Workforce Ready:
Developing a Quality CTE Practicum
Quiz Time

• Please take a few minutes to complete the WBL Quiz located in your folder.
• On an index card from your table, create your definition of work-based learning AND on the back create a list of your expectations or needs for this training today (include any concepts from the quiz).
Agenda

• What is Work-Based Learning?
• Workforce Data
• State Rules & Regulations
• Textbook and Curriculum Resources
• Program Management
• Career & Technical Student Organizations
• Safety
• Industry Partnerships
Teaching Experience

- First year?
- 1 – 5 years?
- 6 – 15 years?
- 15 – 25 years?
- More than 25 years?

WBL Program Experience

Career Prep

1\textsuperscript{st} year?
1 - 5 years?
6 - 10 years?
11 - 15 years?
forever?

Practicum

1\textsuperscript{st} year?
SO…

Why am I here?

*The school district is responsible for ensuring that each teacher assigned to this course has completed appropriate training in state and federal requirements regarding work-based learning and safety. This requirement is effective beginning with the 2010-2011 school year.

19 TAC §231.1(e)
ASSIGNMENT OF PUBLIC SCHOOL PERSONNEL
PART I  REQUIREMENTS FOR ASSIGNMENT OF TEACHERS
GETTING REAL: Helping Teens Find Their Future
Careers in 2011 (and beyond!)

Professionals

Skilled workers

Unskilled workers
More Education = Better Labor Market Outcomes

Earnings and unemployment rates by educational attainment

Unemployment rate in 2013 (%)
- Doctoral degree: 2.2%
- Professional degree: 2.3%
- Master’s degree: 3.4%
- Bachelor’s degree: 4.0%
- Associate’s degree: 5.4%
- Some college, no degree: 7.0%
- High school diploma: 7.5%
- Less than a high school diploma: 11.0%

All workers: 6.1%

Median weekly earnings in 2013 ($)
- Doctoral degree: $1,623
- Professional degree: $1,714
- Master’s degree: $1,329
- Bachelor’s degree: $1,108
- Associate’s degree: $777
- Some college, no degree: $727
- High school diploma: $651
- Less than a high school diploma: $472

All workers: $827

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
What does the college and/or career conversation sound like for our students???
America Has a Dysfunctional Relationship .......... WITH WORK
What exactly is Work-based Learning?
Work-Based Learning

• **Definition 1:**
Learning experiences and activities based on, and in, a work setting or simulated work setting

- Apprenticeship
- Internship
- Cooperative education
- On-the-job training
- Career academies
- Student-run, in-school businesses
- Occupational or technical labs
Work-Based Learning

• Definition 2:

A learning process that helps students understand the connection between school and living productive lives.

Most people identify with what they "do" to define who they "are".
Goals of Work-based Learning

- Provide relevance and meaning to learning experiences
- Demonstrate connections between school & work
- Offer contextual & integrated learning experiences
- Provide hands-on application
Goals of Work-based Learning

- Encourage career awareness & exploration
- Learn relevant employability skills & what employers want
- Provide specific career preparation and skills of the job
- Give dignity to practical learning, application of knowledge, and work
- Provide a capstone experience for students involved in a career cluster pathway of study.
“Work Release” vs. Career Preparation

- Work-release students find their own jobs, sometimes with no regard to training opportunities
- No high school credits are earned
- No school supervision or follow-up for work-release students
- No related class instruction for work-release students.

- Students and teacher work together to find a training position in an occupational area
- Students can earn 2 to 3 high school credits
- Regular visits are made to student’s employer to evaluate and follow-up student’s on-the-job training, performance and progress
- Students learn employability and workplace skills, as well as occupationally-specific content correlated with their career and academic goals.

Career Preparation students have the support of a trained educator in order to maximize their potential in preparation for a career in the global workforce.
And...

If we are responsible for providing initial career-related training to our students, we need to know what employers expect!
TOP 5 NEW-HIRE SKILLS
(5-point scale: 1=not important, 5=very important)

Communication skills
Honesty/Integrity
Teamwork skills
Interpersonal skills
Strong work ethic
Regional employers say they want...
2014

1. Good communications skills: Can you.....
   - Explain what you’re doing (to co-worker or customer)?
   - Explain what you need (from a co-worker or customer)?
   - Ability to listen to instructions?

2. Technical knowledge (degrees needed for half of all job openings)

4. Can you work with people who are of a different age, race, gender and education level than you?

5. Can-do attitude / pleasant attitude (workers who are “engaged” in their work)

6. Critical thinking skills (if given a sequence of events, can you determine what will probably happen next)
How do (could) you incorporate workforce readiness standards and information into your course?
• Think beyond basic job placement services…

Your mission is **BIGGER**!

Any workplace opportunity that you negotiate for a student should be part of a comprehensive plan.
Work-Based Learning

• Designing work-based learning experiences which:
  • prepare students for what to expect,
  • allows them to experience it,
  • Provides them with follow up/debriefing afterwards

– part of a comprehensive package
– not isolated trips to a job site
– not “work release”
Disclaimer

- Your local school district may impose any requirements necessary for participation in Work Based Learning experiences by board approval.
Discuss and generate a list of the responsibilities of the party assigned to your group in the career preparation process:

(1) Teacher-Coordinator
(2) Employer
(3) Student
(4) Parent
(5) Counselor
(6) Administrator
Who benefits from WBL?

- Students
- School
- Community
- Employers/Training Sponsors
What is the difference between Career Preparation and Practicum?
**Differences**

### Career Prep

- Combines classroom instruction with **PAID** work experience
- Average at least 10-15 hours a week at a training station
- On-the-Job training directly related to student’s career goal
- Classroom instruction and employment planned and supervised by school personnel
- Occupational and employability skills (soft skills) emphasized
- Student must be at least 16 years old
- Students must be a junior or senior

### Practicum

- Capstone experiences that provides supervised practical application of knowledge and skills following a coherent sequence of CTE courses
- Courses earn 2 or 3 credits per practicum
- Can be **PAID** or **UNPAID** work experience
- Unpaid training allows students to explore a variety of careers in their career field of interest (i.e. clinical rotations)
- Hands-on-skill development usually provided in the classroom under direction and supervision of classroom teacher
Addresses these challenges:

- Recognizing the unique needs of a Diverse Student Population
- Preparing students for College and Career Success
- Preparing students with a Quality Education that allows them to be Competitive within a Global Economy
- Recruiting and Retaining Qualified Teachers

*Texas State Plan for CTE 2008-2013 – not in your handbook*
Where do your classes fit?
Questions??

??Questions??
Student Attendance
Accounting Handbook
• Section 5: Career and Technical Education (p159)
• Addresses Career Preparation and Practicum Issues
• Contains information on CTE weighted funding, contact hours, and student coding
• Career Preparation consists of time spent at an approved training site, as well as classroom instruction (Section 5.7, page 165)
• Practicums are specific to a cluster and combine classroom instruction with learning experiences in a laboratory setting or at an approved training site (Section 5.7, page 165)
5.2 Eligibility and Eligible Days Present

- Each CTE course must be taught by a qualified/certified CTE teacher.

