeting expectations of CDE and Participant supports Troubleshoot any challenges Perform site visits" on both to: Site visit to check-in on experience
WRAPPING UP	<ul style="list-style-type: none"> Data collection Discussion of their feedback and assessments Incorporate CDE into portfolio and/or resume 	<ul style="list-style-type: none"> Data collection Obtain feedback and evaluations for future CDE improvements Conversations about renewal for subsequent CDEs

STAFFING CONSIDERATIONS

POINTS OF CONTACT

Establishing points of contact for Participants and Hosts provides clear lines of communication, ensuring that all needs and questions are addressed. The ability to respond in a timely and accurate manner is crucial to forming and building trusting relationships. Points of contact should be knowledgeable of all facets of the CDE program and creative in their ability to address the unique needs of Participants and Hosts. This will ensure successful and sustainable CDE partnerships.

Before a Participant begins their CDE, typically all communication between the Host and the Participant are delivered to and filtered through the Organization. Once a CDE has started, a direct communication line will likely build between the Participant and their Host. However, there will still need to be a constant point of contact from the Organization to ensure that expectations are being met and that a consistent Organizational staff member is available to support throughout the duration of the program.

Points of contact at the Organization may be an individual staff member or a set of well-coordinated team members for the Host to connect with directly. There should also be clear lines of communication among points of contact within an Organization. While they might specialize in serving either Participants or Hosts, Managing Organizational staff's ability to understand the needs and lens of one another will result in action that benefits all parties involved.

**POINTS OF CONTACT COMMUNITY EXAMPLES****Chicago Public Schools****Instructor of Record**

- Manages and records grades for classroom experience for students participating in CDEs
- Communicates most frequently with Participants and Managing Organization to relay school specific needs

District 214**Partnership Manager**

- Develops and support Host relationships
- Keeps records of communication and history working with Hosts

North Chicago**Program Coordinator**

- Promotes CDE and assists Participants with form completion along with needs such as transportation
- Supervises CDE and works directly with Hosts to troubleshoot issues

STAFFING CONSIDERATIONS

CDE ONLINE TOOLKIT RESOURCES

1 

[District 214 Partnership Manager Role Description](#)

STAFF PROFESSIONAL DEVELOPMENT

All Organizational staff who work with the CDE program should understand the value of a Participant's engagement in a CDE and how it will develop essential employability and technical competences and connect Participants to future opportunities along their career pathway. It is also helpful for Organizational staff to have a general understanding of the labor market and which occupations have growth potential in their local community. All Organizational staff should be able to have informed conversations with any Participant, Host, or interested stakeholder regarding the CDE program.

Engagement opportunities for professional development include

Learning Like a Participant

- Working with local community colleges to engage directly in technical competencies through courses or workshops
- Attending employer or community sponsored activities to gain a deeper understanding of a particular industry area

Industry-Specific

- Engaging with curriculum and outreach materials developed by Hosts for their work-based learning programs
- Taking a tour of Hosts' sites and participating in conversations with Host employees to see what it is like to work there

Preparing Participants

- Determining how they model and reflect essential employability competencies to Participants
- Participating in workshops and training with local community organizations in workforce development



WORKFORCE GPS

Sponsored by the Employment and Training Administration of the U.S. Department of Labor, [Workforce GPS](#) provides workforce professionals, educators, and business leaders curated communities of interest, useful training resources, promising practices, and evidence-based research.

Offers 2 Communities of Practice:

Summer Jobs

Space to share promising practices and expertise for summer programming

Youth Connections

Learning destination for public workforce system staff who connect youth to employment, training, and educational opportunities

STAFF PROFESSIONAL DEVELOPMENT



COMMUNITY EXAMPLES OF STAFF PROFESSIONAL DEVELOPMENT OPPORTUNITIES



Health Occupations and Professions Exploration (HOPE) Program

The HOPE Program is a one-day seminar offered to under-represented groups of high school students to learn more about careers in health care. Educators are able to participate in the activity during the summer to be better equipped to present to students the following year.



Valley Industrial Association (VIA) Manufacturing Plant Tours

VIA hosts educator training on the manufacturing industry through engagement with employers to offer bus tours of manufacturing plants in the region.



Motivational Interviewing

Brighton Park Neighborhood Council offers training to provide educators with tools and resources for coaching youth on intrinsic motivation and productive behavior changes to reach their personal goals.



CAREER ADVISING OR COACHING

Any individual who is directly engaged in advising Participants on work-based learning opportunities and/or postsecondary options will need specific training and resources to ensure they are equipped to perform these tasks. The Chicagoland Workforce Funder Alliance and the Post-Secondary Counseling Working Group produced a document in Fall 2018 to identify and articulate a set of competencies and skills for effective practices to prepare students for success along multiple post-secondary pathways.

DEEPENING HOST ENGAGEMENT AND LEADERSHIP

Ultimately, a CDE should reinforce that a Host is taking on a larger role in the growth and development of essential and technical employability competencies for Participants along the continuum of work-based learning experiences. Your Organization and its Host partners need to develop strong trusting relationships to collaborate and ensure the preparedness and subsequent competency development of Participants in their CDE. The larger role of a Host shifts away from the traditional model of learning and actively engages Participants in the professional world. Hosts take on a vital role of supporting Participant learning through doing rather than studying. In the case of the CDE, Hosts become the main individuals responsible for coaching and assessing Participant performance.



THE ILLINOIS WORKNET CUSTOMER SUPPORT CENTER

This Center has various tools and guides to support Managing Organizations. Materials include sample assessments for Participants and outreach materials to engage Hosts.



CONTINUUM OF EMPLOYER ENGAGEMENT & WORK-BASED LEARNING EXPERIENCES



STAFF PROFESSIONAL DEVELOPMENT

CDE ONLINE TOOLKIT RESOURCES

1 

[HOPE Program](#)

2 

[Motivational Interviewing for Schools](#)

3 

[Post-Secondary Counseling Working Group Counselor
Skills and Competencies Recommendations](#)

4 

[Workforce GPS – Communities of Practice](#)

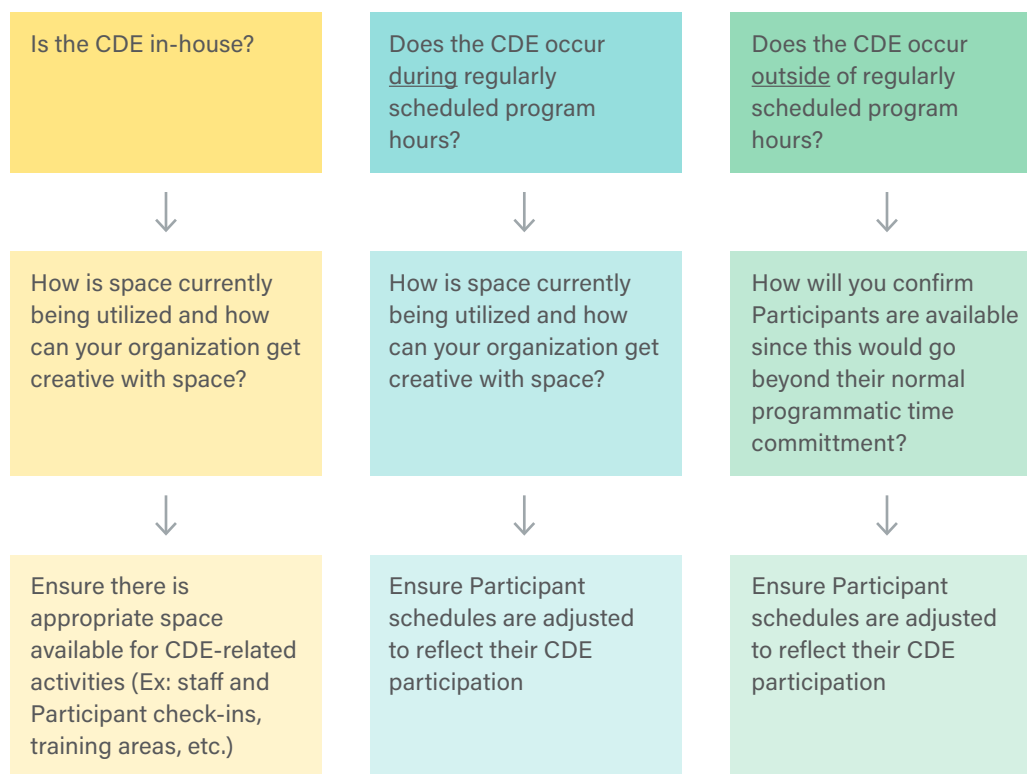
5 

[Illinois workNet Tools, Guides & Initiatives](#)

SPACE USAGE & SCHEDULING

Space usage and scheduling are important components for accommodating a Participant's involvement in a CDE. Depending on the format of your CDE program, multiple individuals may need to be notified of a Participant's decision to participate in a CDE. It is also important that Participants are made explicitly aware of any time commitments beyond what they are typically used to with your program and their ability to meet those.

Below are some examples of items to consider:



TRANSPORTATION

If a Participant's CDE is off-site, arrangements will need to be made to ensure they are able to get to their Host site each day they are expected to attend. In general, communities are working with Participants on a case-by-case basis for their transportation needs. As much as possible, consider the ways your Organization can get creative to streamline and organize transportation resources for Participants. It is important you are aware of any local transportation policies and are in compliance with any required items such as transportation waivers or parent/guardian approval forms.

CONSIDERATIONS FOR CDE TRANSPORTATION

- Where Participants live in relation to the Host site if they are traveling to or from their residence for their CDE
- Minimize the distance a Participant must travel to the greatest extent possible
- If using transportation through the Organization, coordinate Participant routes to maximize pick-up and drop-off times
- How all students are provided access and support getting to their CDEs based on their unique transportation needs



COMMUNITY EXAMPLES



Sharing of Resources

North Chicago Community High School works together with Cristo Rey High School to coordinate use of shared buses to accommodate their CDE schedules and provide free transportation for students. This has proven a valuable relationship to support their Health Sciences pathway students.



Innovations in School Transportation

Denver Public Schools (DPS) prioritized scheduling demands and worked to restructure school schedules to align bus transportation with during and after school needs. DPS raised revenue to offset costs through advertising on the sides of buses.



Rush-REACH

REACH raises funds to provide Ventra (transportation) cards for ~50% of Participants for the first two weeks of the program and then on a case-by-case basis after the first two weeks. After two weeks, Participants should have received their first paycheck to begin fund their transportation.

In some instances, participants are able to take the Rush shuttle from major hubs to the Rush campus.



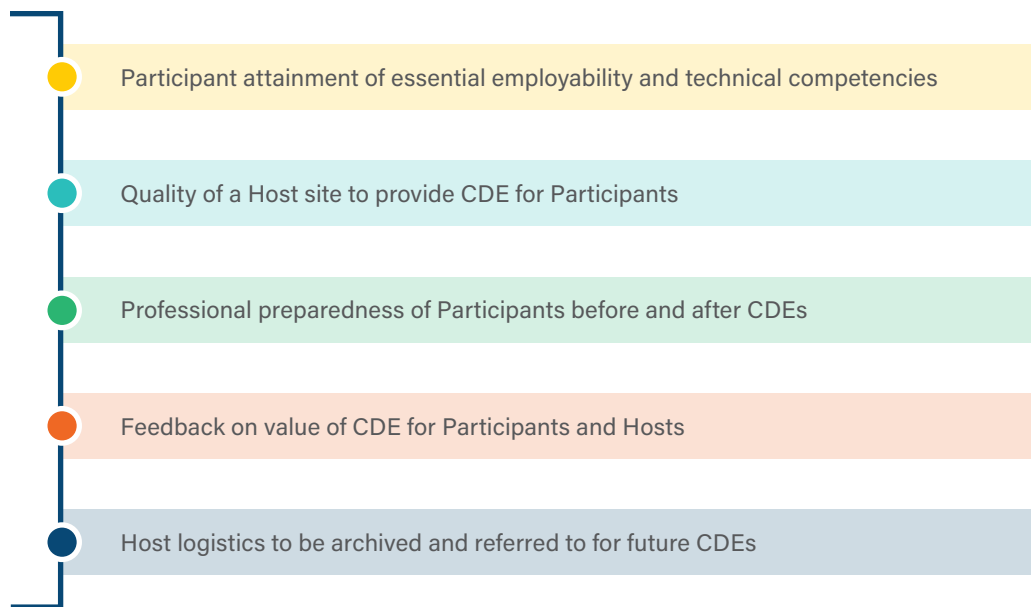
PLANNING WITH PARTICIPANTS

Access to transportation can be a major barrier and a source of stress for Participants. Sometimes there are opportunities they are not aware of or unsure of how to access. Managing Organizations need to work closely with Participants to resolve any transportation issues or concerns. It is important for Organizations to develop a transportation plan with Participants that is consistent and reliable to ensure strong attendance at their CDE. Make sure Participants also have a back-up plan in place and are aware of who to contact in the event of any transportation issues.

DATA COLLECTION

THE VALUE OF DATA

Data provide the opportunity to tell the story of your Organization's CDE program and the impact it has on both Participants and Hosts as well as the community at large. Data displays should be made widely available and user-friendly to engage a wide variety of audiences to communicate your stories and collaboration efforts in the community. Data for CDEs can provide insights into



This information is important for

Participants - to prompt learning and reflection of their experiences and what they have gained that can be applied in their current/future career pathways.

Hosts - consider how equipped they are to coach, train, and support their future workforce.

