Career Research and Development (CRD) is a CTE program that prepares students with the academic, technical and workplace skills necessary to seek further education and employment in a career field of their interest upon graduating high school.

The overarching goals of CRD are to help students to:

* become aware of personal characteristics, interests, aptitudes and skills;
* develop an awareness of and respect for the diversity of the world of work;
* understand the relationship between school performance and future employment choices;
* develop a positive attitude toward work; and
* formulate a process for evaluating employability skill development and future education/training options.

The program consists of two in-school course(s), a portfolio development project, and a work-based learning (WBL) experience. The first course, *Career Research and Development*, provides students with instruction on Maryland’s Career Development Model and includes self-awareness, career awareness and evaluation of career and academic choices through knowledge of the Maryland Career Clusters and Career Technology Education Programs of Study. The second course, *Career Development, Preparation, and Transition*, continues the self-assessment and career awareness process, however, this course is more focused on career preparation and transition as students enter into a formal WBL experience ,as well as, plan for employment, education, and training beyond high school.

The basis for being successful in the working world is to demonstrate, in a variety of ways, competency in the *Skills for Success*.These skills include (1) learning; (2) critical thinking; (3) communicating effectively; (4) grasping constantly changing technologies; and, (5) working effectively with others. Students participating in the *Career Research and Development (CRD) Program* have the unique opportunity to practice these skills through a supervised work-based learning experience, the portfolio development process, and in-class instruction as they focus on continuously improving their skills to move beyond high school into employment and further education.

The workplace component is a mentored, on-the-job, work experience with a written, personalized, work-based learning plan and a formal agreement between the student, school and employer. Local School Systems (LSS) are responsible for developing a work plan for each student that documents student progress and performance. Student work plans include appropriate academic, technical and employability skills and a process for evaluating these skills. The WBL coordinator in conjunction with the CRD teacher is responsible for monitoring students’ placements, documenting students’ progress and accounting for students’ completion of their plan and portfolio. The goal of the WBL experience is to expose students to authentic employment opportunities that link to students’ career interests, LSS career clusters, and employment demand. Work-based learning placements will prepare students for employment that lead to a family-supporting wage. Students develop and maintain a career portfolio throughout the program documenting progress related to their work plan. The elements of the portfolio shall document academic, technical, employability and personal skill development. The program culminates with students presenting their final portfolio documenting personal growth, achievements and learning experiences from their program.

WBL coordinators are required to have all students and employers participating in the Career Research and Development program complete the Work-based Learning Questionnaire distributed by the Maryland State Department of Education and submit all forms by the required due date for data analysis. A Work-based Learning Questionnaire is completed for each WBL experience in which a student participates**.**

STANDARD 1: SELF AWARENESS **– Students will acquire and apply self-knowledge in order to develop personal, learning, and career goals.**

* Take career interest orientation inventories (eg. Bridges ([www.bridges.com](http://www.bridges.com)), Holland Self-Directed Search ([www.self-directed-search.com](http://www.self-directed-search.com)), KUDER Inventory of Self-Awareness ([www.kuder.com](http://www.kuder.com)) or ([www.princetonreview.com/cte/quiz/career\_quiz1.asp](http://www.princetonreview.com/cte/quiz/career_quiz1.asp))
* Take personality type inventories to identify personality type and match to various occupations ([www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp))

([www.advisorteam.com/temperament\_sorter/register.asp?partid=1](http://www.advisorteam.com/temperament_sorter/register.asp?partid=1)

* Perform a personal work values inventory (<http://onetcenter.org/tools.html>)
* Analyze learning styles ([www.learning-styles-online.com/inventory](http://www.learning-styles-online.com/inventory))
* Use the results of individual assessments to tailor future student learning activities.
* Apply self-knowledge to decision-making and goal setting ([www.mindtools.com/pages/article/newTED\_85.htm](http://www.mindtools.com/pages/article/newTED_85.htm))

([www.iseek.org/sv/12400.jsp?oldSkillType=Judgement+Skills](http://www.iseek.org/sv/12400.jsp?oldSkillType=Judgement+Skills))