- The teacher of record must be the teacher in the classroom responsible for teaching and learning, grades, attendance, etc.

- District must provide appropriate resources, laboratories, and technology to teach the TEKS for the courses offered.

- To be eligible for CTE contact hour funding, district must offer at least one coherent sequence of courses in at least three different career clusters.
Career preparation learning experiences consist of time spent at an approved training site, as well as time spent in the classroom. Practicum learning experiences are specific to a cluster and provide learning experiences in a laboratory setting or at an approved training site.

The local education agency and the training sponsor must plan and supervise instruction cooperatively. Students receive instruction by participating in occupationally specific classroom instruction and training site experiences.
Time a student spends at a training site is instructionally engaged time. Up to 120 minutes per day required time at a training station counts toward meeting full-time and half-time attendance requirements. (Full time attendance is equivalent to at least 4 hours of instruction or 240 minutes per day. Half day attendance is equivalent to not less than 2 but no more than 4 hours of instruction or 120 minutes per day.)
5.7.1 Career Preparation
Eligibility Requirements

- The career preparation course is for paid experiences only. The training component must address the TEKS for the course, provide a variety of learning experiences that will give broadest understanding of business or industry.

- The course should span the entire school year, and classroom instruction must average one class period each day for every school week.

- A student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.
A minimum age of 16 and valid work documentation, such as a Social Security card, is required to enroll in career preparation learning experiences.

Students unemployed for more than 15 consecutive school days are not eligible for contact hours.

Your school district must not enroll a student in a Career Preparation course in any setting that does not allow a student to be enrolled for the entire school year, such as credit recovery.
### 5.7.1 Career Preparation

Eligibility Requirements

Use the following chart to determine the CTE code for students participating in **paid** CTE Career Preparation.

<table>
<thead>
<tr>
<th>Classroom Instruction</th>
<th>Work-Based Instruction</th>
<th>Units of Credit</th>
<th>CTE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour per day (average)</td>
<td>10 hours per week (average)</td>
<td>2</td>
<td>V2</td>
</tr>
<tr>
<td>1 hour per day (average)</td>
<td>15 hours per week (average)</td>
<td>3</td>
<td>V3</td>
</tr>
</tbody>
</table>
5.7.2 Practicum Course Eligibility Requirements (p. 166)

- Practicum courses may be used as laboratory-based, paid, or unpaid, work experiences for students.

- Each practicum course using a work-based learning instructional arrangement must consist of student participation in training appropriate to the student's coherent sequence of courses plus participation in related CTE classroom instruction. **A practicum course spans the entire year, and classroom instruction must average one class period each day for every school week.**

- A student is expected to be enrolled the entire school year, however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.

- A minimum age of 16 and valid work documentation, such as a Social Security card, is required to enroll in any of the practicum learning experiences that have a paid component.

- Students unemployed for more than 15 consecutive school days in a paid practicum learning experience must be placed in an unpaid learning experience.
5.7.2 Practicum Course Eligibility Requirements (p. 166)

Use the following chart to determine the CTE code for students participating in a **paid** practicum learning experience.

<table>
<thead>
<tr>
<th>Classroom Instruction</th>
<th>Work-Based Instruction</th>
<th>Units of Credit</th>
<th>CTE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour per day (average)</td>
<td>10 hours per week (average)</td>
<td>2</td>
<td>V2</td>
</tr>
<tr>
<td>1 hour per day (average)</td>
<td>15 hours per week (average)</td>
<td>3</td>
<td>V3</td>
</tr>
</tbody>
</table>

Use the following chart to determine the CTE code for students participating in an **unpaid** practicum learning experience.

<table>
<thead>
<tr>
<th>Classroom and/or Work-Based Instruction</th>
<th>Units of Credit</th>
<th>CTE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 hours per day (average)</td>
<td>2</td>
<td>V2</td>
</tr>
<tr>
<td>3 hours per day (average)</td>
<td>3</td>
<td>V3</td>
</tr>
</tbody>
</table>
5.7.3 Training Plan Requirements and Dates to Earn Contact Hours

- Written training plans must be on file for any student participating in either a paid or unpaid learning experience at an approved training site except for a student participating in an unpaid practicum for which the teacher of record provides all training.

- A student in paid work-based instruction may be counted for contact hours on the first day of enrollment, provided a training plan is on file within 15 school days of the student’s employment date.

- A student participating in unpaid practicum learning experiences may be counted for contact hours on the first day of enrollment provided a written training plan is completed and on file before the student begins participating in training at the site.
For a student participating in paid experiences, employment must begin within 15 school days of student’s enrollment date.

If a student’s employment ends before the end of the school year, contact hours may be counted without interruption provided the student’s paid training resumes within 15 school days and a written training plan is on file within 15 school days of employment.
Teachers assigned to teach courses involving work-based learning experiences, both paid and unpaid, must visit each student training site at least six times each school year.

The teacher must be provided time within his or her schedule to visit the training sites.

Regardless of the length of the grading period, at least one training site visit must be conducted during each grading period to earn contact hours for that reporting period.
Practicum Snapshot:

• Practicum is designed to be a **capstone** experience providing supervised practical application of knowledge and skills following a coherent sequence of courses and should ensure that students are meeting the 2-3 credit requirements.

• Unpaid training provides students the opportunity to explore a variety of careers, develop knowledge and skills related to their field of interest, and transition from the student to professional.

• An example of unpaid training would be students rotating among various departments of a local facility in the community and developing an awareness of many career opportunities available.

• The unpaid training plan is completed similarly to the paid training plan. Document the student’s skill development by a student portfolio as required by the knowledge and skills of the practicum course. (Documented on back of the Unpaid Training Plan.)
A Problems and Solutions course must be cooperatively planned by the student and teacher, continuously supervised by the teacher, and conducted by the student with the guidance and support of a mentor or interdisciplinary team.

Written project plans must be on file in a student’s folder for a student participating in a Problems and Solutions course within 15 school days of the student’s enrollment date to be counted for contact hours. A student whose project plans are not on file in his or her folder within this time period may be counted for contact hours beginning on the first day the project plans are filed.
The course provides a combination of classroom instruction and supervised research equivalent to an average of five class periods per week.

The student and teacher must meet for instruction at least once each week for the purpose of project planning, reporting, evaluation, and supervision and coordination.

The student must use remaining class time to conduct research, work with the project mentor or interdisciplinary team, analyze and interpret project data, and compile a project presentation and evaluation results.

A project progress evaluation for each student grading period is required for the student to earn contact hours for that reporting period.
CTE teacher’s grade book documenting attendance, participation, and official grade reports are required. (retained for 1 year)

Documentation showing the average minutes per day for each CTE Course, such as a course calendar

Student’s official schedule change document, when required
CO22

- CTE listed under two TAC Sections
  - TAC Chapter 127: Career Development
  - TAC Chapter 130: Career and Technical Education

- All CTE courses must be offered under one of these course numbers and titles
- Upper Level CTE courses are considered “Advanced” and eligible for additional funding

- Some courses are considered “Non-Traditional”
  - By gender
  - Districts are evaluated on how many non-traditional students are enrolled and complete the non-traditional courses

- Under Subchapter N. Marketing Cluster, the only remaining occupationally specific, traditional “cooperative education” program – Marketing Dynamics.
Non-discrimination Statements

In order to meet the requirements for the Office of Civil Rights, a non-discrimination statement MUST be on everything that leaves your classroom. Here is one you can use!