Community - recognize the value of hands-on experience early in an individual's career path.

DATA COLLECTION

POLICY BACKGROUND

There are a couple of key pieces of legislation that your Organization will need to keep in mind as they affect the data you will collect and measure for a CDE:

Public Act 101-0012 (SB 0028)

Amends the school code. With regard to daily pupil attendance, provides that pupil participation in any of the following activities shall be counted toward the calculation of clock hours of school work per day: (i) instruction in a college course in which a student is dually enrolled for both high school credit and college credit, (ii) participation in a supervised career development experience in which student participation and learning outcomes are supervised by an educator licensed under the School Code, (iii) participation in a youth apprenticeship in which student participation and outcomes are supervised by an educator licensed under the School Code, or (iv) participation in a blended learning program in which course content, student evaluation, and instructional methods are supervised by an educator licensed under the School Code.

Effective July 1, 2019

What does this mean for your organization?

You must track student attendance and number of hours spent at their CDE in order for that time to count toward school attendance.

Resource

[ISBE Fact Sheet](#)

Public Act 101-0068 (HB 2822)

Amends the School Code. Provides that the State Board of Education's school report cards must include the most current data on the percentage of students who participated in job shadowing, the percentage of students who have completed an internship, and whether a school offered its students vocational training opportunities. Makes a related change for the State report card.

Effective July 1, 2020

What does this mean for your organization?

You must track the number of students who have completed a CDE.



STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT (PERKINS V)

New legislation reauthorizing the Carl D. Perkins Career and Technical Education (Perkins IV) Act of 2006 called Strengthening Career and Technical Education for the 21st Century Act now known as Perkins V is effective as of July 1, 2019. Provisions in Perkins V allow for more flexibility and create opportunities for states to meet the needs of their learners, educators, and employers. Schools districts will be able to use federal funds to provide all students, regardless of enrollment in career and technical education, career exploration and development activities. Perkins V also expands the definition of "special populations" and increases the amount spent on students in state correctional systems and the amount states may set aside in a "reserve" fund to focus on rural areas, areas with high numbers or percentages of CTE concentrators / Participants, or areas with gaps or disparities in performance. (for more information, contact cte@isbe.net)

DATA COLLECTION

DETERMINING WHAT TO MEASURE

It will be important to lay out all of the information you want to collect throughout the CDE based on the reporting needs of your Organization at the beginning. The best data will tell a story of the successes and areas of need for your Organization to implement a quality CDE. This information should be able to be communicated to Participants, Hosts (both present and future), and community members. Data collected should be a mix of qualitative and quantitative data to tell the most impactful stories and provide a comprehensive data set.

Qualitative Data

Information that is measured through descriptions typically based on observation and testimonials. This data is more unstructured and open to interpretation of information. This type of data is more difficult to analyze but can dig deeper into the why of an individual's motivation and thinking.

Quantitative Data

Information that is measured through numbers and tends to be more rigid and defined. Due to its structured nature, qualitative data are typically more suitable for data analysis. This type of data answers the how many or how much of something and can help draw general conclusions.

Provided here are some examples to consider as you determine your data collection needs:

	Qualitative	Quantitative
HOSTS ONLY	<ul style="list-style-type: none"> Outreach efforts Communication records Profiles/Questionnaires 	<ul style="list-style-type: none"> Number Participating/Retention Number of Participants hosted Endorsement Area(s) they support
PARTICIPANTS ONLY	<ul style="list-style-type: none"> Pre-Assessments Career Surveys How CDE informed career/pathway 	<ul style="list-style-type: none"> Number of Placements/Retention Attendance/# hours completed Endorsement area completing CDE for Industry-recognized certifications earned
HOSTS & PARTICIPANTS	<ul style="list-style-type: none"> Professional Skills Assessments Feedback on CDE Tracking of successes and challenges 	<ul style="list-style-type: none"> Professional Skills Assessments

**DISAGGREGATING DATA**

Disaggregating data is the process of breaking down cumulative data by certain characteristics, including race/ethnicity, socioeconomic status, or gender. This process allows Organizations to plan appropriate programs, determine any needed interventions or supports, use limited resources where they are most needed, and see important trends in behavior and achievement. Disaggregated data are incredibly valuable for measuring the effectiveness and equity of a program and uncovering any disparities across subpopulations.

Common Participant areas to disaggregate for a CDE program include

- Race/ethnicity (country of origin)
- Generation status
- Gender
- Grade level
- Geography
- Free or reduced lunch status (as a proxy for low-income)
- Special Population Groups
- Perkins V Subgroups

DATA COLLECTION

PLATFORMS FOR CDE DATA COLLECTION

Once you have decided **what** to track, it now becomes a matter of **where** and **how** this information will be entered and stored as well as by **whom**. Communities throughout the state are using a variety of options depending on their current Organizational structure. Specifically, your Organization will need to consider bandwidth capabilities of staff and budget constraints. It is not always necessary to invest in an entirely new platform to store information, but rather might be worth looking into with your current platform server to determine if there are any additional capabilities possible to address your data needs.



COMMUNITY EXAMPLES OF HOW CDE INFORMATION IS BEING COLLECTED



Rockford Public Schools uses a collaborative Google spreadsheet for Academy Coaches to submit dates and hours related to student CDE attendance. Academy Coaches also submit Academy needs for work-based learning opportunities to utilize Alignment Rockford (their intermediary) to disseminate to community partners to address these.



District 214 uses the platform Schoology for their credit-bearing 16-week internship program. Students submit reflection papers and evaluations through this portal. The related instructor for the course and students are responsible for verifying and submitting information through the Schoology platform.



Rush- REACH uses Smartsheet with FERPA controls to track longitudinal demographic data about Participants. Smartsheet can integrate with Microsoft and Google platforms. Participants may complete surveys in Google and that information is transferred to Smartsheet. This allows for flexibility and ease of administering surveys in a familiar form to Participants and maintaining privacy controls.

HOUR VERIFICATION THROUGH CREDIT & PAID CDEs

Examples of verifying completion of required CDE hours include

Credit

For Participants receiving credit, they should be expected to submit hourly logs signed by their Host as a regular assignment. Verification through grades of these assignments confirms their completion of hours.

Payroll

For Participants receiving payment for their CDE hours, their payroll stubs and time sheets signed by their Host confirms their completion of hours.



VERIFYING A CDE

For a CDE to count toward a College and Career Pathway Endorsement or a College and Career Readiness Indicator, the Managing Organization must verify that a Participant has completed 60 hours of CDEs. The data collection process for this requirement should be considered carefully to ensure that it is verifiable, accurate, and timely.



THE AGRICULTURE EXPERIENCE TRACKER (AET)

The AET is utilized by more than 276,000 students in more than 5,400 high schools across the country, including more than 300 high schools in Illinois. Students keep journal records of time and activities along with full financial records of individual Supervised Agriculture Experience projects. Students are also able to create plans, goals, budgets, and reflect upon projects. Student accounts are linked to school accounts where advisers can assist.

DATA COLLECTION

CDE ONLINE TOOLKIT RESOURCES

1 

[ISBE and ICCB Fact Sheet – “Rethink CTE”](#)

2 

[Safe Schools Healthy Students: “The Importance of Disaggregating Student Data”](#)

3 

[Roadmap to Success: Rural Transportation Connections](#)

4 

[Article - Ways of Getting to Work](#)

5 

[The Agriculture Experience Tracker \(AET\)](#)

LEGAL CONSIDERATIONS

It is vital that your Organization works closely with your legal team to determine any needs specific to your context. Participants will typically be traveling off-site for their CDE and working closely with an adult who is not a staff member of your Organization. Due to factors such as these, spend time consulting locally to determine any responsibilities and action items related to ensuring a safe and productive CDE. The following are suggestions for consideration:

Hosting Youth at CDE Site

- Do Hosts have any internal policies beyond child labor laws regarding the tasks youth can participate in on site?
- Are there any Organizational policies for employer and Participant communication?

Transportation

- Are there any waivers that Participants and/or parent/guardians need to sign?
- What is the protocol if Participants need to travel off-site with their Hosts for a related CDE activity?

HR Forms/Trainings

- Are there any HR requirements a Participant has to complete? (Background checks, health screenings, fingerprinting, etc.)
- Any Organizational policies regarding background checks for anyone working directly with a Participant?



YOUTH RULES!

Distributes informational materials on the Federal and State rules governing young workers to increase awareness and compliance with Federal and State laws.



YOUTH EMPLOYMENT COMPLIANCE ASSISTANCE TOOLKIT

This [resource](#) contains

Host's Pocket Guide on Youth Employment

A guide to the additional conditions that apply to the employment of minors between 14-17 in most non-farm jobs

Child Labor 101

Information on the Fair Labor Standards Act youth provisions, minimum age and wage standards, and hazardous conditions in which youth under 18 cannot be employed

Equipment Safety Stickers

Reminder stickers for equipment with age-related operating restrictions



LEGAL CONSIDERATIONS

CASE STUDIES

MANUFACTURING CASE STUDY**Temp Service to Onboard Students**

Delaware Technical Community College (DTCC) continued to run into an 18+ age requirement obstacle with their manufacturing employers. The Department of Labor allows for 16-17 year olds to work in manufacturing spaces, but some companies have internal policies precluding due to risk. DTCC found an avenue through Goodwill to onboard and hire Participants as contract workers to be placed at manufacturing Host sites. In this arrangement, Goodwill took on any risk since the Participants were not hired directly by the Host.

Note: on the plant floor, Participants worked with non-union members

HEALTH SCIENCES CASE STUDY**HIPAA Training**

Participants who are interested in a CDE in the health industry typically have to complete HIPAA training to engage in any tasks dealing with patient rights and privacy issues. Westside United in Chicago, Illinois, has worked closely with all of their hospital partners to support 16+ year olds to participate in their internship programs. Volunteer/intern directors or the business integrity teams lead a HIPAA training during orientation and Participants sign off on a confidentiality agreement. Participants also complete a fingerprint background check and health screening. Westside United has worked closely with hospital staff to educate them on incorporating youth Participants into their daily tasks.

LEGAL CONSIDERATIONS

CDE ONLINE TOOLKIT RESOURCES

1 

[JFF – Not As Hard As You Think: Engaging High School Students in Work-Based Learning](#)

2 

[U.S. Department of Labor Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act](#)

3 

[YouthRules!](#)

4 

[Youth Employment Compliance Assistance Toolkit](#)



HOST OUTREACH

Host Engagement

Pg. 43

Forming Host Partnerships

Pg. 46

Host Information and Assessment

Pg. 50

HOST ENGAGEMENT

Depending on the context and needs of Hosts, there may be multiple angles to recruit Hosts to support your Career Development Experience (CDE) program. Initially, consider the Hosts with whom you have existing relationships:

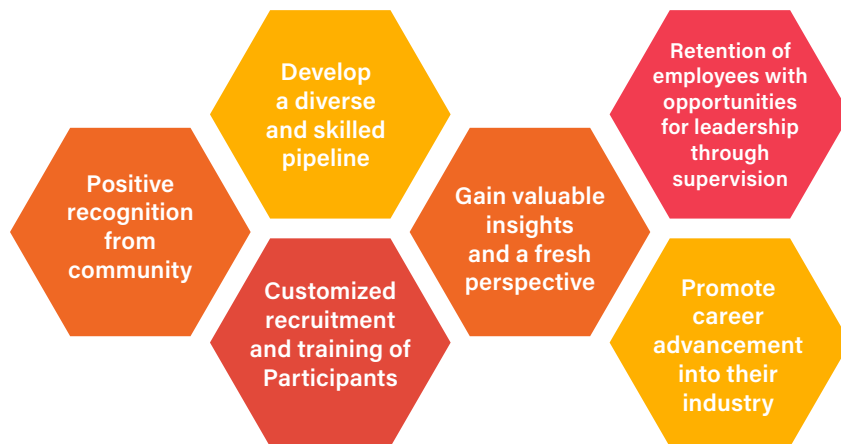
- Are there any Hosts or even individual employees of a Host who have expressed interest in being more involved with Participants?
 - Consider your own staff as well – have any of them expressed interest in working more directly with Participants for an in-house CDE?
- Which Hosts are working well with your Participants and providing intentional supports and guidance within the currently operating work-based learning experiences?

TOOLKIT TERMINOLOGY

The terms "Participant," "Managing Organization," "Organization," and "Host" used throughout this section address the audiences included in the Introduction



Common motives for Hosts to engage with Organizations to offer a Career Development Experience opportunity include



HOST ENGAGEMENT

CONNECTING WITH HOSTS

Host engagement and the development of CDE partnerships is a continuous process that requires devoted staff time. Every encounter with a Host is an opportunity to promote your CDE program and develop a relationship. Successful Managing Organizations regularly participate in events and conversations with Hosts to cultivate ongoing and sustainable partnerships.

Opportunities for Host engagement can take many forms. Structured events provide a targeted topic and reason for why individuals are in the room. More unstructured networking type events are useful for having more informal conversations about your Organization's CDE program and creating the flexibility for you to present specific talking points.

Strategies for Host engagement include

- Peer-to-Peer outreach using existing Host partners to advocate on your behalf
- Representatives from your Organization participating in Host and civic Organizations
- Engaging Hosts in initial activities such as speaking with or Hosting a tour for Participants
- Attending events where large numbers of Hosts are present (job fairs, conferences, etc.)
- Invite Hosts to tour space within the Managing Organization and participate in/observe an activity with Participants



COMMUNITY EXAMPLES OF HOST ENGAGEMENT



Job Fair Conversations

Staff members of Goodwill Industries have attended job fairs to meet employers and learn about their company. By sending a follow-up call within a week of the event, staff have been able to schedule meetings and establish potential CDE partnerships



Alignment Rockford

Alignment Rockford As an intermediary for Rockford Public Schools (RPS), Alignment Rockford engages Hosts directly through a Career Pathways Sponsorship to connect RPS needs for work-based learning and Host opportunities to provide these.



