



OREGON CAREER
CONNECTED LEARNING
FRAMEWORK

CAREERCONNECTOREGON.ORG



CAREER CONNECTED
LEARNING PROGRAMS



HELPING OREGON STUDENTS CREATE A VISION FOR THEIR FUTURE

Oregon Department of Education defines Career Connected Learning (CCL) as a framework of career awareness, exploration, preparation and training. Career learning develops over the course of one's lifetime. To support this process, CCL ensures purposeful instruction and engages diverse communities in building collaborative, community-driven learning answering these essential questions. CCL connects the interests, aptitudes, education and goals of every Oregon youth to their future.





AWARENESS

Learning
About
Work

Key Experiences:

- Guest Speakers
- Career Day
- Inventory & Assessment
- Job Research



PREPARATION

Learning
Through
Work

Key Experiences:

- School-based Enterprise*
- Service Learning*
- Cooperative Work Experience*
- Workplace Simulation*



EXPLORATION

Learning
For
Work

Key Experiences:

- Career Fairs
- Informational Interviews
- Workplace Tours
- Classroom Simulations
- Job Shadows



TRAINING

Learning
At
Work

Key Experiences:

- On-the-job Training
- Internships*
- Clinical Experiences*
- Registered Pre-Apprenticeships*
- Registered Youth Apprenticeships*



**May meet the requirements to qualify as official Work-Based Learning experience in Oregon. For the purposes of Oregon's CTE State Plan and the Work-Based Learning Secondary Program Quality Indicator, experiences defined as WBL occur in the Preparation & Training phases of the CCL Framework.*

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Awareness of self, others, and community

- What do I enjoy? How do I like to learn?
- What are my interests and strengths?
- How do I see the world around me?
- What careers are interesting to me?



Exploring strengths and opportunities for growth

- How many different careers are aligned with my interests?
- How do I develop and expand my unique strengths?
- What skills do I need to pursue my career goals?
- How can I contribute to a better world?

Developing skills and planning strategies

- How do I prepare for a career?
- What classes do I need to take?
- What skills do I need to develop?
- What work-based learning experiences are available?

Career training and professional development

- How do I apply what I have learned?
- How do I continue learning new skills?
- What additional training can I pursue?
- What career options are available to me?

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CAREER CONNECTED
LEARNING OUTCOMES



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CAREER CONNECTED LEARNING FRAMEWORK

HELPING OREGON STUDENTS CREATE A VISION FOR THEIR FUTURE

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Career Awareness and Exploration can happen at any age and any stage for an individual. The pace and flow of Career Preparation and Training may vary depending on student readiness, district programming and community partnerships. The CCL Domains below are organized by recommended grade levels to provide districts an example of a K-12 Scope and Sequence for career development.



Career Awareness Elementary (1 - 4)

Career awareness activities help students learn about themselves and the world around them.

Students learn about a wide variety of jobs and imagine how their interests and aptitudes relate to future careers.

Career Exploration Middle School (5 - 8)

Students continue to develop their interests and appreciate their unique strengths.

Guided by their interests, students explore a variety of jobs and identify what skills are needed.

Career Preparation/Training High School (9-12 and beyond)

Students continue exploring careers, while learning about opportunities and tools to help with planning.

Through career research and workplace discovery, students apply learning through hands-on and work-based learning experiences.

Students develop employability, technical and professional skills. Strategies link educational decisions with career options.

THROUGHOUT THEIR EDUCATION, students will develop essential mindsets, including social/emotional balance and physical well-being; a sense of acceptance, respect, support and inclusion for self and others; a positive attitude toward work and learning, self-confidence in the ability to achieve high-quality outcomes; and an understanding that postsecondary education and lifelong learning are necessary for long-term success. By engaging in career connected learning, students will develop essential academic, career and interpersonal skills such as critical thinking, reliability, creativity and collaboration.