- It is the policy of this District not to discriminate on the basis of race, color, national origin, sex or handicap in its career & technical education programs, services, or activities. This District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.
TEA is “Here to Help”

- Student Attendance Accounting Handbook
  http://www.tea.state.tx.us/school.finance/handbook/index.html
- CTE Website: a valuable resource
  http://www.tea.state.tx.us/cte/index.html
- Career Clusters
  http://www.achievetexas.org/Implementation.html
- Career Prep & Practicum Forms
  http://www.tea.state.tx.us/index2.aspx?id=3366
  - Texas Child Labor Law Poster (English) (PDF)
  - Texas Child Labor Law Poster (Spanish) (PDF)
  - Training Plan Agreement for Paid Work-Based Instruction (PDF)
  - Training Plan Agreement for Unpaid Work-Based Instruction (PDF)
  - Unemployment Insurance Benefits Information
  - Occupations in Agriculture Particularly Hazardous for the Employment of Children Below the Age of 16
Questions??
Work-Based Learning Calendar of Events
What a Short Summer!

• July and August - when the teacher/coordinator returns to campus

  ✓ Get an updated list of students enrolled in Work-based Learning and compare to Requests for Student Information
  ✓ Contact all students (have a job, need a job, seasonal job, want to change jobs, etc.)
  ✓ Contact prospective training supervisors
  ✓ Ensure that unemployed students know how to apply and interview for training sites
  ✓ Post available jobs for students to review
First Weeks of School

• August and September

✓ All students must agree to Work-based Learning program guidelines

✓ All students must be employed within 15 days from the start of school (many districts require to be hired within 10 days or less, due to scheduling/credit issues)

✓ Teacher/coordinator collects Criminal Background Check information.

✓ Work-based Learning teacher/coordinator verifies employment/training sites

✓ Work-based Learning teacher/coordinator prepares training plans

✓ For unpaid Practicum experience, training plans must be in place by the first day the students are on-site.

✓ Work-based Learning teacher/coordinator distributes signed and returned training plans
Middle to End of Grading Period

- October and Middle to End of Each Grading Period for the school year

  ✓ Teacher/Coordinator prepares for and makes training supervisor visits

  ✓ Teacher/Coordinator completes paperwork documenting training site visits
    - District travel form
    - Personal observation form

  ✓ Teacher/Coordinator collects and scores training supervisor evaluations
School Year Continues

• January or February
  ✓ Market CTE program
  ✓ Interested students complete Request for Student Information

• February or March
  ✓ Students pre-register for next year

• March until end of school
  ✓ Work-based Learning teacher/coordinator receives Request for Student Information
  ✓ Work-based Learning teacher/coordinator meets with students
  ✓ Work-based Learning teacher/coordinator reviews pre-registration roster to secure Request for Student Information from all students on list
Prior to the end of school (May)

Provide a social event inviting all current students and prospective students

• Pizza party during lunch
• Doughnuts before school
• Etc...

(Food ALWAYS works 😊)
Why bother?

• Begins to build relationships and commitment from the new students

• Allows the new students a chance to ask questions of you and the other students

• Provides opportunity to collect parent permission slips allowing student to become involved in the Work-based Learning Program, as well as Criminal Record Check forms

• Gives you the opportunity to “Put a Name to Face.”
Another Suggestion…

• Immediately following the end of school (June)


• WHY?

Greatly minimizes your last minute scrambling by equipping the students with needed skills to job seek throughout the summer.
BEST PRACTICES

What do you do to recruit/prepare new students for work based learning courses?
Where can I find TEKS for my course(s)?

Access Information for Career and Technical Education:

- *Click* – Title 19, *Click* – Education, *Click* – Part 2 TEA, *Click* – Chapter 130,
- *Click* – appropriate Sub Chapter (all Practicums are listed on page 2.5 & 2.6 of your binder)
Includes TEKS for Career Preparation I and Career Preparation II as well as Career Connections and Problems & Solutions

http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC

Click: Title 19, Education, Part 2 TEA, Chapter 127, Subchapter B – High School
Common Knowledge and Skills

- advanced problem-solving
- critical-thinking skills
- interpersonal skills
- oral and written communication skills
- demonstrate positive work behaviors: punctuality, time management, initiative, and cooperation
- leadership and teamwork skills
- ethics and integrity
- value diversity
- Professional appearance
- Safety compliance

Taken from TEKS from different Programs of Study
Suggested Textbook for WBL courses

**Succeeding in the World of Work, Student Edition © 2008**

Almost perfectly aligned with TEKS for Career Preparation.

Published by Glencoe/McGraw-Hill

ISBN : 9780078748288
Price: $63.99
Texas A&M University – Corpus Christi

- Ag Science,
- Trade & Industry Education,
- Agriculture, Food & Natural Resources

http://www.ims.tamu.edu

Texas Tech University

- Education & Training,
- Hospitality & Tourism,
- Human Services

http://www.hs.ttu.edu/ccfcs/
Curriculum Centers, continued:

University of North Texas
• Architecture & Construction,
• Arts, A/V Technology & Communications,
• Business Management & Administration,
• Finance,
• Government & Public Administration,
• Health Science,
• Information Technology,
• Law, Public Safety, Corrections & Security,
• Manufacturing,
• Marketing,
• Science, Technology, Engineering & Mathematics

http://www.texashste.com/
What resources have you used in the past for your WBL courses?
Questions??
Standards of Operation

• Career Preparation

• Practicum

*Note the Non-discrimination statements on each example*
Activity…

• In your groups, review the sample Standards of Operation

• Compare/Contrast how it relates to your own district’s similar documents. How could your current Standards of Operation improve? Make notes or create a list.

• If you do not have one for your district:
  • Highlight key items you would like to include.
  • Make notes of what you would else you would like to add.