Manufacturing Breakfast and Tour

District 211 and District 214 hosted thirty-five manufacturers for breakfast presentations by advocate employers and a student guided tour of a high school to showcase the advanced equipment and curriculum used to ensure student preparedness.

HOST ENGAGEMENT

CDE ONLINE TOOLKIT RESOURCES

1 

[Article – “5 Myths about High School Interns and Why Your Business Should Hire Them”](#)

2 

[Participant CDE Task Examples Organizing by Pathway Endorsement Area](#)

3 

[YouthBuild – Partnering with Employers](#)

4 

[Reimagine Retail Chicagoland – Reimagining Employer Engagement Toolkit](#)

5 

[JFF - Employer Engagement Toolkit: From Placement to Partners](#)

6 

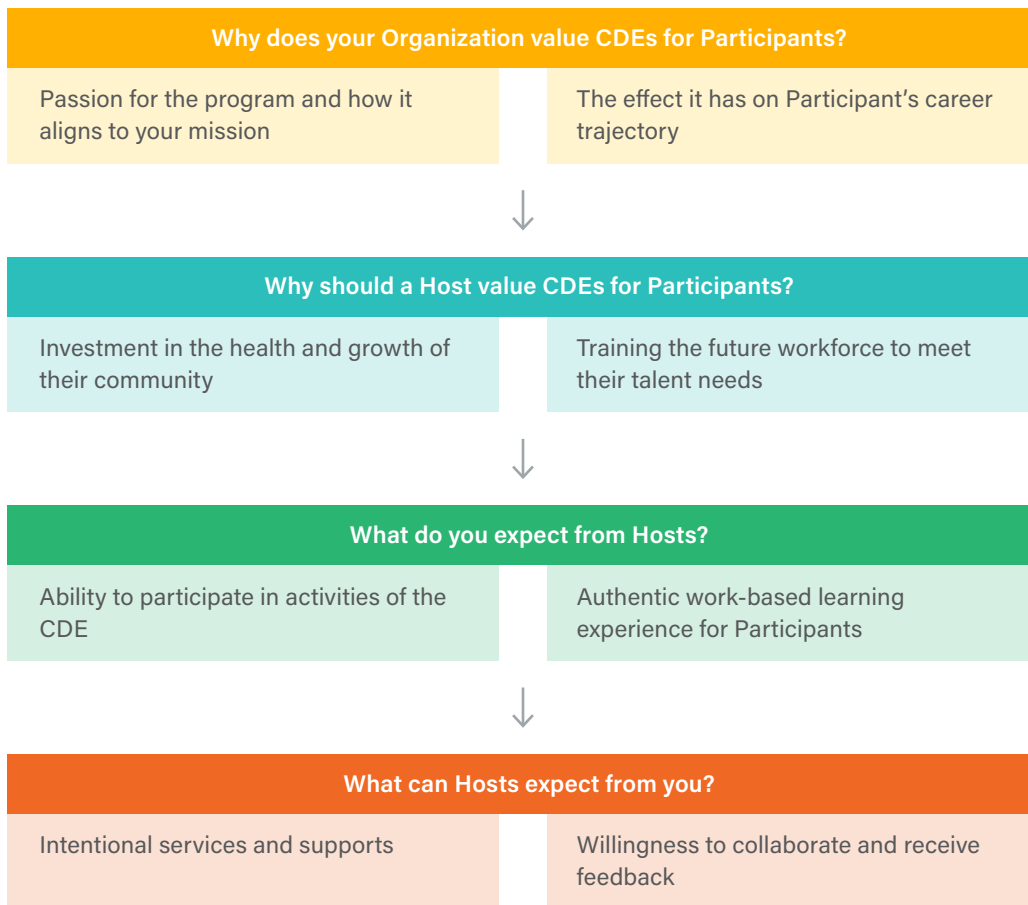
[Request Email Template](#)

FORMING HOST PARTNERSHIPS

PROMOTING THE CDE

Before reaching out to a Host about offering a CDE, make sure you have your message prepared to promote and describe your CDE program. Be prepared for Host questions and develop a pitch that focuses on your collaboration and joint efforts in this work rather than focusing solely on what the Host can do to provide opportunities for Participants. It is important that your relationship with Hosts starts as a partnership to demonstrate how you will work together continuously in the future.

Consider the following to develop a message for why a Host should offer a CDE with your Organization:

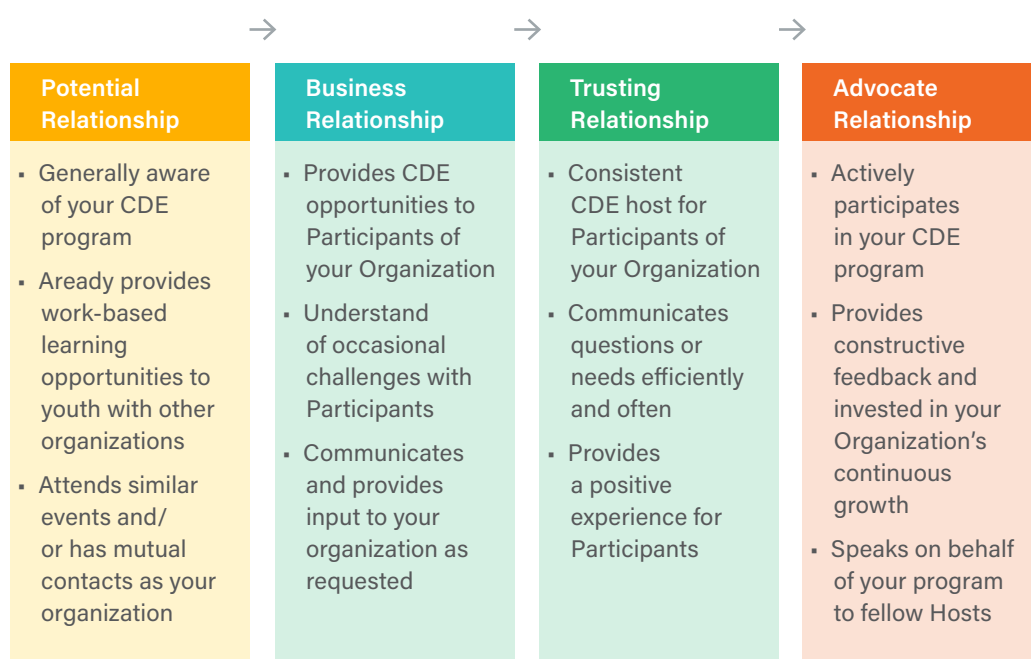


FORMING HOST PARTNERSHIPS

RECRUITING HOSTS

Your approach with Hosts should take into account whether you already have a strong and/or established relationship or if this is the first time you are engaging with them. Typically, it is best to engage Hosts to support lighter-lift experiences initially rather than asking them to provide a CDE as their first experience working with your Participants. In some cases, however, Hosts might be particularly motivated or capable of offering a CDE right away. An important component of your initial message is clarifying mutual expectations and working with them in a collaborative manner to remove any unnecessary barriers to work-based learning.

Consider how each Host relationship falls on the following continuum⁵ to inform your approach:



Since they have experience with your Organization and Participants, Hosts who are farther along on the continuum are able to have a more candid conversation with you in terms of their ability and interest in Hosting Participants for a CDE. While it is important and tempting to focus on enhancing your relationships with those Hosts who are still in the potential or business phase, do not forget about supporting those you have a trusting or advocate relationship with to continue to nurture that partnership. You will have different messaging and approaches depending on your relationship, but all of your Hosts need continuous reminders of how you collaborate together to support Participants and the community.



PARTICIPANTS AS CDE PROGRAM AMBASSADORS

Consider the ways Participants who have completed a CDE can serve as champions to promote the program. Participants can most directly tell stories of the impact and effect a CDE has on an individual, which is compelling for your target audiences. Participants can be an asset for recruiting by engaging directly in conversations with Hosts to discuss their experience.

⁵ Employer Continuum adapted from the Reimagine Retail Chicagoland – [Reimagining Employer Engagement Toolkit](#)

FORMING HOST PARTNERSHIPS

MAKING THE ASK

Once you have built connections through new or strengthened relationships with Hosts, it is time to make the request for them to offer a CDE for your Participants. This request might come naturally during a networking conversation, but eventually, there may be a formal process for this request as you determine who the right Host contact is for approval to provide CDEs for Participants.

Before you make your formal request of them, have the following information prepared:

Host Expectations	Participants	Organizational Role
<ul style="list-style-type: none"> ▪ Outline of roles and responsibilities ▪ Timeline of the CDE program ▪ Activities expected to complete (site visits, assessments, etc) 	<ul style="list-style-type: none"> ▪ Background on the youth your Organization serves ▪ Qualities and strengths of Participants ▪ Typical areas of growth and development 	<ul style="list-style-type: none"> ▪ Supportive services and resources provided for both Hosts and Participants ▪ Process for feedback and collaboration ▪ The “why” for CDEs as it relates to mission and goals

FORMING HOST PARTNERSHIPS

CDE ONLINE TOOLKIT RESOURCES

1 

[Chicago Public Schools, Early College STEM Schools
“Hire an Intern” Flyer](#)

2 

[Alignment Rockford Pathway Sponsorship Program](#)

3 

[CDE Request Email Template](#)

4 

[Tennessee Department of Education Activity: Prep to
Elevator Pitch](#)

5 

[Pathways to Prosperity: What Employers Need to Know](#)

6 

[Illinois workNet Employer Outreach and Marketing](#)

HOST INFORMATION & ASSESSMENT

COLLECTING HOST INFORMATION

Once a Host has confirmed they are interested and willing to Host a Participant, the next step is to collect information on the Host site and assess whether it is the right fit for your Participants and CDE program. This is a time to gain a more detailed understanding of a Host's capacity to meet expectations and provide the required components of your CDE program.

Information on Hosts should include the following at minimum:

- Address and phone number of Host site (confirm especially if a Host has multiple sites)
- Brief description of the Host's work and mission
- Standard business hours as well specific hours for Participants as applicable (determine as well if there is any flexibility in the work hours)
- Dress code
- Office environment (casual, conservative, extremely busy, quiet, etc.)
- Primary contact information (if not known at the time, needs to be collected during onboarding)
- Typical tasks a Participant can expect to engage in
- The level of supervision a Participant can expect
- Any specific requirements before Participant starts (background checks, health screenings, etc.)
- Any previous experience working with your Organization

Additional helpful items to know include

- Credentials/experience needed to be eligible for employment with Host
- Skills they are most interested in coaching and developing in Participants
- Successes/challenges they may have had with other CDE programs

To gather this information, some Organizations will distribute and collect a paper form, while others have created online forms that can be uploaded automatically to a database management system. This information collected from Hosts is vital for an Organizational understanding of the Host job site and experience. Participants can also review this information before starting their CDE to gain an understanding of what to expect and prepare for (information on Participant pre-CDE research in the "Onboarding" section of this toolkit).



ROLE OF THE PRIMARY CONTACT

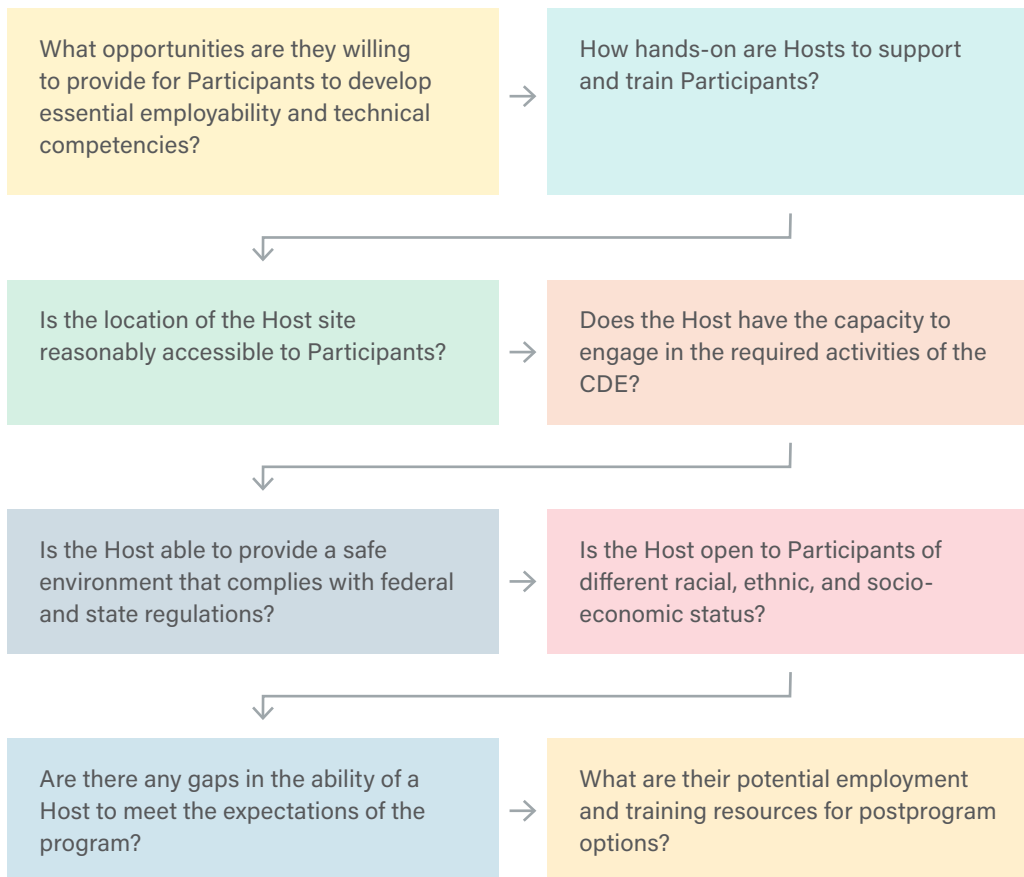
The individual marked as the primary contact at the Host is typically the person working directly with the Participant(s). As you are gathering this information, have a conversation with the Host about the expectations for this person in their day-to-day interactions and supports provided for Participants. It is possible that a Host may provide a primary contact who is solely the person responsible for recording a Participant's attendance at the Host site, but it is important that a Host considers who would be a good fit to provide daily tasks and guidance for Participants. This information may not be known at this time, but should be confirmed during Onboarding.

