

- Only the presenter is audible during the presentation. All others are muted.
- Presentation is 45 minutes, with 15 minutes for questions.
- You may submit a question by typing it into the questions pane on the control panel, or by clicking the “raise hand” icon – you will be announced and unmuted to ask your question.
- All questions are logged and may be addressed by the presenter via email.
- If you are disconnected call 518.723.2137

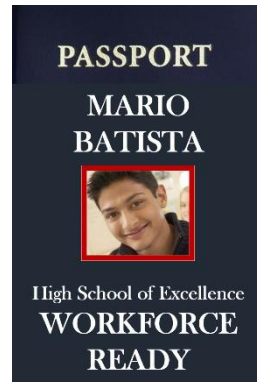
UNPACKING

“GPS” Career Plan



&

Employability Skills Profile



TODAY'S GOALS

Unpack The Design And Purpose Of The Employability Skills Profile And Career Plan

- Discuss creative activities which will generate data for this document
- Validate the knowledge and skills needed to interpret this documents
- Make the connection between the employability skills profile and the work-based learning training plan
- Identify the indicators to determine if the student trainee is ready to work
- Connect this document to the student's resume and communications for employment and/or postsecondary actions

At the end of the webinar you should feel confident that you understand the creation and use of the employability skills profile for student and program success!

VALIDATION OF ACHIEVEMENT



Where Am I Going?



Am I Ready to Work?



QUESTIONS TO BE ANSWERED

- Is there a need for an ESP?
- Who needs it?
- Who wants it?
- Who completes it?
- When is it completed?
- Is it graded? Reviewed?
- What format does it come in?
- Does the student take the documents upon exiting?



PURPOSE OF THE EMPLOYABILITY SKILLS PROFILE

*If you can't use it,
why create it?*



VALIDATE:

- ✓ Readiness for workforce
- ✓ Achievements
- ✓ Growth

PREPARE FOR:

- ✓ Job Interview
- ✓ Resume
- ✓ Post-secondary Education
- ✓ Eportfolio – Workforce Capital



EMPLOYABILITY SKILLS PROFILE

Knowledge, Skills and Behavior

Am I Ready to Work?

1. What Have I Learned In My Classes?
2. What Have I Learned From My Work Experience?
3. Have I Demonstrated Appropriate School And Workplace Behavior?



WORKFORCE READY

READY TO WORK???

READY TO WORK BENCHMARKS From the GPS CAREER PLAN AND EMPLOYABILITY SKILLS PROFILE

1. I have identified my interests and skills
2. I identified my career choices and have created a GPS Roadmap to my first destination.
3. I am prepared to identify employers which match my interests/skills
4. I have the knowledge, skills and documents needed to apply for employment.



Benchmarks created by both the school and your local employers/advisory board.

CAREER EXPLORATION VS. CAREER DEVELOPMENT

CAREER AWARENESS GPS CAREER PLAN

1. I have identified my interests and skills
2. I identified my career choices and have created a GPS Roadmap to my first destination.
3. I am prepared to identify employers which match my interests/skills

54+ Hours of Work-based Learning

CAREER DEVELOPMENT EMPLOYABILITY SKILLS PROFILE

I have the...

1. Knowledge
- 2. Skills**
3. Documents

.....needed to obtain employment.

150+ Hours of Work-based Learning

PERFORMANCE EXPECTATIONS – from SED

Attachment 4

EMPLOYABILITY PROFILE

Student Name:	Identification Number:	School Name:
Type of Work-based Learning Experience(s):	Worksite Name/Location(s):	Description of Experience(s)

EVALUATION GRADING SCALE: General Key

Unsatisfactory (1)	Needs Improvement (2)	Meets Expectations (3)	Exceeds Expectations (4)
Not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.	Inconsistently demonstrates the skills needed for the position. Further development is needed.	Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.	Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves overall team.

PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	1				2				3				4				COMMENTS: STUDENT WORK READINESS SKILLS			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
ATTENDANCE	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.																				
PUNCTUALITY	Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.																				
WORKPLACE APPEARANCE	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.																				
TAKES INITIATIVE	Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.																				
QUALITY OF WORK	Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.																				
KNOWLEDGE OF WORKPLACE	Demonstrates understanding of workplace policy and ethics.																				
RESPONSE TO SUPERVISION	Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.																				
COMMUNICATION SKILLS	Gives full attention to what other people are saying, asks questions as appropriate and understands what was heard. Communicates concerns clearly and asks for assistance when needed.																				

