



Characteristics of the WorkReady Summer Program

WorkReady Philadelphia operates four distinct models during the summer. The model characteristics are listed below.

Career Exposure

Description:

The Career Exposure Model, designed for youth no prior work experience, will allow youth to explore skills and experience what careers require and to be exposed to four key 21st century skills, specifically focusing on introducing long-term and short-term goal setting, and providing opportunities to build their social networks through project-based learning.

Youth Profile:

For rising 8th graders, ages 12-14, by the start of the program.

Core Program Components:

A high-quality career exposure program should integrate the following components:

1. Youth placement to build teamwork and collaboration skills by having youth craft a list of acceptable behaviors and strategies for conflict resolution.
2. Understanding productivity and accountability by discussing how these are career skills.
3. Engaging youth in developing short-term and long-term goals, that can be personal or program oriented, including but not limited to networking in the summer program, planning field trips or a demonstration of learning or planning the upcoming school year.
4. Reflecting on project progress and program experiences.

SERVICE LEARNING

Description:

The Service Learning Model, designed for youth with minimal to no prior work experience, will allow youth to collectively address real-world issues, problems and needs within the local, regional, national or global community. Youth work in groups to explore these issues through research, reflection and development of projects, as well as through direct service and/or advocacy. During their projects, youth should acquire the necessary knowledge for active and effective citizenship and develop targeted work-readiness skills.

Youth Profile:

For young people, ages 14-18 (must be 14 and in high school by the start of the program), with minimal to no career-connected experiences and an interest in civic engagement.

Core Program Components:



A high-quality service learning program should integrate the following components:

1. Youth placement in a group/teamwork setting that engages youth in a service project which is meaningful to the participants and the targeted beneficiaries (e.g., neighborhoods and residents where the services take places).
2. Development of specific learning goals and/or content designed to promote citizenship, academics, teamwork, problem solving and the exploration of 21st century skills.
3. Selection of projects that help youth gain understanding, appreciation and respect for individuals of diverse backgrounds.
4. Selection of projects that can be completed and evaluated within a given time-frame.
5. Integration of youth voice in the development of identified partners for service projects as well as the articulation of partner needs.
6. Opportunity for monitoring and reflection of the quality and value of the service project for both the youth and communities they impact.
7. Training of staff to ensure a high-quality experience for youth prior to, and during, the course of the program.

Contextual Learning Strategy:

All Service Learning programs must implement a Contextual Learning Component, delivered as a service-learning project. The project is an essential part of the WorkReady summer experience, one that fosters 21st century skill development. The project must be completed by all participating youth and connect directly to the service project selected by the youth. The project will demonstrate the research that went into its development, the competencies required to complete the project and the solution that addresses the identified community need. Service learning projects should be implemented as a community-based service learning program in a specific neighborhood or community, which is accessible to the general population of participants. In short, the Contextual Learning Component will include both a meaningful service project and the intentional development of the 21st century skills.

WORK EXPERIENCE MODEL WORK

Description:

The Work Experience model, which is designed to provide a structured early work experience combined with learning opportunities to youth who have never worked before, will help youth understand how to best prepare themselves to become active and productive members of the workforce by exposing them to a specific career area while developing the 21st-century skills necessary to succeed in today's labor market. Keys to a successful work experience program for youth are (1) intentional skill development and (2) ongoing interaction with a trained adult supervisor.

Youth Profile:

For young people, ages 14-18 (must be 14 and in high school by the start of the program), with minimal to no career-connected experiences and an interest in civic engagement.



Core Program Components:

A high-quality work experience program should integrate the following components:

1. Youth placement in a structured and professional work environment appropriate for a first-time employment opportunity.
2. Youth participation in pre-employment training prior to the start of the job and engagement in structured, on-going learning opportunities.
3. Opportunities for youth to engage regularly with a trained adult supervisor, who will provide direct oversight through the duration of the program.
4. Development of necessary, but experience-appropriate, tasks valuable for both the youth and worksite.
5. Promotion of improved outcomes for youth facilitated by exploration and practice of 21st century skills, provision of wage-bearing experiences and exposure to career options.
6. Opportunities for youth to engage in reflective activities that align with academic Learning.
7. Worksite supervisor and staff member participation in training focused on ensuring a high-quality experience for the youth prior to and through the duration of the program.

Contextual Learning Strategy-Work-Based Learning Project:

All Work Experience programs must implement a Contextual Learning Component, delivered as a work-based learning project that allows time for reflection. The project is an essential part of the WorkReady Summer experience, one that fosters 21st century skill development. The project must be completed by all participating youth and connect directly to the day-to-day work that takes place at the worksite. The project will demonstrate the development over the course of the six-week program of workplace competencies and the acquisition of 21st century skills. The project can be implemented by youth individually or by groups of youth whose work relate. In short, the Contextual Learning Component of Work Experience programs will include both a meaningful work-based learning project and the intentional development of the 21st century skills.

INTERNSHIP MODEL

Description:

The Summer Internship model, which is designed for youth with prior work or leadership experience, will provide youth with exposure to professional careers otherwise not accessible to teenagers and/or young adults, opportunities to develop and refine their 21st century skills and engagement in ongoing professional development workshops. In addition, the internship provides the opportunity for youth to work closely with a trained adult supervisor who will serve in an instructional role throughout the duration of the experience.



Youth Profile:

For young people, ages 16-21 (opportunities for youth 19-21 are limited), with previous work and/or leadership experience who have not matriculated into post-secondary opportunities and display the following:

- Basic understanding of 21st century skills
- Knowledge of workplace expectations and realities
- Job-seeking skills

Core Program Components:

A high-quality internship program should integrate the following components:

1. Youth placement in an intentional experience that promotes a level of skill development that cannot be obtained from a part-time job.
2. Youth placement in structured settings that connect youth to local and regional high growth industries, and to the extent possible, match youth based on identified interests and skill level.
3. Youth participation in an orientation prior to the start of their experience and engagement in ongoing professional development workshops.
4. Opportunities for youth to engage in reflective activities that align with academic learning.
5. Opportunities for youth to engage regularly with a trained adult supervisor who will provide direct oversight through the duration of the program.
6. Worksite supervisor and staff member participation in training focused on ensuring a high-quality experience for the youth prior to, and during, the course of the program.
7. Development of more advanced and valuable tasks for both the youth and worksite.
8. Promotion of improved outcomes for youth by refining 21st century skills, providing wage-bearing experiences and professional connections.

Contextual Learning Strategy-Work-Based Learning Project:

Providers must deliver a series of professional development workshops that will help youth develop skills in the following areas: career development, career exploration, 21st-century work-readiness, and post-secondary readiness. In addition, youth will be required to complete either a work-based learning project or a work portfolio that supplements the professional development series and connects to the day-to-day work that takes place at the worksite. The project or portfolio will demonstrate each youth's reflection and critical analysis of the 21st century skill.