HOST INFORMATION AND ASSESSMENT

ASSESSING POTENTIAL HOSTS

Once you have completed your initial outreach and collected the Host information, your Organization should assess whether the Host is a good fit for your program and Participants. If there are any items of concern, consider whether these issues might be potentially addressed and resolved with the Host, or if it might mean that the Host is not the right fit for a CDE with your Participants. If you determine that a Host is not a good fit for a CDE, consider whether they might have potential to engage in other work-based learning experiences along the continuum.

Consider the following as you are determining whether a Host is a good fit:



COMMUNITY ORGANIZATION AS HOST

Consider the ways that nonprofits and other local youth-serving Organizations might provide a CDE. There are a wide variety of available programs that can be incorporated into your Organization's CDE offerings. These Organizations have typically worked with youth extensively and are great resources for those Participants who might need a more supportive, hands-on Host site.



HOST NOT READY TO OFFER A CDE?

If a Host has been assessed and is missing some key components to providing a quality CDE, consider how you can sustain your partnership and engage them in other opportunities to build towards offering a CDE:

- Site Visits
- Career Fair
- Guest Speaking
- Job Shadow
- Mock Interviews

HOST INFORMATION AND ASSESSMENT

CDE ONLINE
TOOLKIT RESOURCES1 [Host Profile Template](#)2 [Host Assessment Template](#)3 [Illinois workNet Customer Support Center: Worksite
Placement Tool](#)



ONBOARDING

FOR PARTICIPANTS

Demonstrating Readiness *Pg. 54*

Preparing for the CDE *Pg. 57*

First Day Needs & Considerations *Pg. 61*

Professional Resources *Pg. 64*

DEMONSTRATING READINESS

To ensure a successful experience for both Participants and Hosts, it is important to assess Participants' preparedness for a Career Development Experience (CDE). Participants should be capable of taking advantage of the learning opportunities in a workplace and conduct themselves appropriately in a professional setting. Participants can demonstrate readiness in several ways, including



TOOLKIT TERMINOLOGY

The terms "Participant," "Managing Organization," "Organization," and "Host" used throughout this section address the audiences included in the Introduction



CDE PLACEMENT

Along with considering the career interests of Participants, it is also important to consider the type of environment and supports that best match a Participant's characteristics and needs. Matching Participants to the ideal placement may require some flexibility – in some cases, Hosts outside of the Participant's career interest area may be a better fit. Ultimately, what is most important is that the Host is able to provide an authentic learning experience in which the Participant develops the essential employability and technical competencies necessary for their career.

DEMONSTRATING READINESS

PRE-PROGRAM ASSESSMENTS

As your Organization is determining Participants who are prepared and ready for placement, it can be helpful to collect information on how Participants currently assess themselves and the careers that they are most interested in. This is also an opportunity to gather information about the unique needs and interests of Participants that may inform their CDE placement. This information can begin the groundwork for building and organizing CDE Participant records.

A best practice for understanding Participant needs is through one-on-one Participant interviews, which can build trust between your Organization and Participants. A deeper understanding of Participants will allow you to be more intentional in their CDE placement and ensure a successful experience.

The following information about Participants should be gathered before they are placed in a CDE:

- Schedule availability that includes reasonable participation accommodation
- Attendance history (provided from a school counselor or other reliable provider)
- Careers or industry areas they are considering for the future
- Post-program plans (part/full-time work, postsecondary education, military service, trade school, etc.)
- Self-assessment of strengths and areas for development as it relates to essential employability and technical competencies
- Previous work-based learning experiences or employment
- Extracurricular activities they are involved in (sports, activities, volunteering, etc.)

COMMITMENT & PERMISSION FORMS

Once a Participant has been deemed ready and you have identified the best fitting CDE Host site, you may begin to formalize the Participant's commitment to the CDE. The agreement to participate should reflect the previously communicated expectations to both Hosts and Participants.

In addition to the Participant's signed agreement, parents/guardians must be informed of the Participant's agreement to participate in a CDE and made aware of the expectations and level of commitment as well. To obtain formal parental/guardian permission, it is recommended to provide the necessary materials in **both email and paper form** to ensure that Participants and their families can access them easily.



ATTENDANCE RECORDS

A Participant's previous attendance records can provide information about their ability to remain committed to a CDE. A record of poor attendance does not mean a Participant is not qualified for a CDE, but there should be an intentional conversation with them to understand and address any obstacles and/or determine resources to best meet their needs to ensure they are able to regularly attend their CDE. The best way for Participants to make a good impression with their Host is to consistently arrive on time and on the days as scheduled for their CDE.



YOUTH CAREERCONNECT PARENT AND FAMILY ENGAGEMENT

One of the keys to a successful CDE program is building strong relationships with Participant's parents and families. This resource provides practical tips and additional resources for engaging parents and families in your CDE program. It is important that parents and families understand the expectations of the program and ways they can stay informed and communicate with your Organization.



DEMONSTRATING READINESS

CDE ONLINE
TOOLKIT RESOURCES1 [Career Development Experience Participant Profile](#)2 [Participant Interview Template and Suggested Questions](#)3 [ISBE Career Guide](#)4 [Sample Participant Placement Letter](#)5 [Youth CareerConnect: Parent Engagement Tip Sheet](#)6 [Participant Self-Assessment of Essential Employability
Competencies](#)7 [Illinois workNet - Skill & Interest Surveys](#)

PREPARING FOR THE CAREER DEVELOPMENT EXPERIENCE

SETTING EXPECTATIONS OF THE CDE PROGRAM

As it pertains to a CDE, Participants should have a clear understanding of the expectations of your Organization. Your Organization might consider developing a document similar to that of a class syllabus outlining the expectations of your CDE program. Before communicating expectations to Participants, make sure the CDE materials have been widely reviewed and validated by Organizational staff.

At a minimum, your Organization should clearly articulate the following information for Participants:

Program Description	<ul style="list-style-type: none"> ▪ Mission of your Organization and outline of CDE program ▪ Participant commitment - required events and activities
Objectives	<ul style="list-style-type: none"> ▪ Essential employability and technical competencies that will be reinforced ▪ Intended learning outcomes of the CDE
Compensation/ Credit	<ul style="list-style-type: none"> ▪ Academic credit and/or financial compensation provided ▪ Grading policies (as applicable)
Placement Process	<ul style="list-style-type: none"> ▪ Information on any pre-assessments/training required ▪ How Host sites are determined for Participants
Attendance	<ul style="list-style-type: none"> ▪ Verification process for completed CDE hours ▪ Policies and procedures for being late or absent
Professionalism	<ul style="list-style-type: none"> ▪ Appropriate attire and resources to secure clothing items ▪ Guidelines for conduct and any related policies at host site
Assessment	<ul style="list-style-type: none"> ▪ Tool(s) to be used to assess competency development ▪ On-site supervision and feedback process



PARTICIPANT-MANAGING ORGANIZATION RELATIONSHIPS

Along with understanding expectations for their performance, Participants should also know what they can expect from your Organization and staff. Establishing a trusting relationship in which both Participants and Organizational staff feel they can discuss and grapple with sometimes difficult topics can avoid any drawbacks during the CDE as much as possible. Participants should know what supports are in place for them and how you will work together with them to successfully complete their CDE.

PREPARING FOR THE CAREER DEVELOPMENT EXPERIENCE

PRE-CDE TRAINING

Before a Participant begins their CDE, it is important that they are introduced to the general etiquette of professional environments and are prepared to start off on the right foot on their first day. These trainings can take a variety of forms depending on the context and needs of your Participants and your Organization. Common practices include in-person workshops, online tutorials, and one-on-one coaching sessions.

Regardless of delivery format, it is important that Participants have a basic understanding of common Host expectations for professional behavior:

First Impressions

- Introductions and greetings
- 30 second elevator pitch
- Background knowledge of the Host

Appropriate Attire

- Business casual v. business professional
- General dos and don'ts of clothing
- Resources for professional wear

Reliability and Accountability

- Timeliness
- Communicating when late or absent
- Following through

Professional Communication

- Writing an email
- Asking for help/clarification
- Customer service skills

Teamwork and Conflict Resolution

- Building on strengths of others
- Being a productive team member
- How to manage issues and frustrations



ROLE OF ORGANIZATIONAL STAFF VS. HOST

Participants need to know the different roles your Organization plays compared to that of the Host, particularly regarding challenges or personal issues your Participants might face. Your Organization should be the primary point of contact in the event that something is happening within or outside of the CDE that affects a Participant's ability to be successful in the program, such as financial or safety concerns.

Participant safety is of utmost importance, and they should know how to report any sexual or otherwise discriminatory harassment occurring at either your Organization or the Host site. To ensure Participant safety, establish and clearly communicate the process by which Participants can address these challenges with a trusted adult within your Organization, regardless if the harassment is coming from an adult or a fellow Participant.

PREPARING FOR THE CAREER DEVELOPMENT EXPERIENCE



COMMUNITY EXAMPLES OF PRE-CDE TRAINING

**Career Ready Boot Camp**

Through their Career Center for Discovery, District 214 developed digital modules on their Learning Management System for students to complete prior to participation in a CDE. In-person workshop sessions are available for those participants in need of more direct guidance.

**Youth Program Services**

Vermilion County Works (VCW) operates several special training programs for youth ages 16-24. VCW contracts with youth-serving agencies to provide pre-employment skills training prior to youth being placed in work experience, limited internships, or employment with local employers.

**Rush - REACH**

REACH has career readiness workshops in partner schools for interested applicants to the internship program. Students are able to participate in resume writing, interview prep, and networking events to strengthen their readiness for the work world.

**PWR ACT****Essential Employability and Technical Competencies**

Refer to the [Essential Employability and Technical Competencies](#) as outlined in the Postsecondary and Workforce Readiness Act to enhance your Participant preparation activities. These competencies serve as quality indicators of an individual's readiness to enter an industry or to pursue further education in that field. These competencies were developed in consultation with state agencies and key industry experts including hiring professionals, education and training professionals, and industry associations.

**CAPITALIZING ON FORMER CDE PARTICIPANTS**

Previous CDE Participants can serve as valuable guides by sharing their experiences with an incoming group of Participants. The ability to hear from their peers can help address more directly any questions or concerns they are having as they prepare for their CDE placement. Prepare questions for former Participants to discuss common helpful items and have conversations with them about providing honest responses while also remaining professional in their statements.



PREPARING FOR THE CAREER DEVELOPMENT EXPERIENCE

CDE ONLINE
TOOLKIT RESOURCES1 

[Template - Participant CDE Program Guide for Setting Expectations](#)

2 

[Illinois workNet Pre-assessment/Career Surveys](#)

3 

[Office of Disability Employment Policy - "Skills to Pay the Bills: Mastering Soft Skills for Workplace Success"](#)

4 

[NCHE - "Supporting In-School and Out-of-School Youth Experiencing Homelessness Through Education and Workforce Partnership"](#)

5 

[Illinois workNet Center - Employment 101 Tool](#)

FIRST DAY NEEDS & CONSIDERATIONS

GETTING PARTICIPANTS READY

Before Participants start at their Host site, they should complete the following activities:

Host Research

- Learn some general background about their Host, through desk research and/or Host information submitted to your Organization

Getting to the CDE

- Plan for the logistics of getting to/from their CDE, mapping out their route as needed
- Practice their commute before their first day to proactively address any confusion regarding their route

CDE Placement Requirements

- Participate in any required background or screening processes
- Identify any challenges that might impact the start date

Certain industries may have more extensive onboarding requirements before a Participant is able to begin work. As you are determining Participant placements, make sure that you are having open and honest conversations with them about any of the required onboarding needs. If a Participant expresses concern about passing any of the onboarding processes (background checks, drug tests), consider whether they are still eligible for a CDE and can be placed at a different site that does not have the same requirements.

Some of the onboarding requirements can be costly. Typically, Hosts will take on this cost, but this is not guaranteed. Work within your Organization and among community partners to determine affordable means for Participants to complete onboarding needs if the Host is unable or unwilling to pay.



"ABOUT ME" PROFILES

One way to ensure the Host is ready to welcome participants is to have Participants prepare a profile with some background information and a photo of themselves. Hosts can then send this information to their team before a Participant's start date so their staff is aware of who the Participant is and is able to welcome and support them on their first day.