* + - * + Decision Making Process
        + Maslow’s Hierarchy of Needs
* Include personality inventories, strengths and values in the student portfolio.
* Develop a personal mission statement.
* Develop Personal Skills and Attitudes for Successful Employment
  + Personal qualities (employability skills)
  + Attendance and punctuality
  + Appearance
  + Meeting or exceeding job performance expectations.
  + Congruency of body language with verbal language
  + Qualities of effective supervisors
  + Expectations of employees and employers
  + Interpersonal skills and action planning
  + Self-concept and teamwork concept integration
    - * + Use of specific inventories such as learning and working styles, inventory, integrate Vocational Implications of Personality, Jr.
* Learn organization skills and time management (<http://www.iseek.org/sv/12400.jsp?oldSkillType=Management+Skills>)
* Develop academic/career portfolio (<http://jfmueller.faculty.noctrl.edu/toolbox/portfolios.htm>) ([www.nasponline.org/communications/spawareness/portfolioassess.pdf](http://www.nasponline.org/communications/spawareness/portfolioassess.pdf))
* Explore and evaluate cultural beliefs as they relate to the workplace (ie: workplace relationships, identifying non-traditional occupations) ([www.mindtools.com/pages/article/seven-dimensions.htm](http://www.mindtools.com/pages/article/seven-dimensions.htm)) ([www.dol.gov/wb/welcome.html](http://www.dol.gov/wb/welcome.html)) ([www.iseek.org/careers/nontraditional.html](http://www.iseek.org/careers/nontraditional.html)) ([www.quintcareers.com/non-traditional\_careers.html](http://www.quintcareers.com/non-traditional_careers.html))
* Recognize that growth and change are part of personal development ([www.mindtools.com/pages/article/newTED\_01.htm](http://www.mindtools.com/pages/article/newTED_01.htm))
* Explore personal responsibility characteristics in workplace situations on the following topics:
  + Safety in the workplace

([www.dol.gov/dol/topic/safety-health/youthworkers.htm](http://www.dol.gov/dol/topic/safety-health/youthworkers.htm)

([www.dllr.state.md.us/labor/wages/empm.shtml](http://www.dllr.state.md.us/labor/wages/empm.shtml))

* + Sexual Harassment

([www.dbm.maryland.gov/eeo/Documents/SexHarrassPolicy.pdf](http://www.dbm.maryland.gov/eeo/Documents/SexHarrassPolicy.pdf))

* + Personal Ethics
  + Appropriate Communication Using Technology

STANDARD 2: CAREER AWARENESS **– Students will understand Maryland Career clusters and pathways. Students will connect this relationship to educational achievement and lifelong learning.**

* Describe the career development process as life-long learning process. Begin by reviewing self awareness activities and values that are aligned with experiences and career selection.
* Research careers that match students’ interests. ([www.myfuture.com/toolbox/workinterst.html](http://www.myfuture.com/toolbox/workinterst.html)).
* Review the 16 federal ([www.careervoyages.gov](http://www.careervoyages.gov)) or <http://www.careerclusters.org/pdf/preferred/InterestSurvey.pdf>), 10 state career clusters options ([www.mdpublicschools.org](http://www.mdpublicschools.org)). (NOTE: use Local school system website information for specific pathways offered).
* Match skills with related occupations (<http://www.acinet.org/skills/default.aspx?nodeid=20>).
* Use the Maryland Business Roundtable website/ magazine/ outreach programs ([www.bewhatiwanttobe.com](http://www.bewhatiwanttobe.com)) to explore nontraditional career choices and careers that focus on mathematics and science.
* Visit a career center ([www.dllr.state.md.us/county/](http://www.dllr.state.md.us/county/)) ([www.stevenson.edu/career/](http://www.stevenson.edu/career/)) for an overview of services available and to do a research assignment on a specific career.
* Research in-demand occupations (<http://dllr.maryland.gov/employment/cpclusters.pdf>) ([www.bls.gov](http://www.bls.gov)) ([www.careervoyages.com/careercompass-main.cfm?hp1=I&hp2=E](http://www.careervoyages.com/careercompass-main.cfm?hp1=I&hp2=E)).
* Develop a unit on technological advances and globalization and impact on jobs.
* Participate in job shadowing/ work based learning activity- volunteer/ mock interview experience.