PERFORMANCE EXPECTATIONS

PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	1	2	3	4	COMMENTS: STUDENT WORK READINESS SKILLS
SOLVES PROBLEMS and MAKES DECISIONS	Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative.					
COOPERATES WITH OTHERS	Interacts and communicates with others in a friendly and courteous way. Shows respect for others' ideas, opinions and racial and cultural diversity. Effectively works as a member of a team.					
RESOLVES CONFLICT	Identifies the source of conflict, suggests options to resolve it and helps parties reach a mutually satisfactory agreement.					
OBSERVES CRITICALLY	Carefully attends to visual sources of information. Evaluates the information for accuracy, bias and usefulness. Develops a clear understanding of the information.					
TAKES RESPONSIBILITY FOR LEARNING	Identifies one's strengths and weaknesses. Sets goals for learning. Identifies and pursues opportunities for learning. Monitors one's progress toward achieving these goals.					
READS WITH UNDERSTANDING	Reads print materials in a variety of formats (signs, books, instruction sheets, forms, charts, etc.) to locate, understand, apply and manage information they contain.					
SOLVES PROBLEMS USING MATH	Works with mathematical information (numbers, symbols, etc.), procedures, and tools and applies skills to answer a question, solve a problem, verify the reasonableness of results, make a prediction or carry out a task that has mathematical dimensions.					
HEALTH AND SAFETY	Complies with health and safety rules for specific workplace.					
TECHNOLOGY	Uses job-related tools, technologies and materials appropriately.					

ADDITIONAL INFORMATION

Based on your knowledge of this student, how would you rate his/her overall work performance?

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OTHER WORK-RELATED (JOB SPECIFIC/TECHNICAL SKILLS); STRENGTHS and/or ACADEMIC ACHIEVEMENTS

Signature of reviewer:

Print name:

Title:

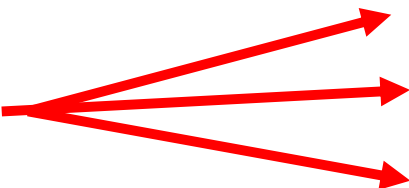
Review date:

COURSE WORK AND WORK-BASED LEARNING

EMPLOYABILITY PROFILE – RECORD OF COURSEWORK AND WORK-BASED LEARNING

Student:	School:	School Personnel:	Title:
Career and Technical Education (CTE) Coursework	Year	Comments	# of Hours
Work-based Learning Experiences	Year	Comments	# of Hours
Industry-based Assessments (if any)	Year	Comments	Score

**WORKFORCE READY
PASSPORT**



Total # of CTE Coursework hours	162
Total # Work-based Learning Experience hours	54
Final Total # of hours (216 required hours which include at least 54 hours of work based-learning)	216

PASSPORT

**MARIO
BATISTA**



High School of Excellence

**WORKFORCE
READY**


1. Workforce Readiness Indicators
2. Communications Skills
3. 21st Century Skills
4. Specific Job Skills
5. Training Plan
6. Knowledge of Industry
7. Cover Letter and Resume
8. Job Application
9. Thank You Letter
10. List of Employers
11. Examples of Work

INDICATORS READY TO WORK



- ✓ Zest
- ✓ Grit
- ✓ Self control
- ✓ Optimism
- ✓ Gratitude
- ✓ Social intelligence
- ✓ Curiosity
- ✓ Commitment

WORK-BASED LEARNING READY TO WORK ASSESSMENT

NAME		INDICATORS READY TO WORK			Teacher 1	Teacher 2	Student
PROGRAM							
QUARTER							
OVERALL SCORE		3.667					
ZEST							
1	Actively participates	3.667	4	3	4		
2	Shows enthusiasm	3.667	5	2	4		
3	Invigorate others	3	2	3	4		
GRIT							
4	Finishes whatever he or she begins	3.667	4	3	4		
5	Tries very hard even after experiencing failure	3.667	5	2	4		
6	Works independently with focus	3	2	3	4		
SELF-CONTROL SCHOOL WORK							
7	Comes to class prepared	4.667	5	5	4		
8	Pays attention and resists distractions	4.333	5	4	4		
9	Remembers and follows directions	3	2	3	4		
10	Gets to work right away rather than procrastinating	4	5	3	4		
SELF-CONTROL INTERPERSONAL							
11	Remains calm even when criticized or otherwise provoked	4.333	4	5	4		
12	Allows others to speak without interruption	3.667	5	2	4		
13	Is polite to adults and peers	3.667	2	5	4		
14	Keeps his/her temper in check	3	2	3	4		