This information can include:

- Career goals and interests
- Fun facts like favorite food/movie/book
- What they are most excited to learn during their CDE



EXAMPLES OF INDUSTRY-SPECIFIC ONBOARDING REQUIREMENTS MAY INCLUDE

Healthcare

- Health and Drug Screening (Physical, TB Test)
- HIPAA Training

Finance & Business

- Name-based Background Check
- Fingerprinting Background Check

Human and Public Services

- Background Check
- Drug Test

FIRST DAY NEEDS & CONSIDERATIONS

GETTING A GOVERNMENT ISSUED ID

Hosts might require that individuals check in through security with a government issued ID. There may be flexibility for Participants to use a school photo ID, but it is helpful as Participants are entering the professional space to have a government issued ID. Work closely with your Participants to collect the required materials and direct them to the appropriate locations in your region to get their ID.

If a Participant is unable to provide or obtain a government issued ID based on theirs or their family's legal status, it is important to speak one-on-one with them to determine their options to complete a CDE.

**ARE PARTICIPANTS BEING PAID?**

If Participants are receiving any earnings for their CDE, they should have a bank account set up before their first paycheck. If Participants do not currently have a bank account, work with them to open harm-free checking accounts to avoid any penalties or late fees.

The Federal Deposit Insurance Corporation (FDIC) "[Money Smart](#)" education program has been developed for people of all ages to enhance their financial skills and create positive banking relationships. Tools and strategies can be used to teach others, or for independent use.



FIRST DAY NEEDS & CONSIDERATIONS

CDE ONLINE
TOOLKIT RESOURCES1 

[Host Site Background Research for Participants](#)

2 

[Cancer Treatment Centers of America: Teen Volunteer Application](#)

3 

["About Me" Profile Template](#)

4 

[National Network for Youth: State-by-State Non-Drive Identification Requirements](#)

5 

[FDIC "Money Smart" – Conversation Starters for Teaching and Online Tools/Resources](#)

PROFESSIONAL RESOURCES

Generally, it is important to help Participants build a professional portfolio to showcase their competencies and experiences. These materials may be developed before the start of their CDE but should be refreshed and edited throughout and after their CDE to incorporate their experience.

A few suggestions are



Building a LinkedIn Profile

Participants should upload some general information about their education and work experience to start connecting with Hosts.

*At the end of their CDE, if agreeable - have Hosts write a reference!



Resume / Cover Letter

Participants may already have some form of both or one of these, but as they are beginning to be more active onsite with Hosts, these materials should be more robust and detailed to reflect their experiences



Business Cards

Having a business card is a great confidence booster for Participants and encourages them to network with others. Consider creating business cards with your organization's logo and Participant information



GETMYFUTURE

Sponsored by the U.S. Department of Labor's Employment and Training Administration, this website connects youth to career, education, and job search resources.



PROFESSIONAL RESOURCES

CDE ONLINE
TOOLKIT RESOURCES1 [Participant Business Card Template \(Excel\)](#)2 [Participant Business Card Template \(Doc\)](#)3 [GetMyFuture](#)4 [Illinois workNet Center Job Skills Guides](#)5 [Illinois workNet - Employment 101](#)



ONBOARDING

FOR HOSTS

Clarifying Expectations *Pg. 67*

Orientation *Pg. 69*

First Day Needs & Considerations *Pg. 72*

Youth Development Resources *Pg. 74*

CLARIFYING EXPECTATIONS

REVIEWING THE CDE PROGRAM PLAN

Host expectations for your CDE program were communicated during your initial outreach to Hosts, but onboarding is a time when it is important to review these. There might be a new Host contact you are working with, and it is always helpful to review your expectations to ensure that your Organization and Hosts are on the same page. The more informed your Hosts are, the more equipped they will be to provide mentorship and an authentic learning experience for Participants.

Most importantly, you should review the following:

- Schedule of CDE events and required activities
- Checklist of the essential employability and technical skills Participants should work on
- Start date and location for Participants to report to
- Any onboarding needs before Participant starts
- Confirming assigned Host staff that will work directly with Participant

FORMALIZING THEIR PARTICIPATION

Similar to the agreement Participants had to complete to meet the expectations of your CDE program, Hosts should complete this form. This form should have already been completed when a Host officially signed on to provide a CDE, but it is helpful to review it. It is also a best practice to send a confirmation email 2-4 weeks before a Participant starts to address any confusion or onboarding needs to ensure Participants can start on time.

WELCOME LETTER

Along with your Organization, Hosts should be continuously encouraged about the role they play in supporting Participants in their professional growth. Along with confirming the agreement and logistics of the CDE, it is helpful to send a welcome letter from your Organization's leadership describing the CDE program and expressing the value of Host involvement in the experience.

ENGAGING OTHER HOST STAFF

Regardless of whether Host staff will be working directly with Participants, the Host point of contact should proactively communicate with their staff to set the expectations around the CDE and the Participant's experience. Encourage Hosts to share the Participant's "About Me" profile with their staff (more information on this in the "Onboarding for Participants" section of the toolkit.)

TOOLKIT TERMINOLOGY

The terms "Participant," "Managing Organization," "Organization," and "Host" used throughout this section address the audiences included in the Introduction



HOST STAFF AS MENTORS FOR TALENT DEVELOPMENT

As you are working with a Host to determine who will be the main point of contact for the Participant at a CDE site have an intentional conversation about the Host staff's role as a mentor for Participants. This person should be responsible for the assigning and training of tasks, with an understanding they are also a coach for a developing young professional. It might be best to have two different assigned staff for Participants: one who assigns and trains on the tasks and another who can serve as a mentor removed from the daily work to chat through how things are going.

CLARIFYING EXPECTATIONS

CDE ONLINE
TOOLKIT RESOURCES1 

[Host Confirmation and Participant Introduction Email](#)

2 

["About Me" Profile Template](#)

ORIENTATION

REVIEWING THE CDE PROGRAM PLAN

Before the first day of the CDE, your Organization should set aside time to meet with Hosts either in-person or remotely. Along with discussing the expectations previously mentioned in this section, you will also need to get into specific details about what the CDE will look like on a day-to-day basis and the supports provided by your Organization.

If you have multiple Hosts starting at the same time, consider Hosting a webinar or similar group setting where they can all dial-in or attend in-person. Being able to speak to multiple Hosts at once ensures that a consistent message is being communicated. If you are speaking to Hosts one-on-one, make sure that your Organizational staff are trained and prepared to deliver a uniform message.

CDE GUIDEBOOK FOR HOSTS

The CDE Agreement outlines the general expectations and schedule of events for Hosts, but there should be an additional resource that goes into more detail about the day-to-day work with a Participant. This guidebook should be useable as a resource for Hosts to refer to independently throughout the CDE experience if they need any resources.

At minimum, this guidebook should include



CREATING AN INCLUSIVE ENVIRONMENT

It is important that your Organization engages in a discussion with Hosts early in the onboarding process to identify any accommodations needed to establish a quality CDE. Accommodations should be individualized and based on the expressed and/or documented needs of Participants rather than based on any assumptions.

Accommodations for a CDE may include

- Allow for a flexible schedule or hours
- Provide modified equipment or assistive technology
- Give instructions in written and recorded formats

ORIENTATION

DEVELOPING A PLAN FOR PARTICIPANTS

Along with providing clear expectations and information about your CDE program, collaborate with your Hosts to determine a plan for working with Participants. Hosts should consider

CDE Program Basics	Internal Leadership	Communication
<ul style="list-style-type: none"> ▪ The day-to-day tasks or projects a Participant can contribute to ▪ Learning objectives and goals for Participants as well as essential related employability and technical competencies 	<ul style="list-style-type: none"> ▪ Departments that are in need of utilizing and managing a Participant ▪ Assigned Host staff who will provide ongoing supervision and support for Participant 	<ul style="list-style-type: none"> ▪ The flow of communication within a Host to contact your Organization as needed ▪ Directives for Participants if they are working in multiple departments/staff

SUPERVISING HOST STAFF

The individual(s) at the Host who will work primarily with Participants should understand their role as more than an on-the-job supervisor. Throughout the CDE, they will play a crucial role in the personal and professional development of Participants. While they will be responsible for items like assigning tasks to Participants, they should also make intentional efforts to incorporate Participants into the Host culture and guide them through the successes and challenges of this professional learning experience. It is important for a Managing Organization to communicate the resources and coaching they are able to provide to coach Host staff through their role as a supervisor for Participants. Encourage supervising Host staff to provide opportunities for Participants to both reflect and provide feedback on the experience. Through these open conversations, both Participants and Host staff can gain a better understanding of themselves in a professional space. One of the most valuable resources a Participant can leave a CDE with is a professional relationship they are able to use for future networking and guidance in their career pathway.



MANDATED REPORTING

As an Organization who works directly with youth, you are familiar with your role as a mandated reporter if a Participant expresses any form of abuse or neglect. Make it clear to Hosts that they should contact you as soon as possible if a Participant were to share any concerning information with them and that you will work directly with Participants to navigate the situation. Some Hosts will want to be heavily involved in this process, while others will want to be completely removed, but it is important that you clarify upfront your direct role in handling any personal Participant issues.

ORIENTATION

CDE ONLINE TOOLKIT RESOURCES

1 

[Template - Host CDE Orientation Presentation](#)

2 

[Template - Host CDE Guidebook](#)

3 

[Participant CDE Tasks Organized by Pathway
Endorsement Area](#)

4 

[Potential Questions for Experienced Hosts](#)

5 

[Job Accommodation Network \(JAN\) – Workplace
Accommodation Toolkit](#)

6 

[Inclusive Internship Programs: A How-to Guide for
Employers](#)

FIRST DAY NEEDS & CONSIDERATIONS

WELCOMING PARTICIPANTS

Encourage Hosts to proactively welcome CDE Participants, as this might be the first time a Participant is going to work in a professional space. Participants may have previous work-based learning experiences or visited a workplace, but the newness of the Host site and the responsibilities they will have as CDE Participants can be daunting during their first days. Participants will likely be anxious, especially if they do not see themselves reflected in that space.

Encourage Hosts to welcome Participants through a staff meeting, introduction email, or another intentional manner. If Hosts expect Participants to perform at the same standards as their employees, then it is important that Participants feel valued and respected in the Host environment.

ORIENTING PARTICIPANTS TO THE WORKPLACE

Help Hosts develop a plan to introduce Participants to their work site and establish guidelines and expectations. Participants should have also received similar information during their onboarding process with your Organization, but this is the time for them to see it in action and learn from their Host firsthand.

A Host's orientation plan should include

Welcome and Introductions
<ul style="list-style-type: none"> ▪ A tour of the space and any materials and equipment the Participant might use ▪ Introduction of Participants to staff and explanation of department roles ▪ Basic information and background of Host

Plan for Participant
<ul style="list-style-type: none"> ▪ Description of tasks to be completed daily/weekly/overall, including any deadlines ▪ Process for professional skills assessment ▪ Schedule check-ins and determine preferred modes of communication

Expectations of Behavior
<ul style="list-style-type: none"> ▪ Any applicable safety rules and emergency procedures ▪ Any items as they relate to nondisclosure/confidentiality ▪ Quirks of the culture and unwritten rules for the Participant to be aware of



CHECK-INS

Regular check-ins between a Participant and their direct supervisor at the Host ensure that questions and concerns can be addressed in a timely fashion. Regular check-ins provide an opportunity for continuous feedback for both Participants and Hosts as well as an opportunity for relationship building by providing a space for Participants who may still be hesitant to ask questions. These meetings can be brief (15 minutes or less) as long as they have an intentional structure and are productive.

FIRST DAY NEEDS & CONSIDERATIONS

CDE ONLINE
TOOLKIT RESOURCES1 

[Participant Orientation at Host Site](#)

2 

[Host & Participant Check In Meetings](#)

YOUTH DEVELOPMENT RESOURCES

CREATING A YOUTH FRIENDLY WORKPLACE

There will be a spectrum of willingness by Hosts in terms of how they might modify tasks to suit youth as they develop their essential employability and technical competencies. Some Hosts will modify tasks significantly at the outset of the program, while others will expect Participants to be ready to jump in without adjusting the tasks. Encourage the Host's role in the talent development of the future workforce, taking into account the capability and willingness of a Host to modify the workplace to fit the needs of youth as developing professionals. With this understanding in mind, consider the best practices for creating a youth friendly environment a Host can incorporate and provide support for implementation. Creating a youth-friendly workplace should not be left entirely to the Host, but it should be a collaborative responsibility between the Host and Managing Organization.

COMPONENTS OF CREATING A YOUTH-FRIENDLY WORKPLACE INCLUDE



Emotional and Physical Safety

- Participant's basic needs are met
- Participants feel trusted and respected by host staff



Youth Participation

- Participants are given opportunities to have a voice and choices
- Participants are provided opportunities to demonstrate leadership



Engaging in Skill Building

- Participants engage in activities to strengthen their career interests
- Participants build new capacities through authentic learning experiences



Caring Relationships

- Participants have at least one adult who listens and provides guidance
- Participants have positive relationships with their peers



Community Involvement

- Participants understand the local and global impact of their work
- Participants are provided opportunities to engage with the community



PROMOTING TAKING INITIATIVE

If Participants are not clear about what projects or tasks they might be able to undertake if they finish their assigned tasks, they might not feel comfortable demonstrating initiative by beginning other work. In this scenario, the Host might feel as though the Participant is not taking initiative. To avoid these challenges, suggest to Hosts that they mix short and long-term projects when delegating tasks to Participants. This allows a Participant to be aware of any long-term projects they can continuously circle back to and work on to show initiative

YOUTH DEVELOPMENT RESOURCES

PROFESSIONAL DEVELOPMENT FOR HOSTS

If a Host has agreed to support Participants for a CDE, they may be interested in understanding best practices to support youth development. They may rely on your Organization to provide resources and training for them to continue to grow in their capacity to provide a positive CDE experience for your Participants in a youth development model.

