

**FLORIDA'S
CAREER
READINESS
EDUCATION
FRAMEWORK
AND NEEDS
ASSESSMENT**

For Secondary Educators



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

INTRODUCTION

This document will provide secondary educators, including administrators, counselors, and teachers, with an overview of career readiness education and allow educators to assess the extent to which they are providing their students with the full range of educational experiences that lead toward career readiness. Career readiness education is the process of providing students with sequential, student-centered, standards-driven experiences that span across the entirety of K-12 education and lead students toward meaningful, productive, and prosperous careers.

OVERVIEW OF FLORIDA'S CAREER READINESS EDUCATION FRAMEWORK

Next is an overview of Florida's Career Readiness Education Framework, which shows the main components of career readiness education and represents how the components of career readiness education are both sequential and interrelated. For instance, while career exploration must happen before career planning, the process of career planning may increase the student's depth of knowledge, raise new questions in their minds, and lead right back into more career exploration. The destination of this entire process is a student that is 'career ready.' Meaning, the student has explored career and postsecondary options, made specific and actionable plans on how best to develop their career, and has begun to make specialized preparations for the career of their choosing.



NEEDS ASSESSMENT INTRODUCTION

As career readiness is both an educational and economic imperative, secondary educational staff, including administrators, counselors, and instructors, are encouraged to assess their career readiness education using the instrument. This needs assessment can be conducted at the classroom level, the school level, and the district level.

The career readiness standards in this framework are organized under 3 categories – career exploration, career planning, and career preparation. For each, use the below scale developed by the [Association of Career and Technical Education in their High Quality CTE Framework](#) to assess the extent to which your agency is locally implementing each standard. Once you have scored your implementation, please provide notes on the successes and areas of growth for each category. To calculate the percent of total points achieved, divide points earned by total possible points.

ASSESSMENT SCALE

| "0 = Not at All Achieved" | "1 = Minimally Achieved": | "2 = Moderately Achieved" | "3 = Substantially Achieved" |
|---|---|---|---|
| <p>No evidence of the criterion in the implementation of career readiness education</p> | <p>The criterion is minimally implemented locally.</p> <p>For example:</p> <ul style="list-style-type: none"> • Implementation is just beginning • Implementation is evident infrequently • Implementation is evident in a small portion of career readiness education • Access is limited to a small segment of students | <p>The criterion is evident in the locally implemented career readiness education, but implementation is uneven or incomplete.</p> <p>For example:</p> <ul style="list-style-type: none"> • Only part of the criterion is evident • Implementation is evident part of the time, but not on a sustained and regular basis • Implementation is evident in portions of the career readiness education • Access is available to most, but not all, students | <p>The criterion has been fully implemented throughout all career readiness education.</p> <p>For example:</p> <ul style="list-style-type: none"> • All parts of the criterion are evident • Implementation is evident on a regular and sustained basis • Implementation is evident across all portions of the locally implemented career readiness education • Access is available to all students |

CAREER EXPLORATION

| | |
|------------------------|--|
| Definition | Career exploration: the process of gaining a deeper understanding of oneself, career options, and postsecondary opportunities through guided but unrestricted access to relevant career information, data, and experiences. |
| Student Outcome | A student is approaching “career ready” when they have fully explored their career options to make an informed decision about what is right for their future. |

| Topic | Career Ready Students Can... | Career Readying Experiences | Local Implementation Self-Assessment Score (0-3) |
|-------------------------------|---|---|--|
| Career Assessment | Explain their career interests, skills, and values. (CR.1.1) | Career Assessment <ul style="list-style-type: none"> Take one or more career assessments to better understand which occupations are or are not aligned with their interests, skills, and/or values. Reflection <ul style="list-style-type: none"> Write, discuss, present, or graphically represent their career interests, skills, and/or values. | |
| Occupation Exploration | Describe occupations and industries in their region. (CR.1.2) | Information <ul style="list-style-type: none"> Research the description of five or more occupations, with priority given to occupations identified through the student’s career assessment process. Data <ul style="list-style-type: none"> Research labor market data for five or more occupations, including definitions, meanings, and figures related to salary, growth, and employment. Explore regionally-relevant high-demand, high-growth, and high-wage occupations. Experiences <ul style="list-style-type: none"> Participate in experiential and/or work-based learning opportunities that expose the student to multiple high-skill, high-demand, high-growth, and/or high-wage occupations. Reflection <ul style="list-style-type: none"> Write, discuss, present, or graphically represent the student’s findings about regionally available occupations. | |