<h2>Awareness</h2> <p>Learning About Work</p>	<p>Awareness Outcomes</p> <ul style="list-style-type: none"> • Develop self-motivation and self-direction for learning • Persevere to achieve long- and short-term goals • Cultivate effective speaking, writing and listening skills 	<p>Awareness of self, others and community</p> <ul style="list-style-type: none"> • How do I like to learn? • What are my interests and strengths? • How do I see the world around me? • What careers are interesting to me? 	<p>Key Experiences:</p> <ul style="list-style-type: none"> • Guest Speakers • Career Day • Inventory & Assessment • Job Research
<h2>Exploration</h2> <p>Learning For Work</p>	<p>Exploration Outcomes</p> <ul style="list-style-type: none"> • Set academic, career and social/emotional goals • Balance school, home and community activities • Use leadership and teamwork skills within diverse groups 	<p>Exploring strengths and opportunities for growth</p> <ul style="list-style-type: none"> • How do I develop and expand my unique strengths? • How many different careers are aligned with my interests? • What skills do I need to pursue my career goals? • How can I contribute to a better world? 	<p>Key Experiences:</p> <ul style="list-style-type: none"> • Career Fairs • Workplace Tours • Informational Interviews • Classroom Simulations • Job Shadows
<h2>Preparation</h2> <p>Learning Through Work</p>	<p>Preparation Outcomes</p> <ul style="list-style-type: none"> • Participate in enrichment and extracurricular activities • Manage transitions and adapt to change • Exhibit social maturity and behaviors appropriate to the situation 	<p>Developing skills and planning strategies</p> <ul style="list-style-type: none"> • What skills do I need to develop? • How do I plan for a career? • What classes do I need to take? • What work-based learning experiences are available? 	<p>Key Experiences:</p> <ul style="list-style-type: none"> • School-based Enterprise* • Service Learning* • Cooperative Work Experience* • Workplace Simulation*
<h2>Training</h2> <p>Learning At Work</p>	<p>Training Outcomes</p> <ul style="list-style-type: none"> • Identify and use available educational opportunities • Develop personal management and teamwork skills • Apply effective communication strategies • Demonstrate civic and community engagement 	<p>Career training and professional development</p> <ul style="list-style-type: none"> • How do I apply what I have learned? • How do I continue learning new skills? • What career options are available to me? • What additional training can I pursue? 	<p>Key Experiences:</p> <ul style="list-style-type: none"> • On-the-job Training • Internships* • Clinical Experiences* • Registered Pre-Apprenticeships* • Registered Apprenticeships*

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GUIDE FOR EDUCATORS

Oregon defines the stages of career development through a system of Career Connected Learning (CCL), a framework of career awareness, exploration, preparation and training that is both learner-relevant and directly linked to professional and industry-based expectations. CCL connects the interests, aptitudes, education and goals of every Oregon youth to their future.

As your school year begins and conversations with learners start to take place, consider connecting students to their future by using these Career Connected Learning examples:

Awareness

Inventory & Assessment

Survey students about their career interests. Students can describe their growing awareness with a KWL chart (What do you know? What do you want to know? What have you learned from this experience?)

Job Research

Structure time for students to research the jobs they are interested in. Students can demonstrate their learning with posters, digital presentations and short videos to share and enhance one another's knowledge.

Guest Speakers

Invite community leaders and professionals for an in-person or virtual visit to talk about their jobs and industries. Students can research, formulate questions and explore connections between their new knowledge and existing interests.

Career Day

Plan an in-person or virtual event to showcase local and state industries. Students can synthesize their interests, research, formulate questions and reflect on how the experience has influenced their learning.

Exploration

Career Fairs

Plan a year-end, in-person, hybrid or virtual career fair. Draw from student interests and collaborate with community and industry partners. Students can widen their knowledge about regional industries by talking directly with employers.

Workplace Tours

Schedule an in-person or virtual workplace tour. Students can observe the work environment and ask initial questions of employees before a more in-depth informational interview.

Informational Interviews

Encourage students to reach out to professionals who work in their fields of interest. Students can ask questions about people's motivations, academic and career paths, and current projects. Where informational interviews aren't possible, students can use video platforms such as careerjourneys.org.

Classroom Simulations

Provide rich simulations within the convenience of the school setting. Students can participate in design and can develop complex problem-solving skills.