There are a variety of readings and online resources for Hosts, but it will be more effective if your Organization finds intentional ways to offer opportunities that bring Hosts together to discuss supporting youth in their environment.

Suggestions for professional development resources and training for your Organization to provide

Setting Expectations	Providing Feedback	Mentoring
<ul style="list-style-type: none"> ▪ Balancing the needs of the Host with Participant skillbuilding ▪ Ensuring that the Participant is able to thrive in the Host company culture 	<ul style="list-style-type: none"> ▪ Tools for strengths-based conversations regarding areas of improvement for Participants ▪ Supporting the Host to navigate when a Participant is not meeting expectations 	<ul style="list-style-type: none"> ▪ Practices and resources to support and advise on Participant's career pathway ▪ Suggestions for opening up space to develop a supportive and collaborative relationship

YOUTH DEVELOPMENT RESOURCES

CDE ONLINE
TOOLKIT RESOURCES1 [A Mentor's Guide to Youth Development](#)2 [Roger Hart's Ladder of Young People's Participation](#)3 [Sacramento Employment and Training Agency – Creating a Youth-Friendly Workplace: An Employer's Guide to Building a Quality Internship](#)4 [Youth Development Institute – Universal Youth Needs](#)



DURING

Providing Ongoing Support

Pg. 78

Participant Assessment

Pg. 81

Site Visits

Pg. 84

Navigating Challenges

Pg. 86

PROVIDING ONGOING SUPPORT

The official start of a Participant's Career Development Experience (CDE) is an exciting moment filled with expectation and curiosity about the experience from both Participants and Hosts. As Participants and Hosts become more familiar with one another and the related tasks, they may be in need of support and resources to ensure a successful experience. It is crucial that throughout the CDE the Managing Organization is checking in on both Participants and Hosts to ensure active engagement and addressing any concerns or questions as they arise.

THE INITIAL CHECK-IN

Taking into account the timeline of a Participant's CDE, the points of contact from your Organization should check in with both Participants and Hosts shortly after the first day to learn how everything is going so far. It is important to do this initial check-in early in the CDE to demonstrate your availability to support and interest in feedback from Participants and Hosts.

The initial check-in should be open-ended and brief. Later on in the CDE, you will conduct more formal assessments in which you will have the opportunity to ask more targeted questions. This is simply your time to reaffirm your Organization's commitment of support and openness to feedback from both Participants and Hosts. They might not have much to say, but listen for cues and determine whether you need to probe to get more honest feedback. If there were any specific items mentioned by either party prior to the CDE, now is a good time to follow up on those particular issues. It is also helpful to provide any friendly reminders for Participants and Hosts to be aware of such as recording attendance and hours, assessment needs and a general timeline of the CDE.

RECORD KEEPING

As Participants are completing their CDE, ensure that they are meeting your Organization's requirements for tracking their attendance and hours. If Participants are supposed to log in and out daily on an online portal, monitor it closely to troubleshoot and ensure that they are meeting this requirement. If Participants are submitting paper records, ensure that these are submitted with appropriate dates and times. Both online and paper records should be verified by the Host.

MAINTAINING A PRODUCTIVE & MEANINGFUL CDE

Your Organization put a lot of work into establishing relationships and setting expectations for the CDE. There are a variety of tools and options for ways in which you can keep Hosts and Participants engaged throughout a CDE that are authentic and lead to the development of essential employability and technical competencies.

TOOLKIT TERMINOLOGY

The terms "Participant," "Managing Organization," "Organization," and "Host" used throughout this section address the audiences included in the Introduction



INITIAL CHECK-IN WITH HOSTS

Hosts appreciate when you call, so make this initial check-in by phone rather than over email so you can hear from the Host firsthand. If you cannot reach them quickly by phone, send an email reaching out and letting them know you are available to talk at any time. Direct outreach such as this is important for establishing and maintaining a trusting relationship with Hosts.



RECORD KEEPING IF CDE IS FOR CREDIT

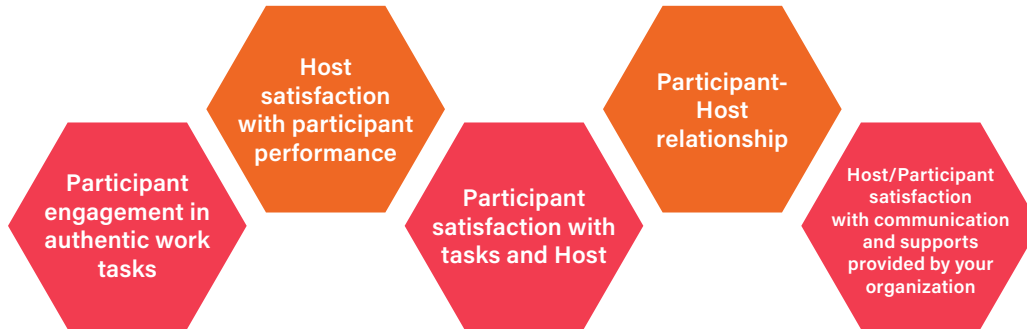
Require an hourly log as a course assignment submitted via paper records and/or a learning management system. A Participant's letter grade will verify their completion of hours.

RECORD KEEPING IF CDE IS PAID

A Participant's payroll can serve as verification of hours completed but a time sheet verified, by the Host should still be completed to validate hours.

PROVIDING ONGOING SUPPORT

HERE ARE SEVERAL IMPORTANT ISSUES TO MONITOR



The points of contact within your Organization (as referred to in the “Organizational Structure” section) will be primarily responsible for monitoring these items. Ensure that these issues are being monitored, particularly if there have been personnel changes at your Organization that may have resulted in points of contact changing. Any changes in communication should have been previously communicated during onboarding so Hosts and Participants can quickly access information and have any questions or needs met as timely as possible.

Depending on the nature of your program, you may be checking in or still seeing your Participants frequently. Take advantage of these moments and find out as much as possible about what they are doing at their CDE placement site and how they are feeling about the experience. Allowing Participants to be as open and honest as possible will allow you to be proactive about any issues or needs that may arise.

SUGGESTIONS FOR RESOURCES AND SUPPORTS

The following are common resources and supports for Participants and Hosts to reaffirm expectations of the CDE and provide assistance to promote positive engagement.

Essential Employability Competency: Planning and Organizing

- Participants may need some extra support to organize their assigned tasks and meet deadlines as communicated by the employer. Provide resources that are helpful for Participants but can also be reinforced by the Host.

Host and Participant Communication

- As Participants are adjusting to their Host site, it is important to make sure they are adhering to the communication needs and preferences of their Host. Additionally, it is important to make sure that Hosts are providing the necessary information and spaces for communication to occur.

Managing Multiple Hosts

- If you have a large number of Participants completing a CDE at the same time across multiple Hosts, consider developing a weekly email that conveys the same information to Participants and Hosts to keep them in the loop of announcements and reminders for the CDE.

Informational Interviews

- CDEs are a perfect time for them to network and learn from professionals in their career area of interest. Encourage Participants to advocate for, and the Host to make time for, informational interviews. Provide some initial prompts for reference. Informational interview questions should be reviewed by the Host.



ENSURING ACCURATE TIME REPORTING

Timesheet fraud occurs when an individual is paid for hours that they did not work or time spent on activities not related to work. If Participants are provided hourly compensation for their CDE hours, it is important to review timesheets with them for accuracy and ensure they are being paid for their exact hours worked. Hosts should also be reminded of their responsibility to review timesheets closely and verify they are only approving actual Participant hours worked.

PROVIDING ONGOING SUPPORT

CDE ONLINE TOOLKIT RESOURCES

1 

[Template - Recording CDE Hours Completed](#)

2 

[Host & Participant Check In Meetings](#)

3 

[Participant CDE Task Examples Organized by Pathway
Endorsement Area](#)

PARTICIPANT ASSESSMENT

TIME FOR REFLECTION

As you are preparing for Participants to be formally assessed by the Host, provide time for Participants to reflect on their CDE and their areas of strength and growth. It is most meaningful if a Participant is able to take ownership of their own assessment rather than simply being told what they are good or bad at. This will allow for an assessment that feels more like a collaborative discussion rather than a potentially punitive process. To facilitate the reflection process, Participants will need tools and resources to learn how to reflect.

Participant reflection can take on many formats, including

Entrance/Exit Slips	Survey Forms in Email	One-on-One Meetings
<ul style="list-style-type: none"> If Participants are regularly gathered together throughout the CDE, have them jot down responses to 1-2 questions about the day/experience as they are entering or wrapping up the session 	<ul style="list-style-type: none"> If you send any form of regular communication to Participants, include a survey link with 1-2 questions that Participants can respond to and will be automatically uploaded for your review 	<ul style="list-style-type: none"> If you already meet regularly with Participants or if this is an individual support that they need, find time to intentionally ask 1-2 reflective questions for the Participant to respond to



REFLECTING FOR DEEPER LEARNING

Typically, we think of reflection as a more limited process of simply sharing thoughts and feelings that have occurred as a result of an experience. To encourage deeper learning through reflection, Participants should start with an understanding of the competency development and performance expectations of the CDE. Using these, Participants can evaluate and recognize where they have exhibited the expected behavior, assess areas of needed improvement, and learn to take constructive feedback.

Specifically, Participants should reflect on the following before their formal Professional Skills Assessment:

Making Connections	Evaluate	Goals
<ul style="list-style-type: none"> How does what they are doing at the CDE Host site relate to the expected CDE learning outcomes? How does this experience prepare and inform them in their career pathway of interest? 	<ul style="list-style-type: none"> Does the quality of their work match the Host's standards and expectations? How have they improved their knowledge and skills over time (specifically what did they do to be successful)? 	<ul style="list-style-type: none"> Can they identify their strengths and how they have contributed to the work of their Host? In what areas do they need more support and what steps will they take to advance current knowledge/skills?

As you are having Participants reflect, make sure that you are reviewing their responses if you are not meeting with them in-person and are reaching out if there are any items that need to be followed up on.

PARTICIPANT ASSESSMENT

PROFESSIONAL SKILLS ASSESSMENT

As defined in the Postsecondary and Workforce Readiness Act, a Professional Skills Assessment is

A tool-based observational assessment of a Participant's performance in a Career Development Experience given by an adult supervisor and shared with the Participant that addresses foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework. The Professional Skills Assessment tool is to be used primarily as a feedback tool and development strategy and not as the sole basis for a grade or credit determination.

Depending on the length of the CDE, it may only be appropriate to do one professional skills assessment. If the length of the CDE allows (for example, a full semester), it is beneficial to have a baseline, middle, and final assessment with the same questions to evaluate Participant's growth over time. Regardless of how many professional skills assessments are completed, it is important they speak to the Participant's competency development and capture feedback on performance from the Host. **One of the most valuable aspects of a CDE is the ability for a Participant to receive feedback on their performance through an assessment completed primarily by their host.**

Managing Organizations should provide Hosts with guidelines on what is being assessed and parameters for their ratings of Participant performance and development of competencies. It is important to put practices in place to ensure consistency among various Hosts and avoid Participants being assessed more harshly or forgivingly based on their CDE Host site rather than their actual performance. This assessment should be utilized as a performance review for Participants and encourage discussion among Participants, Hosts and your Organization.

FOLLOW-UP

Once a professional skills assessment has been submitted, it is important your Organization follows up with both Participant and Host to discuss responses. This can be through a formal in-person meeting (See "Site Visits" below) or through a phone call/ email exchange. Both Participants and Host should be made to feel that the time they spent completing the assessment is recognized and valued. (See "Running into Trouble" at the end of this section for handling issues and concerns that may arise from these conversations).

If timing allows, schedule the opportunity to sit down in-person with the Participant and Host to discuss the professional skills assessment. Be prepared to manage the conversation so it remains collaborative and everyone is talking with rather than at one another. For youth to truly develop essential employability and technical competencies, they must be treated with respect and provided room for their voice to be heard during these conversations.



ASSET-BASED APPROACH

An asset-based approach is crucial for Participants to see themselves as capable of being successful in a professional space as they progress through their CDE experiences. In summary, this approach focuses on strengths and views diversity in thought, culture, and traits as positive assets. Participants should be valued for what they bring to a Host instead of being characterized by what they lack. While areas of growth exist for everyone, too often for youth there is a focus on inadequacies and what they need to gain or change about themselves to be successful.

PARTICIPANT ASSESSMENT

CDE ONLINE TOOLKIT RESOURCES

1 

[Participant Reflection Questions](#)

2 

[Illinois workNet's Observational Assessment and Worksite
Evaluation tools](#)

3 

[MORE 60 by 25 Community Example Professional Skills
Assessment for Education Pathway](#)

SITE VISITS

Site visits help Managing Organizations establish and maintain trusting relationships with Hosts and Participants since they are able to directly see a CDE in action. Depending on the capacity of your Organization, this might not be possible for every Participant, so consider those Hosts and/or Participants who are most in need of an in-person visit.