STANDARD 3: CAREER EXPLORATION **- Students will assess career cluster choices and related pathways to develop an education/career plan**

* Use resources such as Career Exploration Inventory (CEI), A Guide for Exploring Work, Leisure, and Learning ([www.jistworks.com](http://www.jistworks.com)). (Additional career development resources are available for purchase on this site).
* Research careers using ONET website (<http://online.onetcenter.org>) and <http://www.acinet.org/acinet/videos_by_summary.asp?id=27,&nodeid=30>), Dictionary of Occupational Titles DOT ([www.parinc.com](http://www.parinc.com)), Occupational Outlook Handbook, Occupational Outlook quarterly, Bureau of Labor Statistics Kids Page and Career Guide to Industries all found at ([www.bls.gov/oco](http://www.bls.gov/oco)) & U.S. Department of Labor Statistics employment projections website ([www.bls.gov](http://www.bls.gov)) ([www.chronicles.com](http://www.chronicles.com)) to present career interviews include wages education required, and working conditions.
* Identify employment opportunities of interest using career resources.
* Invite speakers from private industry to speak about student’s career interests (.
* Participate in field trips and job shadowing.
* Participate in career fairs/career days.
* Participate in virtual tours of industries.
* Students do internet research and present a power point presentation on their findings regarding job characteristics related to their own interests and career pathways:
  + Arts, Media & Communication (<http://online.onetcenter.org/find/family/title?s=27&g=Go>).
  + Business Management and Finance

(<http://online.onetcenter.org/find/family/title?s=13&g=Go>) (Financial Operations)

(<http://online.onetcenter.org/find/family/title?s=43&g=Go>) (Office and Administrative Support)

* + Construction and Development

(<http://online.onetcenter.org/find/family/title?s=47&g=Go>) (Construction)

(<http://online.onetcenter.org/find/family/title?s=47&g=Go> (Planning & Design)

* + Consumer Services, Hospitality, and Tourism

(<http://online.onetcenter.org/find/family/title?s=39&g=Go>) (Personal Care Service)

(<http://online.onetcenter.org/find/family/title?s=41&g=Go>) (Sales)

(<http://online.onetcenter.org/find/family/title?s=35&g=Go>) (Food Prep and Serving)

(<http://online.onetcenter.org/find/family/title?s=37&g=Go> (Maintenance & Operations)

* + Environmental, Agricultural, and Natural Resources

(<http://online.onetcenter.org/find/family/title?s=45&g=Go>)

* + Health and Biosciences

(<http://online.onetcenter.org/find/family/title?s=29&g=Go>)

(<http://online.onetcenter.org/find/family/title?s=19&g=Go>) (Life, Plant and Social Sciences)

(<http://online.onetcenter.org/find/family/title?s=31&g=Go>) (Healthcare Support)

* + Human Resource Services

(<http://online.onetcenter.org/find/family/title?s=21&g=Go>) (Community and Social Services)

(<http://online.onetcenter.org/find/family/title?s=25&g=Go>) (Educational Services)

(<http://online.onetcenter.org/find/family/title?s=23&g=Go> (Legal)

(<http://online.onetcenter.org/find/family/title?s=33&g=Go> (Protective Services)

* + Information Technology

(<http://online.onetcenter.org/find/family/title?s=15&g=Go>)

* + Manufacturing, Engineering, and Technology
  + Transportation Technologies

(<http://online.onetcenter.org/find/family/title?s=53&g=Go>)

* Students create their ideal job and report to the class. Follow-up with internet research to discover if the job exists.
* Implement the electronic portfolio (using a rubric).
* Improve & utilize the graduate follow-up procedure
* Research trade & proprietary schools ([www.mhec.state.md.us/career/index.asp](http://www.mhec.state.md.us/career/index.asp).)
* Military recruiters present to the class about opportunities for college and careers ([www.military.com/join-armed-forces/asvab](http://www.military.com/join-armed-forces/asvab)).
* Look at career pathway skills & attributes and align with the industry standards