• Be Prepared to Share…
Standards of Operation

- Go over Standards of Operation on first day

- Section with general program guidelines and specific student expectations

- Section for student and parent/guardian to read and sign

- Keep in teacher file if needed to conference with student, parent, campus administrator, and/or employer
Expectations of Work-based Learning Students

• If students enter career preparation program is already employed, the job becomes the “training station”

• Students cannot quit or change jobs without talking with career preparation teacher in advance

• Career Preparation teacher/coordinator encourages students to keep their jobs, rather than quitting if there are problems, to learn valuable communication and coping skills

• Their jobs are “your business” until the end of the school year

• Classroom form
  • Go over on first day
    ▪ Students sign and turn in to teacher/coordinator
    ▪ Make a copy for students to keep in their folders as a reminder
    ▪ Keep original copy in teacher/coordinator files if needed to conference with student, parent, and/or campus administrator
Helping Students Become Employed

- Students should prepare/update resume

- Teacher/coordinator posts known job leads and/or former career preparation employers

- Teacher/coordinator may provide business cards as “introduction” (“Boot Camp”)

- Teacher/coordinator reviews businesslike dress and grooming expectations

- Students should know how to complete a job application neatly and accurately
Helping Students Become Employed

• Students should rehearse before the interview

• Students should follow-up after the interview (with Career Preparation teacher/coordinator and business/interviewer)

• Teacher/coordinator offers encouragement and/or constructive suggestions as needed

• Teacher/coordinator is not ultimately responsible for a student securing employment
Employment Search Log

• Some students do not have jobs

• Students must secure approvable training positions as soon as possible

• This form provides documentation (or lack of it!) of student’s efforts to seek employment

• Students check in with career preparation teacher daily for job leads and/or log check
Selecting Training Stations

• The student’s supervisor is a teacher and a trainer
  ▪ Should be capable, interested, and willing to give constructive help when needed

• Training stations should provide a variety of experiences in the student’s area of occupational interest
  ▪ Should be progressive and rotate students into positions requiring high levels of skills
  ▪ Most difficult to achieve

• The business organization should exemplify high ethical standards.
  ▪ Should be a moral environment appropriate for young employees

• The training station should provide a safe environment for students.
  ▪ Buildings, equipment, and grounds should meet local, state, and federal safety regulations.
  ▪ Should not be in dangerous location or require late/odd business hours
Selecting Training Stations, continued

• The employer must be in compliance with all labor laws
  ▪ Should comply with local, state, and federal regulations (minimum wage, working hours, overtime pay, hazardous occupations, etc.)

• Student earnings should be comparable to similar jobs in the community ($7.25 minimum wage as of 7/24/09)

• Existing versus Establishing Training Stations
Training site questions

- Is it safe?
- Is the employer in compliance with all labor laws?
- Is the employer ethical?
- Does the employer take all required deductions from paycheck?
- Is the environment suitable for high school employees?
- Does the employer understand his/her role in the WBL program?
- Is the employer willing to accept his/her role as the “teacher on the job?”
- Is it a valid “training station” and not just a part-time job?
- Does it provide a variety of training experiences?
- Will the student be able to rotate through the sequence of skills required of the occupation?
- Is the employer willing to submit employer evaluations of student employees?
- Will the employer agree to contact the teacher-coordinator if a problem occurs?
- Will the employer be willing to advance the student to higher-level when the student is ready?
- Does the facility meet the requirement of the TEKS specific occupation?
Developing Training Plans

- A completed training plan for each student enrolled is mandatory for the district to claim contact hours for funding purposes.

- TEA offers forms in both paid and unpaid formats.

- Texas Workforce Commission and the US Department of Labor approved the design of the training plan.

- Four copies should be prepared:
  1. Teacher’s file
  2. Employer
  3. Student
  4. CTE Director

Training Plans :: http://www.tea.state.tx.us/index2.aspx?id=3366
• Requires student data, so start a card file or database before school starts:
  - Student Name and Social Security Number
  - 2-3 Credit CTE Course Name and PEIMS Code
  - Name of Training Sponsor
  - Program area – Occupationally specific, i.e. Food Service
  - Name of School District and Campus
  - Beginning Wage
  - Number of Hours of Training per Week
  - Beginning and Ending dates of Training Plan Agreement
  - Length of Probationary period (if applicable)
  - Appropriate signatures (Student, Parent, Employer, Coordinator)
Training Plans – Back Page

- TEKS and related instruction for Career Preparation course content
  - Must comply with Child Labor Laws and Fair Labor Standards Act
  - Essential Knowledge and Skills should be utilized when appropriate
  - Should emphasize safety consciousness and developing safe work habits and attitudes
  - Indicates supervision will be provided and duties will be rotated to allow progression of skills
  - Work experiences should be correlated to study assignments
  - Balance between general information and occupational competencies

- Training Plan is not complete without
  - TEKS and assignments for course
  - TEKS and assignments for occupation
Distributing Training Plans

• Before giving training plans to students, make a copy

• Explain to students that front page requires four signatures
  - Student
  - Parent/Guardian
  - Teacher Coordinator
  - Employer/Supervisor (training sponsor)

• Original must be on file within 15 days upon securing employment (TEA can make your district return contact hour $$)$
After Training Plans are Signed

Teacher/coordinator makes four copies

- Original goes to CTE Director (for funding and PEIMS documentation)
- Deliver employer’s copy at first evaluation visit or via student employee
- Keep student’s copy in filing cabinet folder or in student’s folder
- Maintain file of teacher’s copies
Training Plan Packet – (Initial Employer Visit)

- Letter/Memo to employer
  - Briefly reminding of expectations and evaluation procedures and thanking him/her
- Student/Parent Agreement
- Training Plan
- Sample Employer Evaluation
- TEKS and related instruction for Career Preparation course
- Child Labor Law information
- Your business card!
- School Calendar – or list of Special Events
Criminal Records Check

Persons with felony records cannot work in certain institutions, including:

- Child Care Centers
- Schools
- Hospitals
- Nursing Homes
Documenting Students’ Job Search

• Utilize any time students are seeking employment:
  • Verification of job search
  • Grade replacement during job search
  • Follow up with employers to determine success
  • Aides students who need additional resources for improvement of job search skills
• **Weekly Job Report**
  - Used to document student hours
    - 3-credit course = 15+ hrs. in 7-day period (average)
    - 2-credit course = 10+ hours per week (average)
  - Each week, student
    - Completes hours worked each day per week
    - Totals hours for the week
    - Completes a few sentences on journal lines
    - NOTE: Teacher checks each week!
  - At end of grading period, student
    - Totals hours for grading period
    - Submits form to Teacher (grade)

• **Yearly Wage and Hour**
• Student logs weekly hours and grading period totals from wage and hour form
  - Student compares number of hours to ensure meeting recommended state requirement *(15 hrs per week X 36 weeks in school year = 540 hrs for the year) (270 hrs per semester)*
  - Keep form in teacher and personal student folder
Documenting Employment, continued

• First grading period
  ✓ Prepare a Training Station Info sheet
    • Students fill in blanks
  ✓ Prepare Employer Evaluation forms
  ✓ Visit each training station

• Subsequent grading periods
  ✓ Students update Training Station info sheet
  ✓ Visit each training station
Visiting the Training Site

• Minimum of one visit (not phone call) is required each grading period; total of six visits per year. Must be documented

• Before making employer visits
  • Tell students you are getting ready for visits: “Is there anything I need to know?”
  • Prepare an employer evaluation form for each student (IF you are in the correct timeframe)
  • Put form in envelope for privacy and identification
  • Use Training Station Info sheet (or a copy of your database) to plan travel (sort into groups according to areas of town)
Visiting the Training Site, continued

• Determine if your student is at work
  • If student is there
    ▪ Greet student and make positive comment about work he/she is doing
    ▪ Ask for his/her immediate supervisor
  • If student is not there
    ▪ Ask for student’s immediate supervisor
• Be sensitive to whether this is a good time for a short conversation
• Briefly explain the evaluation form – at least the first visit!
• Limit visit to a reasonable length of time. If necessary, schedule a return visit to conference about the student.
• Tell/remind supervisor of procedure you have for getting evaluations back
• Leave your business card with supervisor
After Visiting the Training Site

- Documentation can be “when, where, who, and how far” on district travel form you submitted for payment when finished with visits
  - District may have special procedure for documentation
  - If student asks, “Who did you give my evaluation to? (so they know who to check with to get it back), you will know!