Site visits provide an opportunity for your Organization to gain a first-hand look at what it is like for a Participant to complete their CDE at a particular Host. As you are considering whether a Host is a good fit to continue placing Participants, this is a great way to gather more information for future experiences. Site visits are especially important if a Participant has expressed concerns about a Host site (staff, working conditions, etc.) so you can assess and address the situation effectively.

Site visits are also a great opportunity for you to establish a more human connection between your Organization and the Host to further build a trusting relationship, even if it is only a brief conversation with your Host point of contact.

Components of a site visit may include

- Meeting other Host staff and departments who work with the Participant beyond your normal Host contact
- Tour of the space and observing a Participant interact with equipment and materials to perform tasks
- Discussion of accomplishments/challenges and any additional supports your Organization can provide



BEST PRACTICE

Host 1-1 then Group Discussion

If you are going to spend time discussing the professional skills assessment or Participant performance feedback in general during a site visit, the following is a helpful format:

1st

Meet with the Host one-on-one to discuss their feedback and evaluation of the Participant and the CDE

2nd

Have the Participant join the discussion and share their reflection on their own feedback and evaluation of their performance and the CDE

After they have both shared, use this time to find a common understanding and discuss any goals or next steps for them to focus on for the remainder of the CDE.

SITE VISITS

CDE ONLINE TOOLKIT RESOURCES

1 

[How-to: Providing Feedback](#)

2 

[Illinois workNet - Article: "Helping Your Customers Stay Motivated and Engaged"](#)

3 

[Illinois workNet - Assessments: Worksite Evaluation](#)

4 

[SAE Visit Scheduling Form](#)

5 

[SAE Visit Checklist](#)

6 

[Site Visit at Host Site](#)

NAVIGATING CHALLENGES

CDEs typically get off to a great start, but challenges may emerge as Participants and Hosts move beyond the initial excitement and anticipation. Through continuous coaching and support, it is possible to navigate challenges and improve the experience through a better understanding of needs and expectations. This is a typical process for anything new and one that should be considered as Participants begin their CDE and are encouraged throughout to get to a “steady results” point. It should not be taken as a sign of an unsuccessful CDE if a Participant or Host reaches a moment of frustration and discontent with the CDE, but rather an opportunity to learn and improve the experience.

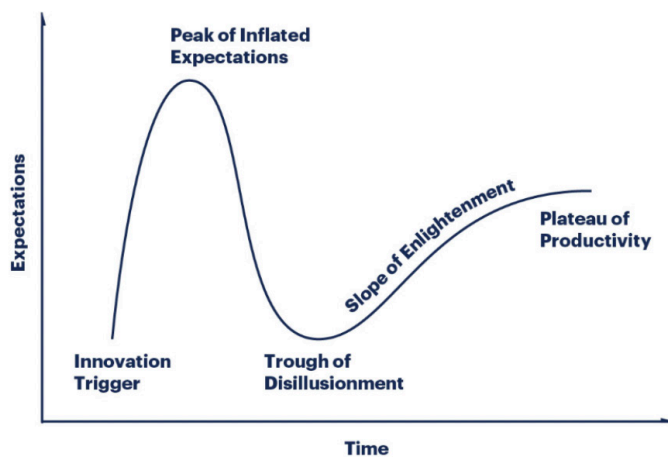


FIGURE 2

*Gartner Hype Cycle*⁶



Consider the above image of the Gartner Hype Cycle that is used to show the graphic representation of the maturity and adoption of new technologies as it relates to a Participant’s CDE and may affect their performance:

Gartner Hype Cycle Stage	CDE Related Events
Innovation Trigger	The Participant learns that they are eligible for a CDE
Peak of Inflated Expectations	The Participant researches the Host they will be placed at for the CDE and tasks they will perform
Trough of Disillusionment	The Participant has started to get used to the CDE tasks and they no longer hold the same appeal
Slope of Enlightenment	Through reflection, the Participant becomes aware of their personal growth and development
Plateau of Productivity	The Participant realizes how they can contribute in a meaningful way to the Host and the CDE’s impact on their career pathway

⁶ [Understanding Gartner's Hype Cycles](#)

NAVIGATING CHALLENGES

In general, most issues and concerns that arise during a CDE can be worked through quickly and are typically due to some form of miscommunication or assumptions. Other times, a deep divide has been formed between a Participant and their Host and you will need to step in and mediate the situation.

First, hear perspectives from both the Host and the Participant separately so they both feel that they can speak openly and candidly with you about the situation. During this time, feel free to provide insights and suggestions as appropriate, but focus on active listening and taking notes so you can identify where you can start to build a common understanding between Participant and Host.

When an issue or conflict occurs during the CDE, consider the following:

What is the problem and what do the Participant/Host hope to accomplish?

Where might your Organization play a role in the cause and/or resolution?

Could it be a result of something happening outside of the CDE?

Has any miscommunication occurred or information not been provided?

How has the Host/Participant contributed to the issue?

If the situation cannot be easily corrected and a formal meeting needs to occur to determine whether a Participant can complete their CDE with the Host, best practice is to meet in-person but a conference call can work if that is the only workable option. (See "Termination of a CDE" below).

PARTICIPANTS DEALING WITH TRAUMA

Participants may experience trauma or difficulties such as a death in their family or friends, loss of income, or housing instability over the course of the CDE. Managing Organizations should be equipped to identify and refer Participants to resources and services based on their unique needs. Some Managing Organizations may be able to directly provide some or all of these resources and services, but at minimum, CDE program staff should be trained on and aware of the options for Participant referrals. Establishing trusting relationships with Participants early will ensure that they feel comfortable expressing needs for support to their Managing Organization.



SETTING AND REVISITING GOALS

A great way to regroup when challenges have occurred and facilitate a collaborative and asset-based conversation with Hosts and Participants is to focus on setting goals and positive forward thinking. It is easy to get wrapped up in the current frustrations and associated emotions when something has gone wrong. Your role as a Managing Organization is to be a liaison between Hosts and Participants to work through a difficult situation. Have the Host and Participant discuss what goals they have and what success in those goals would look like. Then spend some time defining the roles and responsibilities of all of you to ensure that those goals are met.

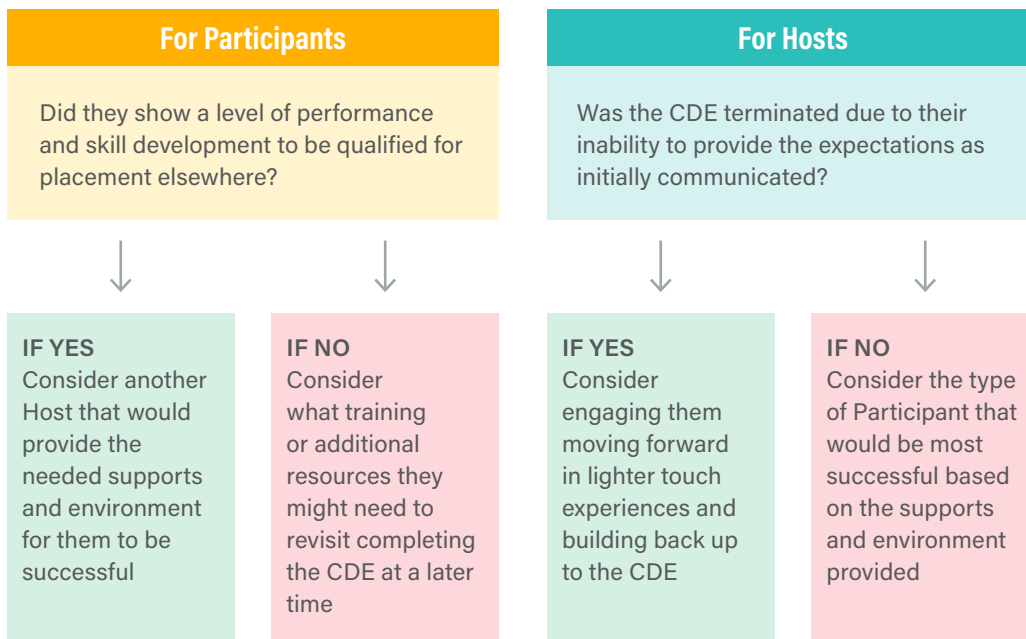
NAVIGATING CHALLENGES

TERMINATION OF A CDE

There may come a time when a Participant and a Host are no longer able to work together to complete the CDE. This decision should not be made lightly, but it should also not be prolonged to create further feelings of frustration by the Participant and/or Host. If you created an improvement plan for a Participant, consider whether expectations were met by the Participant and if the Host provided the needed support.

While this is an unfortunate circumstance, it may not necessarily have to lead to dissolution of a Host relationship or a Participant's ability to complete another CDE. Relationships are a key asset to any CDE program, and your Organization needs to take the proper steps to follow-up with both Participant and Host after a termination.

As you are debriefing the situation once the CDE has been terminated, consider the following



IMPROVEMENT PLANS

An improvement plan is an agreement among Participant, Host and your Organization to improve performance related issues. This improvement plan might be a formal document or a verbal agreement among parties. It should outline in detail the expectations for improvement and a timeline for assessment check points to monitor growth. Improvement plans should be a collaborative document that both Hosts and Participants determine is agreeable and achievable given the timeline and expectations as outlined.

NAVIGATING CHALLENGES

CDE ONLINE
TOOLKIT RESOURCES1 [Gartner Hype Cycle](#)2 [How-to: Difficult Conversations](#)3 [Sample Participant Improvement Plan](#)



WRAPPING UP

CDE Close-Out for Participants	<i>Pg. 91</i>
CDE Close-Out for Hosts	<i>Pg. 95</i>
CDE Close-Out for Organization	<i>Pg. 98</i>
Measuring and Communicating Impact	<i>Pg. 100</i>

CDE CLOSE-OUT FOR PARTICIPANTS

LAST DAY NEEDS

With the support of your Organization and their Host, Participants should prepare for their last day of the CDE. Regardless of how long they have been with a Host, they should treat their last day of the CDE as if they were a regular employee and follow any protocols and procedures as applicable. Encourage Participants and Hosts to spend time celebrating and commemorating the experience.

Considerations for the last day of a CDE:

Items Specific to CDE Placement Site	Celebration	Future Communication
<ul style="list-style-type: none"> Are there any identification badges and/or equipment that need to be returned? Is there any paperwork that needs to be filled out at the host site? 	<ul style="list-style-type: none"> How are Hosts commemorating a Participant's last day? How will Participants thank their Hosts for the experience and support (consider a handwritten note!)? 	<ul style="list-style-type: none"> If desired, how can Participants and Hosts stay connected post-CDE? What is the process for Participants who would like to work at the Host full-time in the future?

PROFESSIONAL SKILLS ASSESSMENT

If they have not done so already, Participants need to complete a professional skills assessment to reflect on learning and performance gained from the CDE (See the "During" section of this toolkit for more information on Participant assessment).

TOOLKIT TERMINOLOGY

The terms "Participant," "Managing Organization," "Organization," and "Host" used throughout this section address the audiences included in the Introduction



PROFESSIONAL SKILLS ASSESSMENT "REPORT CARD"

Participants should receive information on their professional skills assessment that summarizes the feedback and performance evaluation submitted by their Host. The feedback from the Host should be discussed and compared to a Participant's self-assessment of their performance. This is an opportunity to further engage Participants in reflection and understanding of their strengths and areas of growth.

CDE CLOSE-OUT FOR PARTICIPANTS

HOST ASSESSMENT

At the conclusion of their CDE, Participants should be provided the opportunity to evaluate their placement site and any Host staff with whom they directly worked. This information is helpful for your Organization to determine any items that went well and others that need to be addressed for improvement of future CDEs.

Items to be addressed on this assessment:

Task Engagement	Supports	Learning/Reflection
<ul style="list-style-type: none"> ▪ Did they engage in work that they feel will help them in the future? ▪ Do they understand how their work contributed to their Host? 	<ul style="list-style-type: none"> ▪ Do they feel that their Host wants to see them succeed and respects them? ▪ Did they feel able to approach their Host with questions and get help? 	<ul style="list-style-type: none"> ▪ Which essential employability and technical competencies did their Host focus on? ▪ How has their career pathway been informed by interactions with their Host?

Consider Participant's responses and strengths/areas of improvement for the Host to provide future CDEs. If it becomes apparent that there are significant issues in terms of their ability to support a Participant, consider whether they might be willing to make some adjustments. Some Hosts will be interested to hear Participant's feedback about the CDE, while others may take some more convincing or not be interested at all. Regardless, it is still important to provide this feedback since Hosts play an important role in the youth talent development pipeline.