[(www.careerclusters.org/pdf/preferred/InterestSurvey.pdf](http://(www.careerclusters.org/pdf/preferred/InterestSurvey.pdf))

* Teach students about the career pathway programs offered at the high school ([www.mdpublicschools.org/careertech/](http://www.mdpublicschools.org/careertech/)) and local school system website and publications.
* Learn about federal Financial Aid (FAFSA) ([www.fafsa.ed.gov/](http://www.fafsa.ed.gov/))
* Research apprenticeship opportunities ([www.dllr.state.md.us/labor/approcc/](http://www.dllr.state.md.us/labor/approcc/))
* Access local school system website to keep track of application due dates and activities to support post secondary activities and employment opportunities.

STANDARD 4: CAREER PREPARATION**: - Students will prepare for postsecondary and career success through a sequenced academic and technical program of study and related workplace experiences.**

* Use the decision making process to update an academic/career action plan that includes long and short range goals (<http://www.acrnetwork.org/decision.htm>), (<http://www.cdm.uwaterloo.ca/step3_3_1.asp>)

(<http://www.cdm.uwaterloo.ca/step3_5_1.asp>).

* Secure work-based learning placement(s).
* Develop work plan and assessment for each work-based learning opportunity
* Develop and present a senior project related to work-based learning experience and career goals.
* Rate the quality of employability. (<http://www.delawareworks.com/oolmi/services/employabilityskills.doc>)
* Understand portfolio criteria and options for organizing:
  + Summary of academic success
  + Demonstration of technical skill ability
  + Personal Mission/Goal Statement (<http://www.franklincovey.com/fc/library_and_resources/mission_statement_builder>)

(http://www.cdm.uwaterloo.ca/step3\_3\_1.asp

(http://www.cdm.uwaterloo.ca/step3\_5\_1.asp

* + Current resume
  + Resume references (updated)
  + Certificates
  + Reflection of personal growth
  + Video of work sample
  + Evaluations from employers from work-based learning experiences
  + Letters of recommendation from employers and teachers
* Demonstrate understanding of using the portfolio rubric to guide student work for the portfolio.
* Learn how to present the student portfolio by sharing portfolio artifacts with other students, employer Program Advisory Committee and teachers.
* Write a reflection journal about the career development process and work-based learning experiences.
* Discuss reflections in class and share thoughts and feelings about the process.
* Ensure students take the Accuplacer.
* Practice preparing college applications.
* College recruiters visit schools to discuss criteria (GPA) & other requirements.
* College fair visits- students come back to class & present.
* Explain college articulation agreements.

STANDARD 5: JOB SEEKING & ADVANCEMENT **- students will demonstrate skills to secure, maintain, and advance in their chosen or related career cluster.**

**Job Search Skills:**

* Use Internet, classified advertisements in the newspapers, and occupational resources to identify job opportunities ([www.onet.com](http://www.onet.com)).
* Learn how to interpret classified advertisements.
* Compare job opportunities (salary, working conditions, commute, benefits).
* Practice filling out applications forms.
* Practice writing job application letters (<http://tools.monster.com>).
* Critique each others application forms.
* Practice cold calling to employers.
* Practice filling out social security application form.

**Resume Writing:**

* + - Learn how to write a resume (<http://www.acinet.org/acinet/resume/resume_intro.asp>) or (<http://www.careerjournal.com/>).
* Conduct senior interviews to show what they have learned & achieved in high school.
* Determine individual goals and set short and long-term personal and professional goals.
* Cultivate references to use on the resume. (<http://tools.monster.com/quizzes/reference/index.a>)
* Practice writing cover letters and thank you letters.
* Critique each others resume, cover letter, resignation letter.