- Make a list and post it in classroom or by the door as you complete visits
  - Some students were at work and will know that you were there but others were not
  - They will know about when their evaluations should be ready

- Take time to reflect on students experience at the training site.
What Should an Evaluation Look Like?

**ACTIVITY:**

- Review Employer Evaluation Sample

- Within your group, generate a list of employee competencies that you would include in an evaluation

- Example:
  - Appearance and Grooming
  - Initiative
  - Etc.

- Then decide how you would rate the competencies
Helpful Hints: **Student Folder**

- Completed Request for Student Information
- Student/Parent Agreement
- Training Plan including Child Labor Laws
- Evaluations
Helpful Hints: Employer Visit Packet

• **Initial Visit:**
  - Initial Visit Memo
  - Copy of the Standards of Operation
  - Copies of the student Training Plan including the Child Labor Laws
  - Sample Employer Student Evaluation
  - TEKS
  - School Calendar

• **Subsequent Visits:**
  - Evaluation Memo
  - Employer Student Evaluation
Helpful Hints:
Employer Recruitment Packet

- Welcome Letter
- Attention Business Owners Flyer
- Sample Evaluation
- Sample Training Plan
How do you organize completion of paperwork?
Questions??
Quitting/Changing Jobs

Career Preparation students are expected to stay at present job for entire school year

- They need to improve coping and communication skills (lifelong skills)

- If they quit, they will have no grade for employer evaluation or Wage and Hour form

- Program’s relationship with employers can be damaged (strong co-op programs are built on “repeat business” with satisfied employers)

- Students must have YOUR permission to change jobs – page 4.36 is an example request form
Finding a New Job

Sometimes co-op students cannot stay at present job

- Business reduces student hours below 15 per week
- Business closes or moves out of the area
- Situation warrants job change

Must have new job within two weeks

- Assist student with job leads
- Student documents contacts made on employment search form – page 4.27
  (minimum of 3 per day)
- Co-op teacher prepares new training plan
Job Placement

• Family or Relatives:
  • As a general rule, placement with a family member or relative is inappropriate.
  • Home office/private residence does not meet placement criteria
  • Very difficult for coordinator to supervise student
  • If necessary, a non-relative should supervise the training
Questions?
• Characteristics of a successful employee coincide greatly with that of a successful leader!!

• Employability skills (soft skills) that employers are looking for can be “taught” and emphasized through an active CTSO (Career and Technical Student Organization)

• What are other reasons for establishing/maintaining CTSOs?
Who are they?
Connections

CTSOs connect students to:

✓ Industry
✓ Instructors
✓ Each other
✓ Their own individual success
✓ Team success
Shifting Gears
What is the most common job-related injury for first-time workers under 18?
A. burns
B. muscle sprain or strain
C. cuts or lacerations
D. exposure to fumes
Which type of hazard can teenagers face at work?

A. trips and falls
B. excessive noise
C. eyestrain
D. all of the above

D. all of the above
By law, your employer must provide all of the following, except:

A. protective clothing and equipment necessary for your job
B. transportation home from work after dark
C. payment for medical expenses if you are injured at work
D. training in on-the-job safety
On a school day, a 15-year-old is permitted to work up to _____ hours a day.

A. 2
B. 3  
C. 4
D. 5

Follow up:: 16-year-old??
Your Safety I.Q.

Which of these jobs is legal for a 16-year-old worker?

A. operating a meat slicing machine at a deli counter
B. driving a forklift at a warehouse
C. waiting tables at a restaurant
D. performing demolition work at a construction site
Did you know?

• Newly-hired teens miss work most often as a result of on-the-job muscle sprains, strains, or tears.
• Fatigue from trying to balance work and school may contribute to injuries among young workers.
• Nearly 70% of 14- to 16-year-olds injured on the job miss work, school, and other activities for at least a day.
• A quarter of those injured teens are sidelined for more than a week.
• About one-third of fatal injuries to young workers occur in family businesses.

www.cdc.gov/niosh/childlab.html
Safety Resources –

• Department of Labor Resources
  Hours Restrictions for Young Workers
  Prohibited Occupations for Non-Agricultural Employees
  http://www.dol.gov/elaws

• OSHA Resources – Teen Worker Safety
  http://www.osha.gov/teens
Teaching safety:

Safety should be taught early in the school year. This practice will help to safeguard student safety as well as eliminate certain liability issues for the school.

Safety units should include:

- General on the job safety
- Specific occupational safety
- Identifying and coping with sexual harassment
- Company safety procedures
- Safety in Social Media
Teaching Safety:

• Students work in groups with others training in the same career cluster/program area or, if numbers allow, who are in comparable points in the training rotation for a program area. They research and study safety policies, practices, and issues specific to their training assignment. Presentations follow.

• Second-year students recount safety practices and problems/issues they encountered during their first year in the WBL course.

• School liaison officer talk about theft, robbery, and general personal safety on the job.

• Industry and/or company representatives discuss safety procedures.
Teaching Safety:

http://www.youthrules.dol.gov/

• “Are You a Working Teen?
• Page 5.8 – 5.11
Teaching Safety

• Students work in groups with others training in the same career cluster/program area or, if numbers allow, who are in comparable points in the training rotation for a program area. They research and study safety policies, practices, and issues specific to their training assignment. Presentations follow.

• Second-year students recount safety practices and problems/issues they encountered during their first year in the WBL course.

• School liaison officer talk about theft, robbery, and general personal safety on the job.