OPTIMISM					
15	Gets over frustrations and setbacks quickly	3.67	5	2	4
16	Believes that effort will improve his or her future	3.67	2	5	4
GRATITUDE					
17	Recognizes and shows appreciation for others	3.67	5	2	4
18	Recognizes and shows appreciation for his/her opportunities	4	5	3	4
SOCIAL INTELLIGENCE					
19	Is able to find solutions during conflicts with others	3.67	4	3	4
20	Demonstrates respect for feelings of others	4.67	5	5	4
21	Knows when and how to include others	3	2	3	4
CURIOSITY					
22	Is eager to explore new things	4	5	3	4
23	Asks and answers questions to deepen understanding	3.67	5	2	4
24	Actively listens to others.	3	2	3	4
ACADEMIC PERFORMANCE					
25	Completes all assignments with quality and timeliness	4.67	5	5	4
26	Uses tools appropriately and safely	3	2	3	4
COMMITMENT					
27	Attends class with one or less absences per quarter	3.67	5	2	4
28	Demonstrates loyalty and appreciation to the program and instructors	3.67	2	5	4
SCALE					

1 = Very much unlike the student. 2 = Unlike the student. 3 = Somewhat like the student. 4 = Like the student. 5 = Very much like the student.

Connecting Work Experience to Future Job Interviews

Teach your students to verbalize and journalize their experiences which appear on their resume in a unique, easy to learn, system.



Connecting Work Experience to Future Job Interviews

- I like my job because.....
- I believe that I am competent in the following job skills.....
- My favorite person at work is..... because.....
- This job fits into my career plans the following ways.....
- My company makes a profit by and I contribute to the company's success by.....
- If I could change one thing at work it would be.....why.....how.
- The one accomplishment at work I am most proud of is.....
- My biggest error at work was..... I learned the following from that error.
- If my boss asked me if I deserve a raise, I would give him/her the following reasons.
- I would like to be promoted to the position of.....because.



Connecting Work Experience to Future Job Interviews



- I had a conflict with a co-worker.....
- I saved the day by
- I liked (or disliked) my past job because....
- My role model or hero in my life is.....
- I .enjoy working because.....
- I left my last job because.....
- My career goal is to become a.....
- I feel I am an expert in.....
- My biggest weakness is.....
- The one skill I need to learn is.....

Connecting Work Experience to Future Job Interviews

Respond to the journal statements by writing at least 3 sentences.

Sentence #1: Repeat the topic and answer the statement

Sentence #2: State why you feel this way

Sentence #3: State how you will continue to maintain this feeling or how you will go about changing or maintaining the situation

WORKFORCE PASSPORT

When answering each question, indicate the name of the company and your job title you are writing about.

- **Opening Statement:** I like my hostess job at Friendly's because I enjoy dealing with people.
- **Feeling:** Making people happy gives me great joy.
- **Maintenance/Change:** I know that if I am courteous to my customers my manager will be happy and I may be rewarded with good tips.



ABC High School

School Address

Student Training Plan



Student Name:	Email:	
Student's Address:	Telephone:	Date of Birth:
Job Title: Stock Clerk Holland Code interests: CRE Career Cluster: Marketing, Sales and Service	Working Papers Certificate #.	
SCHOOL COORDINATOR:	Phone Number: (000) 000-0000	Fax: (000) 000-0000
	Email:	
EMPLOYER:	Phone Number: () ____ - ____	Fax: () ____ - ____
	Email:	
IMMEDIATE JOB SUPERVISOR: (please specify if individual is different from above)	Phone Number: () ____ - ____	Email:
Corporate Address:		

TRAINING SCHEDULE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

C
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INSURANCE – TRANSPORTATION - GOALS

Insurance Coverage:

- Student is an employee - Worker's Compensation
- Student is a non-paid intern – Worker's Compensation
- Student is a non-paid observer – School's Insurance

Transportation Provided by:

- Student will drive in personal vehicle.
- Parent will transport student.
- School district will provide bus transportation.