**Interviewing Skills:** (<http://www.quintcareers.com/job_interviews/>)

* Articulate own skills & strengths related to career field of interest.
* Answer interview questions appropriately.
* Understand and demonstrate the meaning of networking.
* Know commonly asked interview questions.
* Demonstrate appropriate dress for an interview.
* Communicate using industry- specific language.
* Define the purpose an organizational chart.
* Practice interviewing skills by role playing and videotaping.
* Before interviewing with a company, research the company’s mission, goals, products, services, etc.
* Identify strengths & weakness of applicants in interviewing situation.
* Learn the types of questions are inappropriate on application form and how to handle this situation.
* Learn what questions are inappropriate for an employer to ask an interviewee and how to handle these situations.
* Understand laws on discrimination ([www.eeoc.gov/laws/types/index.cfm](http://www.eeoc.gov/laws/types/index.cfm).)
* Practice filling out the following forms and understanding the purpose of each:
  + Employer Eligibility Verification Form
  + W-4 Form
  + Union Agreement
  + Application for Union Membership

**Workplace Issues:**

* Explore personal responsibility characteristics in workplace situations on the following topics:
  + Sexual Harassment
  + Personal Ethics
  + Appropriate Communication Using Technology
    - * Explore Workplace Laws (<http://www.careerinfonet.org/crl/library.aspx?LVL2=12&CATID=580&LVL3=y&PostVal=1>)
  + General Employment Laws
  + Unemployment Insurance
  + Wage and Hours Regulations
  + Worker’s Compensation
  + Safety in the Workplace

Standard 6: CAREER SATISFACTION AND TRANSITION **– Individuals will demonstrate how the ongoing attainment of knowledge and skills enhances one’s ability to function and transition effectively in a diverse and changing economy.**

**Financial Planning:** (<http://www.jumpstart.org/guide.html>**) (**www.**fefe**.arizona.edu/)

* Teach elements of budgeting.
* Learn how to balance a checkbook.
* Demonstrate knowledge on the principles of saving and investing money.
* Analyze paycheck- math unit on calc. pay, overtime, deductions.
* Analyze needs/ goals and match these expectations with paycheck.
* Understand how to calculate percentage increases in pay.
* Learn about taxes.
* Present financial institutions unit on credit, interest, etc.
* Learn about all types of Insurance ([www.dummies.com/how-to/personal-finance/insurance/understanding-insurance.html](http://www.dummies.com/how-to/personal-finance/insurance/understanding-insurance.html)) Invite an insurance professional to present.
* Develop a Health Insurance Unit – terms, types, options and plans, costs. [(www.healthcare.gov/using-insurance/understanding/index.html](http://(www.healthcare.gov/using-insurance/understanding/index.html))
* Learn about occupational injury or illness ([www.bls.gov/iif/](http://www.bls.gov/iif/)).
* Develop an understanding of Human Resource policies such as sick leave, Family Medical Leave, vacation, paid holidays, worker’s compensation, drug and alcohol rehabilitation services, group life insurance, etc.
* Understand housing needs – renting versus buying.
* Invite speakers to teach banking/credit ([www.mbrt.org](http://www.mbrt.org)).
* Study of prominent Fortune 500 Company and the changing the needs of its workforce.
* Understand pension plans.
* Understand the Wage and Tax Statement – W-2 Form.
* Use the Occupational Outlook Handbook to compare salaries & trends.
* Teach career ladder, educational levels and analyze financial compensation at each level.
* Increase knowledge of retirement planning- IRAS, 401K, AND ROTH ([www.dol.gov/ebsa/consumer\_info\_pension.html](http://www.dol.gov/ebsa/consumer_info_pension.html)).
* Present unit on Entrepreneurship.
* Present unit on the global marketplace & impact on the USA jobs.
* Practice using case studies using decision-making process to share workplace experiences regarding potential conflicts and how to problem solve.
* Role play/discuss how to leave a job gracefully.
* Compare best and worst parts of jobs and understand reasons employees keep jobs when they dislike parts of the job (work adjustment theory).
* Understand job performance as it relates to performance evaluation. (<http://tools.monster.com/quizzes/teamplayer/>).
* Learn how to settle a grievance at work.
* Assess how and when to change careers (<http://www.careerjournal.com/>).
* Assess how realistic your goals have been set. (<http://www.acinet.org/employabilitycheckup/emp_ask.asp?nodeid=15>)