Career Development Program

Student Advisory Council
2007-2008
Overview

- Stories and statistics got us interested
- Wondered how exposed high school kids are to career options
- Conducted survey
Survey

- 13 question survey
- Distributed to SAC member schools who allowed distribution (10)
- Surveyed 1,437 students
Question 7

- How much time over the last few months have you spent discussing career or job options with one or both parents/counselor?
  - Less than an hour
  - About one hour
  - One to three hours
  - More than three hours
  - Not at all
Question 7

Results were:

• Evenly distributed across all answer choices (not at all to \( >3 \) hours)

Ideally:

• Predominantly \( >3 \) hours
Question 9

- Generally speaking, how important do you think college prep courses are in preparing students to get a good job?
  - Very important
  - Somewhat important
  - Only a little important
  - Not important at all
Question 9

Results:

• Majority of responses indicated “Very Important”; Students in Illinois do realize the importance of college prep courses in getting a good job.

Ideally:

• Majority “Very Important”
Question 10

- Which do you feel your school prepares you for more?
  - College
  - After college career
  - Immediate workforce
  - No help at all
Question 10

Results:
• Majority of responses indicated “College”

Ideally:
• Majority “College”; Students in Illinois do realize the importance of college prep courses in getting a good job.
States with Outstanding Programs

- Delaware
- South Carolina
- Connecticut
Delaware

- Career class
- Business, Electronics, Agriculture, Manufacturing
- Implemented through student success plan
- Local employers and community involved
- 135 hours is one credit
- Mandatory Career/Technical Credits
Connecticut

- **Goal:** Build bridges between school world and work world.
- **Program**
  - 3 part system
- **Career pathways**
- **Individualized Student Success Plan**
- 180-360 hours per year
- At least one extra curricular credit
South Carolina

- Education & Economic Development Act of 2005
- Modeled off of High Schools That Work framework
- Choose career major; Counselor: student ratio <1:300
- V-TECS software
- Basic outlines provided by state; local modification encouraged
- New Teacher Mentoring Project
- Protects student interests by law
Illinois Mandatory Career Development Program

- **Goal:** Expose students to different career options
- Modeled after Delaware’s program
- Requirement for grades 10 and 11
  - Right time to figure out what you like while leaving time for specialization
- Mandatory career classes
- Encourage optional job shadowing