GOALS FOR THIS WORK-BASED LEARNING STUDENT:

1. To explore and master the skills necessary for this career.
2. To develop the 21st Century workplace skills necessary for success in the global, competitive world.
3. To be trained in the safe operations of this job title.
4. To be able to demonstrate positive behavior and appropriate dress.





T A S K S

JOB TASKS (Determined by the Employer and Coordinator) ONET http://www.onetonline.org/find/	ACHIEVEMENT LEVEL and COMMENTS 1. Mastered skill 2. Needs more training at the work site. 3. Needs more training at school. 4. Has not reached this training area.
1. Answer customers' questions about merchandise and <u>advise</u> customers on merchandise selection.	
2. Pack customer purchases in bags or cartons.	
3. Clean display cases, shelves and aisles.	
4. Transport packages to customers' vehicles.	
5. Take inventory or examine merchandise to identify items to be reordered or replenished.	
6. Receive, open, unpack, and issue sales floor merchandise.	
7. Stock shelves, racks, cases, bins, and tables with new or transferred merchandise	
8. Itemize and total customer merchandise selection at checkout counter, using cash register and accept cash or charge card to pay for purchases	
9. Compare merchandise invoices to items actually received to ensure that shipment are correct.	



21ST

C

E

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U

R

Y

SKILLS

21 st Century Workforce Skills	Always	Frequently	Occasionally	Rarely
1. Student works cooperatively as a team member?				
2. Student is able to read instructions for information and application.				
3. Student can calculate and measure for information and application.				
4. Student can behave in a responsible manner without supervision.				
5. Student can communicate verbally and in writing to evoke clear understanding.				
6. Student demonstrates good listening and follow through skills.				
7. Student demonstrates critical thinking and problem solving skills.				
8. Student can locate and manage resources for problem solving.				
9. Student demonstrates a positive work ethic.				
10. Student demonstrates computer literacy.				



SAFETY

DRESS

BEHAVIOR

SAFETY TRAINING	DATE OF SAFETY TRAINING	ACHIEVEMENT LEVEL and COMMENTS 1. Mastered safety training instruction. 2. Needs more safety training at work site. 3. Needs more safety training at school. 4. Has not reached this training area.
1. Safety precautions related to stairs, floors, office equipment and furniture.		
2. Safety precaution related to proper dress apparel, shoes, gloves, head, eye and ear protection.		
3. Safety precaution related to use of tools, machines, and chemicals.		
4. Safety precautions related to fire, weather and other natural disasters.		
5. Safety precautions related to sexual harassment and workplace violence.		

DRESS and BEHAVIOR CODE FOR POSITION	ACHIEVEMENT LEVEL and COMMENTS 1. Dresses/behaves appropriately 2. Needs to modify dress/behavior. 3. Needs personal consultation.
1. Appropriate Clothing	
2. Personal Cleanliness	
3. Appropriate use of language on the job site.	
4. Punctual and Present	
5. Appropriate positive body language and attitude.	



DATED	PARTNER	PRINT NAME	SIGNATURE
	Employer		
	Work-based learning Coordinator		
	Parent/Guardian		
	Student		

If you have any questions please do not hesitate to contact me at (516)752-6667

Thank you for your cooperation!

XXXXXXXX, Work-based Learning Coordinator

The xxxxxx School District does not discriminate in the basis of race, color, national origin, creed, sex and age or handicapping condition as defined by law and are in compliance with Title IX of the Education Amendments of 1972 and with Section 504 of the Rehabilitation Act of 1973. The compliance officer for Title IX and Section 504 is the Barbara Horsley. She is available at the XXXXXXXXXX Central Office, 50 Van Cott, XXXXXXXX, New York 11735. Telephone: (516) 752-6667.