• Industry and/or company representatives discuss safety procedures.
Related Websites

- US Department of Labor
  [http://www.dol.gov](http://www.dol.gov)

- OSHA’s Teen Workers
  [http://www.osha.gov/teens](http://www.osha.gov/teens)

- Youth Rules! *(excellent posters)*

- Youth at Work
  [http://www.youth.eeoc.gov](http://www.youth.eeoc.gov)

- Texas Workforce Commission
  [http://www.texasworkforce.org](http://www.texasworkforce.org)

- Farm Safety 4 Just Kids
  [http://www.fs4jk.org](http://www.fs4jk.org)
Safety Websites & Resources

- Youth in Agriculture e-Tool
  http://www.osha.gov/SLTC/youth/agriculture

- Teen Worker Safety in Restaurants e-Tool
  http://www.osha.gov/SLTC/youth/restaurant

- Teen Worker Safety in Health Services
  http://www.osha.gov/SLTC/etools/hospital

- National Institute for Occupational Safety & Health
  http://www.cdc.gov/niosh/fedNet/
  http://www.cdc.gov/niosh/talkingsafety/states/tx

  A sample lesson plan from NIOSH is included in your binder.
Teaching Safety

• Every workplace has the potential for safety hazards
• Every workplace must have policy and procedures in place concerning safety
• WBL coordinators should ensure safety training programs are in place for ALL training sites
• Documentation should be on file showing safety training
If a situation does not look safe, feel safe, or act safe, it is probably NOT safe and no student (or worker) should be placed there.
How do/will you teach workplace safety to your students?
Questions??
Industry Partnerships
Advisory Committee Defined

• A group of individuals who:
  
  ➢ Form a partnership to improve student learning
  
  ➢ Identify goals that create a means for curriculum to remain relevant
  
  ➢ Assure that graduates will be capable of performing entry-level jobs

Functions of Advisory Committees - Page 6.3

Points from CTE Program Evaluations - Page 6
Types of Advisory Committees

- **Single, district-level**
  - Business people selected to represent each CTE program area
  - Others (MS and HS principals, MS and HS counselors, Tech-Prep, Teachers, etc.)

- **Program-specific, district-level**
  - Same CTE program on multiple campuses

- **Program-specific, campus-level**
  - Site-Based Management*
  - You have your own committee
Advisory Committee

• Provides CTE teacher with advice on new technology developments in workplace ...present and future

• TEKS: “The student is expected to anticipate and adapt to changing employment situations.”
Advisory Committee

- Provides awareness of your program through promotional techniques
  - News coverage
  - Sponsorship of events
  - Assist with career days
  - Create opportunities to network within business community
Advisory Committee

• Provides for review of CTE program equipment, facilities, and resources
  • Review and evaluate available facilities and equipment
  • Identify program needs
  • Establish a plan for procuring needed equipment
  • Help locate sources for donations and/or discounts
Advisory Committee

• Provides legitimate TEKS alignment to workplace expectations

  • “The student is expected to identify employer expectations of punctuality, attendance, and time management.”

  • “The student is expected to recognize ethical behavior standards.”
Advisory Committee Purpose

- Develop long- and short-term goals specific to program needs
- Conduct annual program evaluations
- Provide curriculum development and content advisement, including new technology developments in the workplace
- Provide awareness of program through promotional techniques
- Provide review of CTE program equipment, facilities, and resources
- Provide an opportunity to increase professionalism within the educational environment
Advisory Committee Membership – suggestions

- Local businesspeople (related industries)
- Chamber of Commerce representative
- Tech Prep representative
- Workforce Development representative
- CTE staff and teachers from district
- Student who went through the program who has graduated
- Parent(s) of students in program
According to data from the Texas Education Agency, students who take two or more CTE courses have:

- lower drop out rates,
- higher graduation rates,
- better attendance rates and
- higher scores on standardized TAKS exams…

than students who take one or no CTE courses.
Planning for a strong program

- Phases of WBL
  - Career Exploration
  - Career Assessment
  - Application
  - Work-related Training
  - Cooperative Work Experience
- Preparation
Work Based Learning Continuum

**Skill Level**
- Workplace tours
- Career talks

**Interest Level**
- Mentoring
- Entrepreneurial venture
- Work/career-inspired projects
- Job shadowing

**Application**
- Occupational training program
- Apprenticeships
- Jobs
- Cooperative education
- Career academies
- Internships
- Job rotation

**Preparation**
- Older youth 14-18
- Young Adult 18-24

Youngsters ages 5-10
Youth in the Middle ages 11-13
Ages 18-24
## Continuum Quick Check

<table>
<thead>
<tr>
<th>WBL Experiences</th>
<th>K-8</th>
<th>High School</th>
<th>Postsecondary or Advanced Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awareness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Talks/Guest Activity Facilitators</td>
<td>K-8</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Career Fairs or Days</td>
<td>K-8</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td><strong>Exploration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workplace &amp; Industry Tours</td>
<td></td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Job Shadow and Job Rotation</td>
<td></td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Mentoring</td>
<td></td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Entrepreneurship, Service Learning, WBL Projects</td>
<td></td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td></td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>School Year Internships, Co-ops, or Jobs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Internships or Jobs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academies, Integrated Career Ed or Occupational Training Programs</td>
<td></td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>On-the-Job Training Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apprenticeships</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Light Blue**
- You have one opportunity to participate.
- We have information we could share with youth.

**Blue**
- You have multiple opportunities to participate.
- We cover all major career cluster areas.

**Orange**
- We need to do more with this! Our youth have no access or information.

**Green**
- We have a partner(s) who could help.
Preparing ALL students to be FUTURE READY through CTE
“Teaching is the profession that teaches all other professions.” That was quipped by some unknown author back in the day. Well, hats off to that author whoever you were. The positive impact of educators should never be underestimated. Right along side our family, teachers set us down the road of our own life journey. They give us the tools to think, to process and to solve. We owe them way more than a shiny red apple. We owe those teachers who made a difference in our lives our thanks and achievement. Fortunately, those two ideas go hand in hand.

• Blog, Mike Rowe
Upon completion of the workshop and the online survey, participants receive a certificate that satisfies the State Board for Educator Certification Assignment Rule for Work-Based learning professional responsibilities.

Place a copy of your certificate in your personnel file with your Human Resources Office.
Contact Information

- Susan Patterson, CTE Education Specialist
  Region 11 Education Service Center
  3001 North Freeway
  Fort Worth, TX  76106
- E-mail: spatterson@esc11.net
- Phone:  (817) 740-7754
- FAX:     (817) 740-3622
Understand-the job is to sell yourself!

- Research the company
- Understand technical skills, soft skills and transferable skills
- Identify your strengths and weaknesses in relationship to job applying for
- Understand abilities and interests
- Interview etiquette
- Appearance
- How to interview - employers’ expectations
- How to sell yourself on paper - resume

CREATE A PERSONAL BRAND
A STUDENT MUST UNDERSTAND HIS/HER RELATIONSHIP TO THE INTERVIEW PROCESS
DO YOU KNOW YOURSELF?

You are unique. Employers want to know what you do well, enjoy doing and want to do in your future. This helps them understand who you are and why they should hire you before they hire another person. If you understand yourself and what you like you can pick a job that fits your personality. The better a job fits what you like to do the more you will learn and enjoy your job. Before you can answer these questions for an employer, you must identify your knowledge, skills, and abilities.

Identify Your Knowledge, Skills & Abilities:

- Job Specific Skills: these are skills that you have learned to perform a particular job. You will learn these skills on the job, at school, and from volunteer experiences.
- Transferable Skills: these are skills that are not unique to a particular job. These skills can be transferred and used from one job to the next. Some examples of transferable skills are problem-solving, organizing, analyzing, and supervising.
- Adaptive Skills: these skills are personality traits or personal characteristics. These types of skills help you adapt to or get along in a new environment. Examples of adaptive skills might be honesty and enthusiasm.