CAREER EXPLORATION CONTINUED

| Topic | Career Ready Students Can... | Career Ready Experiences | Local Implementation Self-Assessment Score (0-3) |
|----------------------------------|--|--|--|
| Postsecondary Exploration | Describe a diversity of postsecondary pathways. (CR.1.3) | <p>Information</p> <ul style="list-style-type: none"> Explore postsecondary training provider options, including apprenticeships, technical colleges, state or community colleges, universities, and industry-recognized certification providers. Explore postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses, and associate or baccalaureate degrees. Explore training options aligned with the student's career assessment results and occupational exploration. <p>Data</p> <ul style="list-style-type: none"> Explore postsecondary institutional and programmatic data. <p>Experiences</p> <ul style="list-style-type: none"> Virtually or in-person connect with postsecondary institutions' staff, campus, and/or alumni. <p>Reflection</p> <ul style="list-style-type: none"> Write, present, and/or graphically represent the student's findings about postsecondary opportunities | |

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| Total Points Earned: | | |
| Total Points Possible: | | 9 |
| Percentage Score (Points Earned/Points Possible): | | |
| Successes in Implementing Career Exploration: | Areas of Potential Growth in Implementing Career Exploration: | |
| | | |

CAREER PLANNING

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|------------------------|---|
| Definition | Career planning: a structured process of prioritizing, choosing, and developing a specific, sequential, and time-bound plan that leads towards the student's career goals. Career planning cannot be fully realized without career exploration, though they can be cyclically intertwined. |
| Student Outcome | A student is approaching "career ready" when they have made a specific, sequential, and time-bound plan to achieve their chosen career goals. |

| Topic | Career Ready Students Can... | Career Ready Experiences | Local Implementation Self-Assessment Score (0-3) |
|--|---|--|--|
| Occupation Prioritization | Explain their reasoning for choosing to pursue an occupation. (CR.2.1) | Career Goal Development <ul style="list-style-type: none"> Prioritize an occupation for plan formation and explain the reasoning that led to that occupational choice. | |
| Postsecondary Pathway Selection | Describe which credentials are relevant to their career pathway. (CR.2.2) | Postsecondary Goal Development <ul style="list-style-type: none"> Select a recognized postsecondary credential to pursue. (If the student is choosing to enter directly into military or AmeriCorps service, employment, entrepreneurship, or a gap year, the student should still select a credential for if they were to return to obtain postsecondary training.) Select a training provider aligned with the student's recognized postsecondary credential goals. | |
| Application Planning | Develop a plan to meet or exceed the student's chosen postsecondary training or national service application requirements. (CR.2.3) | Application Research <ul style="list-style-type: none"> Research the specific application requirements for the student's selected postsecondary training or national service opportunity. Chronological Admissions Checklist <ul style="list-style-type: none"> Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts, and examinations. | |
| Budgeting and Financing | Develop a budget and plan to pay for postsecondary training. (CR.2.4) | Budgeting <ul style="list-style-type: none"> Develop a postsecondary training budget that is inclusive of living and school expenses and is specific to whether the tuition is in-state or out-of-state. Financing <ul style="list-style-type: none"> Research options to finance postsecondary training. Apply for a variety of financial aid opportunities, including scholarships, grants, savings, work and work-study programs, private loans, and Federal loans. | |

CAREER PLANNING CONTINUED

| Topic | Career Ready Students Can... | Career Ready Experiences | Local Implementation Self-Assessment Score (0-3) |
|--|---|--|--|
| Secondary Coursework & Extracurricular Planning | Describe which courses and extracurricular activities are in alignment with and preparatory for their chosen career pathway. (CR.2.5) | <p>Course Schedule</p> <ul style="list-style-type: none"> Develop a secondary course schedule that meets high school graduation requirements, and provides academic and career preparation aligned with the student's career goals. <p>Extracurricular Activities</p> <ul style="list-style-type: none"> Identify extracurricular activities aligned with the student's occupational and postsecondary training goals. | |