EQUAL OPPORTUNITY EMPLOYER

Created (Revised) 10/25/14

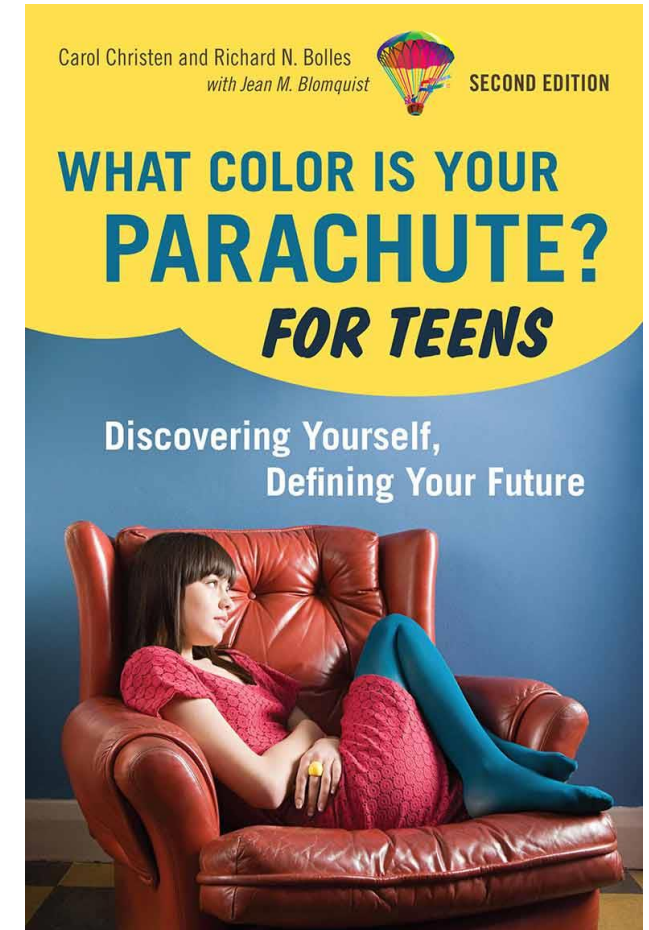
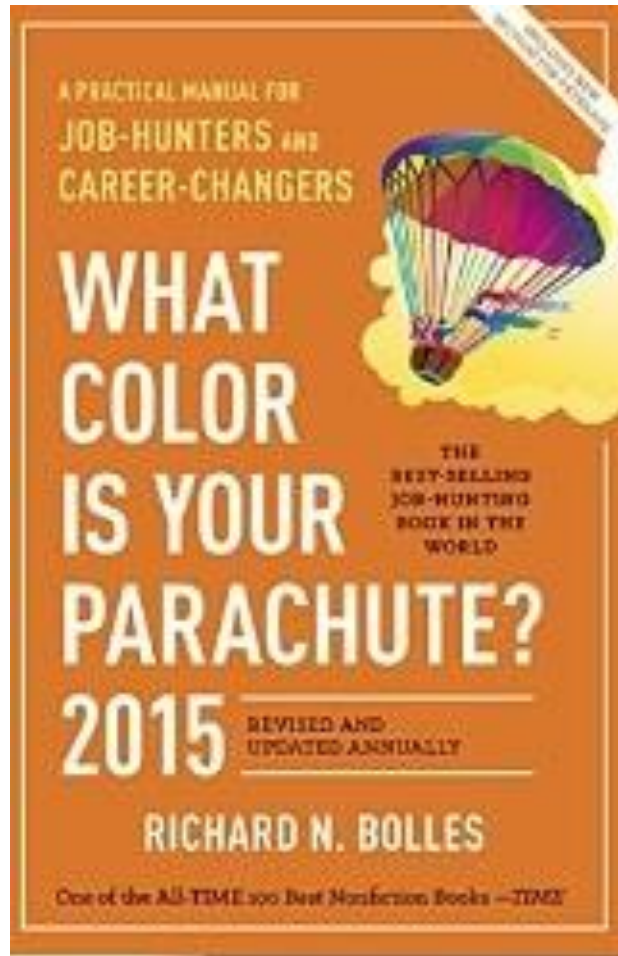
ALL ASPECTS OF INDUSTRY

1. Organizational chart
2. Job Description
3. Career Ladders
4. Products and Services
5. Systems and Procedures
6. Marketing/Sales
7. Competition
8. History of company
9. Floor plan
10. Professional Associations