Identify Your Skills

The following exercise can be used to help you see that even if you haven’t had a job, you will have many important skills and experiences that could help you in a future job. When answering these questions, please DO NOT limit yourself. Sometimes we don’t know how well we really can do something. Consider talking to a parent, a leader or teacher, or a friend about your strengths. They may suggest some you have never thought about. Please DO NOT be shy. Often we talk negative about ourselves. We don’t want to sound like we are bragging. It is ok to brag because your job is to sell yourself.

1. What are my favorite things to do (hobbies, interests, athletics, etc.)? Because I enjoy and participate in these favorite things, it means I have these qualities and skills. (For example, if I like to play basketball, it could mean that I am energetic, coordinated, healthy, and willing to work on a team.) Think in terms of skills related to doing this favorite thing.
2. In school I am best at? Because I am best at this it means that I have what qualities?
3. Out of school I am best at? Because I am good at this it means that I have what qualities?
4. What organizations and clubs do I belong to? Because I enjoy these clubs this means that I have what qualities?
5. Special experiences I have had and leadership positions I have held? Because I have had these experiences this means that I have what qualities?

Adapted from: Career Paths An Interactive 8th grade Career Expo
Career Activities produced by the Teacher Resource Committee
YOU AND YOUR ABILITIES INVENTORY

Here is a series of questions intended to help you to discover yourself. If you answer more “yes” than “no” responses for any group or questions, you may assume that this area is probably one in which you are likely to shine or at least one you should investigate further.

**Intelligence**
Thinking, processing, and reasoning

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you learn quickly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do you reason things out by yourself?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you see the relationship between what you learn &amp; what you previously learned?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do you remember what you heard or read without effort?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do you have a large vocabulary which you are able to use easily &amp; accurately?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do you have the ability to solve difficult mental problems?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Do you ask intelligent questions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do you have a wide range of interests and hobbies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Do you figure out original ways of doing things?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Do you have knowledge of a particular field far in advance of your classmates?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Do you have a mind which is alert, observant, and quick to respond to new situations?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

**Scientific Ability**
Because science plays such a big role in the world today ability in this area is becoming increasingly important for academic success.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you have an understanding of math far in advance of most people in your class?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do you have a clear understanding of logical relationships?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you have especially good eye-hand coordination?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do you take extra time on an assignment or subject of special interest?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do you have the ability to continue working on a project or experiment in spite of repeated failures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do you want to know the causes and reasons for things which happen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Do you spend a great deal of time on special science projects?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do you read scientific literature &amp; find satisfaction in thinking about &amp; discussing scientific inventions, discoveries or events?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

**General Creative Ability**
Some people are gifted with the ability to think creatively & originally. They are the ones responsible for varied aspects of our progress-social, scientific, and cultural. They are the “idea” people, & the fruits of their creativity may blossom in industry, science, art, writing, drama, or music.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are you the kind of person who is likely to have new ideas on many subjects?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Are you the kind of person who invents things or creates original short stories, essays, plays, poems, tunes, sketches?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Are you the kind of person who can use materials, words, or ideas in original ways?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Are you the kind of person who sees flaws in methods or procedures &amp; can suggest better ways of doing things?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Are you the kind of person who experiments with new methods or ideas?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Are you the kind of person who is flexible &amp; open-minded; changes his/her mind if necessary; is not afraid of new ideas?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

152
ARE YOU HAVING TROUBLE MAKING A LIST OF YOUR SKILLS?

Before you go to an interview you will need to make a list of your skills and write a resume. All employers want to know if you have the skills necessary to do the job. Are you having trouble writing your list? The first thing that you need to know is that it’s ok to talk positive about yourself. Sometimes we feel like we are being rude or bragging if we say nice things about ourselves to other people. If you can back up what you are sharing with an employer then it is not bragging. For example, “I am dependable.” “I am dependable because I have never been late or missed a day of work”. (see appendix: Action Verbs)

Accessing Your Skills

Job Related/Learned skills
These are skills that have been learned performing a particular task.
- Examples of tasks performed at a previous job:
  - cooked hamburgers
  - ran the register
  - helped customers
  - made the weekly schedule
  - repaired broken machines
- Tasks acquired from interest groups such as hobbies or community projects:
  - weave baskets
  - paint pictures, paint buildings
  - club president–leadership
  - babysitting–caring for others

You might notice that the lists above show action by using an “action verb”. If you get stuck while trying to access your skills think in terms of that “action verb” (see appendix: Action Verbs to Describe Accomplishments).

Transferable Skills
These skills are not unique to one particular task or job. These are skills that can be transferred from one job to the next. These skills may be learned and adapted from a previous job, school, community involvement, & interests and hobbies. For example:
- Leadership skills
- Problem solving skills
- Being quick and accurate
- Able to adapt quickly to change

Summary of Qualifications:
The key point to remember when making a list of your skills is that you must be able to provide the employer with one or more examples of how or why you believe you can perform a particular skill or task. Be prepared to share your skills with an employer by listing each skill and then writing a “prove it” statement. For example:

1. I am good at **leading** (action verb) a group. **Prove it**: I was the President for my FCCLA organization. We organized a community project where we collected $5000 for the homeless.
2. I am good at **painting** (action verb) houses. **Prove it**: I worked for Habitat for Humanity for three summers in a row. My main job was to paint the bedrooms in every house that we built. I was trained by a professional painter.
**ACTION VERBS TO DESCRIBE ACCOMPLISHMENTS**

Try using the following verbs to help you describe your skills and experiences. If you do not know the definition of a word on this list, please use the dictionary. If you need extra help be sure to ask an ICTC Instructor, a high school teacher, or your parents.

<table>
<thead>
<tr>
<th>Achieved</th>
<th>Explained</th>
<th>Purchased</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted</td>
<td>Fabricated</td>
<td>Read Tech Manuals</td>
</tr>
<tr>
<td>Adjusted</td>
<td>Filed</td>
<td>Remodeled</td>
</tr>
<tr>
<td>Administered</td>
<td>Guided</td>
<td>Repaired</td>
</tr>
<tr>
<td>Advised</td>
<td>Helped</td>
<td>Reported</td>
</tr>
<tr>
<td>Analyzed</td>
<td>Hired</td>
<td>Represented</td>
</tr>
<tr>
<td>Arranged</td>
<td>Illustrated</td>
<td>Restored</td>
</tr>
<tr>
<td>Assembled</td>
<td>Improved</td>
<td>Revised</td>
</tr>
<tr>
<td>Assisted</td>
<td>Initiated</td>
<td>Scheduled</td>
</tr>
<tr>
<td>Bought</td>
<td>Inspected</td>
<td>Sold</td>
</tr>
<tr>
<td>Built</td>
<td>Installed</td>
<td>Solved</td>
</tr>
<tr>
<td>Calculated</td>
<td>Investigated</td>
<td>Spoke</td>
</tr>
<tr>
<td>Changed</td>
<td>Interpreted</td>
<td>Started</td>
</tr>
<tr>
<td>Coached</td>
<td>Maintained</td>
<td>Studied</td>
</tr>
<tr>
<td>Compiled</td>
<td>Managed</td>
<td>Supervised</td>
</tr>
<tr>
<td>Computed</td>
<td>Marketed</td>
<td>Surveyed</td>
</tr>
<tr>
<td>Created</td>
<td>Modified</td>
<td>Taught</td>
</tr>
<tr>
<td>Decided</td>
<td>Monitored</td>
<td>Trained</td>
</tr>
<tr>
<td>Designed</td>
<td>Obtained</td>
<td>Translated</td>
</tr>
<tr>
<td>Drafted</td>
<td>Ordered</td>
<td>Transmitted</td>
</tr>
<tr>
<td>Drew</td>
<td>Organized</td>
<td>Troubleshooted</td>
</tr>
<tr>
<td>Edited</td>
<td>Prepared</td>
<td>Used</td>
</tr>
<tr>
<td>Enlarged</td>
<td>Processed</td>
<td>Verified</td>
</tr>
<tr>
<td>Examined</td>
<td>Programmed</td>
<td>Wrapped</td>
</tr>
<tr>
<td>Expanded</td>
<td>Publicized</td>
<td>Wrote</td>
</tr>
</tbody>
</table>