Job Shadows

Structure an activity for students to practice communicating with professionals to arrange a field experience. Students can observe employees one-on-one in their workplace and ask questions to deepen their understanding of various professions in the work world.

Preparation

School-based Enterprise*

Provide local communities with needed resources by developing a revenue generating, student-run business. Students can gain credit while they learn comprehensive professional skills in a structured and safe environment.

Service Learning*

Build bridges between students, families, educators and community networks by working for and with the local community. Students can research community needs and engage in community-led projects that offer a rich academic base and strong mentorship.

Cooperative Work Experience*

Place students with academic experience related to their career interests. Students can gain valuable professional skills and credit with support to grow from mentors at school and work.

Workplace Simulation*

Design hands-on and virtual learning opportunities that provide practical learning experiences to reinforce classroom instruction. Students can apply classroom learning to real-world situations, developing their skills, confidence and connections to resources and professionals outside of the classroom.

Training

On-the-job Training

Offer students comprehensive opportunities to gradually assume responsibility for a wide range of employment tasks. Under supervision, students evaluate and reflect on their progress.

Internships*

Develop and maintain programs that offer students paid or unpaid work-based experiences. Students develop problem-solving and professional skills under a greater degree of autonomy.

Clinical Experiences*

Organize opportunities for students to develop skills within specific industries. Students learn to perform a series of career-related tasks under direct supervision.

Registered Pre-Apprenticeships*

Prepare students from diverse backgrounds to enter and succeed in a Registered Apprenticeship program. Students can benefit from sustained interaction with professionals in a simulated or real work environment to meet entry requirements.

Registered Apprenticeships*

Connect students with paid apprenticeships in their fields of interest. Students can benefit from supplemental classroom education and a structured mentorship.

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ASCA: K-12 CAREER AND COLLEGE READINESS FOR EVERY STUDENT

OARS, SIMPLIFIED

M Mindsets Standards

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
3. Positive attitude toward work and learning
4. Self-confidence in ability to succeed
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Understanding that postsecondary education and lifelong learning are necessary for long-term success

LS Learning Strategies

1. Critical thinking skills to make informed decisions
2. Creative approach to learning, tasks and problem solving
3. Time-management, organizational and study skills
4. Self-motivation and self-direction for learning
5. Media and technology skills to enhance learning
6. High-quality standards for tasks and activities
7. Long- and short-term academic, career and social/emotional goals
8. Engagement in challenging coursework
9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
10. Participation in enrichment and extracurricular activities

SMS Self-Management Skills

1. Responsibility for self and actions
2. Self-discipline and self-control
3. Independent work
4. Delayed gratification for long-term rewards
5. Perseverance to achieve long- and short-term goals
6. Ability to identify and overcome barriers
7. Effective coping skills
8. Balance of school, home and community activities
9. Personal safety skills
10. Ability to manage transitions and adapt to change

SS Social Skills

1. Effective oral and written communication skills and listening skills
2. Positive, respectful and supportive relationships with students who are similar to and different from them
3. Positive relationships with adults to support success
4. Empathy
5. Ethical decision-making and social responsibility
6. Effective collaboration and cooperation skills
7. Leadership and teamwork skills to work effectively in diverse groups
8. Advocacy skills for self and others and ability to assert self, when necessary
9. Social maturity and behaviors appropriate to the situation and environment
10. Cultural awareness, sensitivity and responsiveness

1. Students should develop an education plan that identifies personal and career interests, tentative educational and career goals, and post-high school next steps. (581-022-2000: 6a)

2. Students should design, monitor and adjust a course of study that meets their interests and goals. (581-022-2000: 6a,D)

3. Students should monitor and track progress toward standards, including content standards, essential skills and extended application standards. (581-022-2000: 6b,A)

4. Students must participate in career-related learning experiences outlined in the education plan. (581-022-2000: 8)

5. School districts must provide a coordinated comprehensive school counseling program that includes career-related learning standards and career education as part of their K-12 instructional program to support the academic, career, social-emotional, and community involvement development of each and every student. (OAR 581-022-2030: 2d,e; 581-022-2055; 581-022-2060, 1a)