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| Total Points Earned: | | |
| Total Points Possible: | | 15 |
| Percentage Score (Points Earned/Points Possible): | | |
| Successes in Implementing Career Planning: | Areas of Potential Growth in Implementing Career Planning: | |
| | | |

CAREER PREPARATION

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|------------------------|---|
| Definition | Career preparation: the development of skills, social capital, and evidence of ability to acquire, retain, and advance within the student’s chosen career pathway. Career preparation cannot be fully realized without being preceded by career exploration and planning, though some career preparation applies to all career fields and can happen independent of career exploration and planning. |
| Student Outcome | A student is approaching “career ready” when they have developed the skills, social capital, and evidence of ability to acquire, retain, and advance within their chosen career pathway. |

| Topic | Career Ready Students Can... | Career Readying Experiences | Local Implementation Self-Assessment Score (0-3) |
|-----------------------|---|--|--|
| Work Skills | Demonstrate and obtain proof of ability related to academic, employability, and technical skills aligned with the student’s career goals. (CR.3.1) | <p>Technical & Employability Skills</p> <ul style="list-style-type: none"> Develop technical skills (the “hard” skills of a specific occupation) and employability skills (the “soft” skills applicable across a wide variety of occupations) through career dual enrollment, Career and Technical Education, Career and Technical Student Organizations, work-based learning, etc. Prepare for and obtain a recognized postsecondary credential (industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by a State or the Federal Government, or an associate or baccalaureate degree). <p>Academic Skills</p> <ul style="list-style-type: none"> Develop academic skills through coursework, dual enrollment, early college programs (e.g., AP, IB, AICE), etc. Prepare for and take an academic aptitude test, such as the SAT, ACT, and/or CLEP. | |
| Social Capital | Build and leverage social capital for career development and advancement. (CR.3.2) | <p>Interactions</p> <ul style="list-style-type: none"> Interact with diverse industry professionals through sustained and short-term opportunities, including worksite visits, class presentations, mentoring, job shadowing, networking, informational interviewing, work-based learning, etc. | |

CAREER PREPARATION CONTINUED

| Topic | Career Ready Students Can... | Career Ready Experiences | Local Implementation Self-Assessment Score (0-3) |
|--|---|--|--|
| <p>Career Navigation Skills</p> | <p>Demonstrate mastery of the career navigation skills necessary to obtain, retain, advance within, and switch employment. (CR.3.3)</p> | <p>Job Posting Sites</p> <ul style="list-style-type: none"> Navigate a job posting site and identify three or more job posts of interest. <p>Applications</p> <ul style="list-style-type: none"> Fill out a mock job application. <p>Resumes</p> <ul style="list-style-type: none"> Develop a resume. Receive real-world industry feedback on the resume. <p>Cover Letters</p> <ul style="list-style-type: none"> Write a mock cover letter. Receive real-world industry feedback on the cover letter. <p>References, Recommendations and Endorsements</p> <ul style="list-style-type: none"> Obtain a signed reference letter or letter of recommendation. Obtain an online skill and/or professionalism endorsement. <p>Professional Portfolios</p> <ul style="list-style-type: none"> Curate a professional portfolio that includes work products. Receive real-world industry feedback on the professional portfolio. <p>Interviewing</p> <ul style="list-style-type: none"> Prepare for and experience a mock job interview. Receive real-world industry feedback on the interview performance. <p>Online Personal Brand</p> <ul style="list-style-type: none"> Conduct a personal review of their own social and professional media presence. Develop a plan to cultivate a professional media presence and a positive or private social media presence. | |

CAREER PREPARATION CONTINUED

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| Total Points Earned: | | |
| Total Points Possible: | | 9 |
| Percentage Score (Points Earned/Points Possible): | | |
| Successes in Implementing Career Preparation: | Areas of Potential Growth in Implementing Career Preparation: | |
| | | |

SCORE TOTALING AND PLANING PLANNING

| Category | Points Earned | Total Possible Points | Percentage Score (Points Earned/Points Possible) |
|--|---------------|--|---|
| Exploration: | | 9 | |
| Planning: | | 15 | |
| Preparation: | | 9 | |
| Total: | | 33 | |
| Successes in Implementing Career Readiness Education: | | Areas of Potential Growth in Implementing Career Readiness Education: | |
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