**Knowing Who You Are Is The Key To The Process**
Questions Frequently Asked During An Interview

What are your strengths?
• The key is to focus on work related strengths
• Sell yourself!
• Make a list of your related skills and experiences ahead of time. Have it memorized. Have at least three skills memorized and ready to share. Use page 3, 19-22, and 26

What would your previous employers or teachers tell me about you?
• This is the employer’s way of saying they will check your references
• Don’t be surprised as to what your previous employers/teachers will say. Ask a previous employer/teacher if you do not know what he/she will say
• By knowing what they will say, you can honestly share your strengths in the interview
• If you can not obtain a recommendation from a previous employer/teacher you may have to explain this in your interview

What qualifications, skills, and experiences do you have that make you feel you will be successful in your field?
• Use the information you included in your resume
• Here is where you should share all skills and qualifications you have learned and earned at school, at ICTC, and any job that you have worked on in the past (job related, learned & transferable)
• Make a list ahead of time so that you can easily share them with the employer

What are some of your weaknesses?
• The key here is to focus on work and not character weaknesses
• Turn a negative into a positive. For example, “I have been accused of working too much. I feel that it is important to stay late to get caught up before I go home”
• Another example would be to talk about a true weakness and show what you are doing to work on the issue. For example, “in the past I was a little disorganized. Now I use a daily planner or notebook to list the things that I need to get done for that day or week. This really helps me to stay organized”
• Remember that no one is perfect. The employer wants to see how you handle problems
• (Caution….you need to think about these questions ahead of time. Talk with your parents, instructor at ICTC, teachers, etc. to make sure that you do not use a weakness that could hurt your chances of getting this position.)
INTERVIEW ETIQUETTE

• Appearance
• Dress
• Attitude
• Important to practice in front of a mirror
• Body language
• Hand shake vs. no hand shake
• How to address the employer
• Arriving on time prepared to work - an interview is a job
• Critical, critical, critical
• Real first impression-We are a piece of paper
• Hundreds of ways to write resumes
• Research your field and job advertisements
• ICTC template vs. resume writing program

**Key Concepts**

• Prove It!
• Related to the job you are applying for
• Concise, clear, grammatically correct
• We are not texting
• Look at your resume like you would a job advertisement
• Employer looks at resume for 5-7 seconds
• Professional summary related to job applying for
What Is a Work Portfolio?

A portfolio is a binder/notebook that shows off your work and abilities. It goes beyond a cover letter and a resume. A portfolio is a tool that you develop that gives potential employers a picture of who you are—your experience, your education, your accomplishments, and your skills. Not only does it show the potential employer who you are, but it also showcases what you have the potential to become in the future. It is designed to do one thing—to support you as you market yourself!

A work portfolio can be an aid that will give the employer a sense of how your skills, experience and work ethic contributed to a specific project/job. Portfolios can also be in the format of an e-portfolio (on line), on a flash drive, CD, a slideshow, or a website.

Top Reasons to Have a Portfolio

• Distinguish yourself from the competition
• Turn the interview into an offer
• Increase the salary offer by impressing the interviewer
• It is tangible proof of your abilities
• It might help you get promoted
• It can help you find the position that is right for you
• If you are nervous in an interview the portfolio will help you begin a conversation

What Type of Information/Items Should be Included in a Portfolio

• Resume-Which includes a Professional Summary, a summary of your education, achievements, and work experience, using a chronological or functional format
• Certifications: WorkKeys, ODCTE Career Certifications, Industry Certifications
• Education-Transcripts: Official high school and/or ICTC transcripts, degrees, licenses
• Awards/Honors/Leadership: certificates, awards, honors and scholarships. Ex:
  • Athletic Awards/Letters
  • Perfect Attendance Letter
  • Excellent Evaluations from Employers
  • National Honor Society/National Technical Honor Society
  • President of Student Council
  • Newspaper clips that highlight an achievement
  • ICTC Leadership Team Member-A-Team
• Sample of Work/Projects: You may provide a sampling of your best work (where relevant), including reports, papers, brochures, projects, presentations, pictures of completed projects (with a brief description/details of the project)
• Military records, awards and badges
• Letters of Recommendation/List of References (may be on your resume)
Important Notes

• A portfolio is not a scrapbook with pictures of family and friends
• You should use proper grammar and spelling
• You should keep things simple and professional
• Keep it short (no more than about 25 pages)
• Use dividers so that you can find a sample quickly in an interview

Using the Portfolio in an Interview

• Incorporating your portfolio into the interview is not really any different than answering questions. There is the typical give-and-take of conversation, but rather than just talking about something, you can:
• Let the interviewer know you have an example to show. When you are finished answering the question(s) with your visual aid, close the portfolio and wait for the next question.
• You can use your portfolio to support your responses. For example, the interviewer might say, "I see that you have worked on your school newspaper. What were your favorite writing assignments?" You might reply, "My favorite assignments include this article (turn portfolio towards the interviewer and show them the article in the portfolio) that required a lot of research and this creative writing piece (show article) that I wrote for a special edition.
• If you are unable to present it during the interview, begin the time allotted for questions by mentioning that you would like to present your portfolio.
• If you choose to use an online portfolio, make sure you know where everything is. The best way to do so is practice so that when you make the presentation, everything runs smoothly.
• Keep presentations of each piece of your portfolio short. Respect the interviewers time and avoid going on and on about everything in your portfolio. Limit presentations only to pertinent information. Finally, never give out originals. You will need these in the future.

(Information adapted from: http://dolphin1.net/network/dolphinsong/portfolio.htm or http://www.engineering.com/Jobs/EngineeringJobInterviewTips/tabid/4934/articleType/ArticleView/articleId/392/Job-Interview-Tip-6--Creating-a-Work-Portfolio.aspx)

*****Since your portfolio might be stored on a bookshelf in your classroom, please do not add confidential information to your portfolio (i.e. SOCIAL SECURITY NUMBER, test scores, high school transcripts, grades) until you leave ICTC. If you have any questions about this please talk to your Instructor.*****