ALTERNATIVE OPPORTUNITIES FOR HOSTS

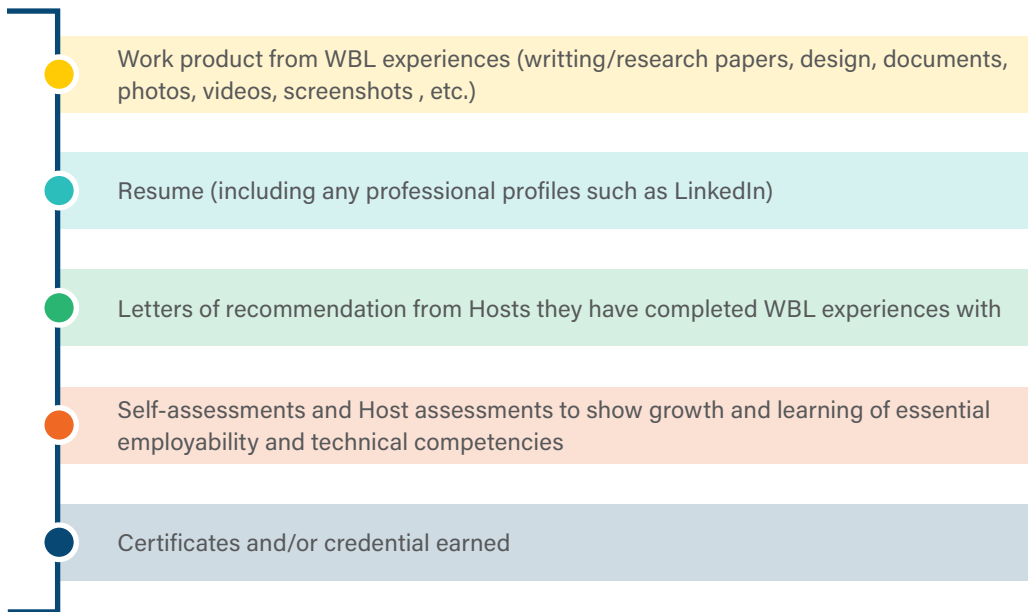
If you determine that a Host is not a good fit to host Participants for a CDE, consider whether they can still provide any other opportunities along the work-based learning continuum. A CDE requires a larger commitment from Hosts, and sometimes it is necessary to take a step back with Hosts to build their ability to offer a CDE.

CDE CLOSE-OUT FOR PARTICIPANTS

PARTICIPANT PROFESSIONAL PORTFOLIO

If they have not already started to build one, a CDE is a great opportunity for Participants to gather any work products to develop a portfolio of accomplishments. Depending on the industry, work products may vary, but they should always be captured in meaningful ways to recognize the foundational professional skills the Participants' gained.

A work-based learning portfolio may include



RESUMES AND INTERVIEW QUESTIONS

At the conclusion of their CDE, Participants should update their resume to reflect any skills and experience gained. Your Organization and the Host can help guide Participants develop statements that are concise but powerful and related to their attainment of essential employability and technical competencies. Encourage Participants to also practice answering common interview questions and incorporating specific items that were part of their CDE. Writing resume statements and verbalizing their experience through practice interview questions will further help Participants reflect on and recognize the value of learning gained through their CDE.

WRAP-UP PRESENTATION AND RECOGNITION OF COMPLETION

As a final item to complete their CDE, have Participants summarize their experience through a presentation to Hosts and/or your Organization. This is an additional opportunity for Participants to both reflect on their learning and share that experience with a larger audience.

Certificates of completion help to recognize the achievement that a Participant has exhibited by successfully finishing a CDE. It is no small task to show up consistently and perform authentic work tasks. Participants can also include this certificate in their work-based learning portfolio.

CDE CLOSE-OUT FOR PARTICIPANTS

CDE ONLINE TOOLKIT RESOURCES

1 

[Evaluation by Participant of Host & Organization](#)

2 

[Template Participant CDE Presentation](#)

3 

[Certificate of Completion for a Career Development
Experience](#)

CDE CLOSE-OUT FOR HOSTS

PROFESSIONAL SKILLS ASSESSMENT

If they have not done so already, Hosts need to complete a professional skills assessment to provide feedback on Participant performance during the CDE (*See the “During” section of this toolkit for more information on Participant assessment*).

ASSESSMENT OF THE CDE

Besides Participant performance, Hosts should provide feedback on the CDE in general. This feedback should include some self-reflection on their end in terms of meeting the expectations of the CDE as outlined by your Organization and the supports and resources they received from your Organization. This assessment should lead to collaborative and productive discussions that focus on the Host offering CDEs in the future and determining any necessary adjustments or additional items that would help to make it more successful.

Some general topics to be covered are

Did Participants meet their goals and expectations?

Did your Organization provide timely communication and resources?

What modifications and supports did they provide for Participants?

How likely are they to consider hosting a Participant for a CDE in the future?

What feedback and suggestions do they have for the CDE program?



EXIT INTERVIEWS WITH PARTICIPANTS

Encourage Hosts to find time before or during a Participant's last day of their CDE to gather feedback on the experience. Participants can provide information on what their favorite aspects were as well as the things that were the most challenging during the CDE. Hosts can also ask for suggestions on areas of improvement and growth to provide a CDE that meets Participant and Organizational expectations.

CDE CLOSE-OUT FOR HOSTS

SUSTAINING HOST RELATIONSHIPS

Providing the opportunity for the Host to share feedback on the CDE and how both your Organization and Participants met their expectations is a helpful process to sustain relationships. Hosts should be valued as a resource to provide insight on the improvement and quality of your CDE program as it relates to the needs of the Host. Continue to create time for their input and address how you will approach any areas of concern. You should also ensure that your expectations are being met as well and work with Hosts to communicate any areas of improvement on their end as well to better support Participants.

Best practices for sustaining host relationships include

Treat Them as Unique Partners

- Whether they are in the same industry or not, Hosts should be approached individually to address their unique needs and contexts for providing a CDE

Have Clear Methods of Communication

- Before, during, and after the CDE, Hosts should always have a clear understanding of whom to reach out to for various items related to the CDE

Work Together as Professionals

- Hosts have as large a role in the talent development of youth as your organization and should be provided opportunities to work with your team to determine best practices and methods for CDEs



ENGAGEMENT EVENTS

Consider the ways that your Organization can engage Hosts beyond the CDE:

- Celebration and recognition events for Hosts to network and hear from one another
- Professional development training and Host panels on components of the CDE program and working in youth development
- Inviting Hosts to events and activities current and former Participants are attending to encourage interaction among youth and adult professionals



ENCOURAGE PARTICIPANT COHORTS

If they are not doing so already, encourage Hosts to take on a cohort of Participants (2 or more) for their next CDE during renewal conversations. Having more than one Participant at a Host site is beneficial to provide peer-to-peer learning and reflection on shared experiences for both Hosts and Participants. Participants and Host staff are able to navigate the experience together and provided needed support for one another.



COMMUNITY EXAMPLES OF CONTINUOUS HOST ENGAGEMENT



District 211 Employer Breakfast

Each year District 211 highlights the partnership of their employers and student completion of work-based learning experiences with a partner breakfast. Employers, school staff, and students come together to celebrate and share their experiences.



Rockford Public Schools Academy Awards Celebration

To commemorate the end of the school year, RPS brings together faculty, staff and community partners who support their College and Career Academies to honor their commitments and contributions. Student's academic work is on display for the event.



Greater Peoria Career Spark

The Greater Peoria Economic Development Council engages 8th grade students and regional employers in an event with hands-on exhibits to help spark students' career interests. This is an opportunity for employers to meet students early on as they consider their career pathway.

CDE CLOSE-OUT FOR HOSTS

CDE ONLINE TOOLKIT RESOURCES

1 

[Evaluation by Host of Participant & Organization](#)

2 

[Participant Exit Interview with Host](#)

3 

[Principles for Sustaining Employer Partnerships](#)

CDE CLOSE-OUT FOR YOUR ORGANIZATION

REVIEWING PARTICIPANT AND HOST ASSESSMENTS

As an Organization, it is important to review what Participants and Hosts had to say about their experience with your CDE program. You should take this moment to be vulnerable and open to what they might have to say about areas of improvement and growth. Follow-up with any Participants or Hosts who appear to have had a more challenging experience than others.

These assessments should inform your goal setting and any alterations you want to make for future CDEs. Depending on the flow of your CDE program, you might continuously have CDEs occurring throughout the year. Set aside time to intentionally consider the ways that you will incorporate feedback from Participants and Hosts to inform subsequent CDEs.

Determine where this information is going to be housed (*See the toolkit section "Organizational Structure" for more detailed information on CDE data collection*). This feedback is highly valuable to the ability of your Organization to maintain a CDE that is impactful and relevant.



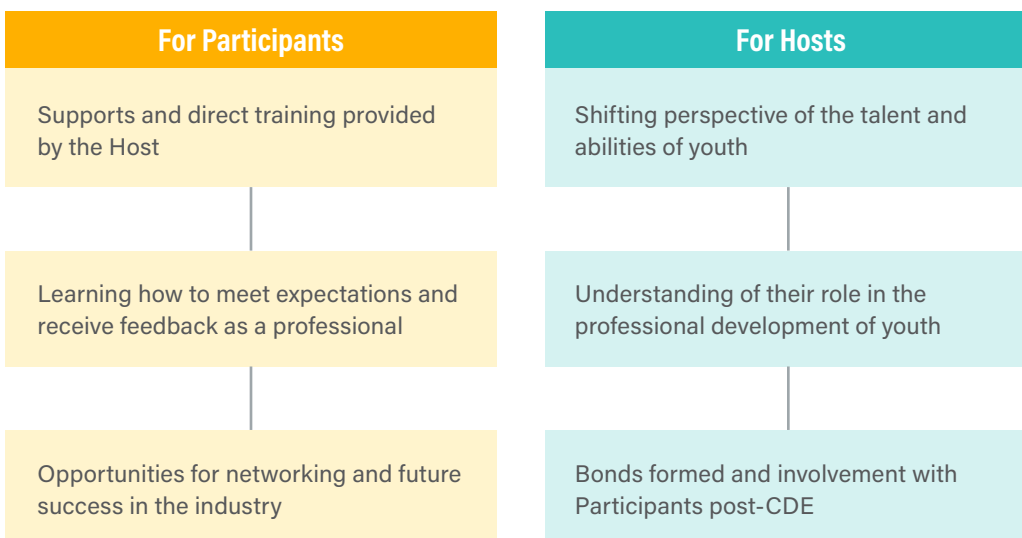
INCORPORATING FEEDBACK

It should be clear to Participants and Hosts where your Organization has heard their feedback and incorporated any applicable changes to the CDE program. All stakeholders should see that improvements and developments are occurring to keep your CDE program up-to-date and addressing Participant, Host, and industry needs to stay relevant.

GATHER TESTIMONIALS

One of the best ways to tell the story of your CDE and its value is to have it expressed through the lens of those most directly impacted: Participants and Hosts. They are the voices who can truly speak to the day-to-day experience and how it has informed/changed their outlook.

Examples of impact from the CDE that they can speak to



CDE CLOSE-OUT FOR YOUR ORGANIZATION

CDE ONLINE
TOOLKIT RESOURCES

MEASURING & COMMUNICATING IMPACT

Once you have gathered assessments, feedback and any required data for your CDE program, it is now time to share this information both internally and with the community at large to communicate the impact of the CDE.

Consider the following questions as you determine how to share this information:

How is your organization collecting and analyzing qualitative and quantitative data for your CDE program?

What are the data points and stories that you want to share with the community-at-large to promote the impact of your CDE program?

Who are the audiences to whom you want to communicate your impact to?

PARTICIPANT ATTAINMENT OF COMPETENCIES

A major component of measuring the impact of a CDE should include whether Participants gained foundational professional skills through the development of essential employability and technical competencies. This information can be gathered in the Professional Skills Assessment completed by Hosts and Participants.



HIRED PARTICIPANTS

If any Participants were hired shortly after, or because of a connection they made during their CDE, this is an incredibly powerful story to share. Typically, opportunities like CDEs are a space of privilege for individuals who already have a strong professional network in their inner circle. Take the chance to highlight Participants who accessed employment or another opportunity directed toward their career pathway as a result of their participation in your Organization's CDE program.

MEASURING & COMMUNICATING IMPACT

PARTICIPANT & HOST SATISFACTION

Another useful component for measuring impact are the stories and data points of the experience for both the Participants and Hosts. The building of relationships and connections among your Organization and Hosts is an accomplishment that should be highlighted.



COMMUNITY EXAMPLES OF MEASURING AND COMMUNICATING IMPACT OF THEIR CDE



Rush - REACH

REACH works with their system wide marketing group to place stories, blog posts, and social media content about Participants, Hosts, and their experience with the CDE. REACH builds connections, awareness, and interest in the program by sharing stories, before, during, and at the end of the CDE.

PARTICIPANT & HOST TESTIMONIALS

Record video testimonials of Participants and Hosts speaking to their experience and how the CDE has influenced them both personally and professionally. This is a great opportunity for the Managing Organization to provide prompts and have those directly affected by the CDE speak to its impact.

MEASURING & COMMUNICATING IMPACT

CDE ONLINE TOOLKIT RESOURCES

1 

[Sharing and Communicating Impact REACH at Rush
Learning Goes Both Ways](#)

2 

[Video Testimonial Example - District 214 Center for Career
Discovery Internships](#)

BUILDING A COMMUNITY OF LEARNING & PRACTICE

One of the most productive and inventive spaces to ensure that your Organization is delivering quality CDEs is through a community of practice. The information, resources and best practices shared within this toolkit are a result of collaboration among Organizations, Hosts and community members. The ability to come together from different perspectives and experiences is a valuable asset that allows for the learning and evolution of CDE programs. Your Organization will be able to accelerate and deepen your CDE practices in unimaginable ways through consistent conversations and collaborations with other similar Organizations, as well as with the Hosts, who work directly with your Participants. The sharing of information and lessons learned among practitioners is needed for developing best practices and solutions to similar obstacles you all may face.

Consider sharing any resources or best practices you believe would benefit others engaged in this work. In keeping with the tradition of learning and growing, this toolkit and its related website are dynamic and open to feedback about whether the information was useful and/or if there are any areas that could be enhanced. The website will be updated monthly with new resources and information for each section.

FEEDBACK

Please provide any resources, best practices, or feedback by [clicking here](#).