DEVELOPING YOUR EXPERTISE
CREATING A PORTFOLIO
FOR YOUR CURRENT JOB TRAINING SITE
All Aspects of Industry



CONNECTING TO EMPLOYERS



POTENTIAL CORPORATIONS

- **COSTCO**
- **TARGET**
- **WALMART**
- **KOHL'S**
- **LOWE'S**
- **HOSPITALS**
- **HOTELS**
- **RESTAURANTS**
- **AMUSEMENT/ENTERTAINMENT**

**MANUFACTURING
SALES/MARKETING**

TRADES:

- **Store services**
- **Hands on helper**

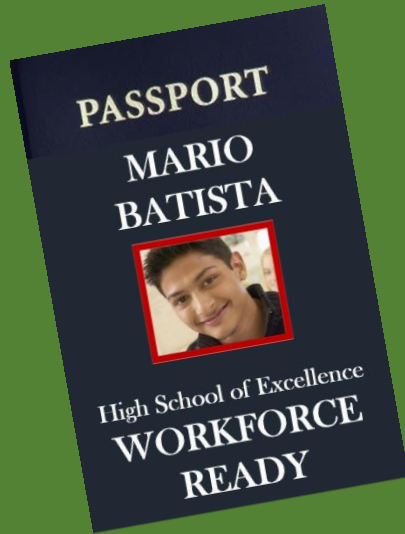
SECURITY

GOVERNMENT

- **Museums**
- **Zoos**
- **Public facilities**

GRAPHIC ARTS/SIGNS

CEEDOS REZOOMAY



CEEDOS REZOOMAY

123-34 Queens Boulevard
Queens, NY 11351

Cell (718) 979-2345
crezoomay@gmail.com

I have the following skills to offer your company for the position of retail or stock clerk.

- Knowledge of retail store procedures.
- Ability to stock shelves and create displays.
- Ability to assist customers with their shopping needs.

EDUCATION: Will achieve the *Career Development Occupational Studies Commencement Credential* in June 2014 from Queens School of Business, Flushing, Queens, NY 11351

21st CENTURY WORKPLACE SKILLS

Communications

- Presented a ten-minute sales presentation to my English class for the purpose of persuading the class to purchase a product.

Team Work and Leadership

- Member of a four-member team in the preparation of the annual career day event. Responsibilities included setting up room, greeting visitors, preparing refreshments, making copies.

Time Management

- Successfully completed several academic projects throughout the school year in which I met deadlines for research, written reports and presentations.

Technology

- Capable of using Microsoft Word, Excel, PowerPoint, and the Internet.
- Able to operate cash register, handle money, check for counterfeit cash, accept charge cards for payment.

Sales Vocabulary

- Familiar with terms and procedures used in the retail industry.

Creativity

- Decorated school store windows and merchandise displays.
- Created numerous flyers for school activities.

Learning from the Experts

- Class field trips to Macy's, Kohl's, Target and Stop and Shop for retail career exploration.
- Introduced to sales and marketing concepts through class speakers such as Mr. Robert Brown, Flushing Advertising; Mr. Martin Greenstone, owner of Enchanted Parties, and Mr. Mark Goldman, website coordinator for www.adsigns.com.

Workplace Experiences

- **Focus Group participant** for Queens Chamber of Commerce. As part of my skills class, we analyzed poster and slogans for use in actual advertising campaigns.
- **Volunteered at Queens Chamber of Commerce** as an office assistant in which I helped in the annual "Queens Sales Days" program.
- **Telemarketer**, Liberty Moving and Storage, Bayside, NY. 6/13 – 9/13. Duties included contacting potential homeowners who wished to have their household belongings transported.
- **Stock clerk**, Walgreen's Drugs, 45-27 Marshall Blvd., Flushing, Queens, NY. 11351. 9/13 – present. Duties include: Stocking shelves, assisting customers, cleaning and



CDOS COMMENCEMENT CREDENTIAL - WORKFORCE READY PASSPORT



Career And Technical Education Course Work	YEAR	COMMENTS	# of Hours
Work-based Learning Experiences	Year	Comments	# Hours
Industry Based Assessment (if any)	Year	Comments	Score
Total # of Career And Technical Education Coursework Hours			
Total Work-based Learning Hours			
For CDOS Credential Final Total # of Hours			
Which included at least 54 hours of Work-based Learning			

PASSPORT

**MARIO
BATISTA**



High School of Excellence

**WORKFORCE
READY**

1. Workforce Readiness Indicators
2. Communications Skills
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8. Job Application
9. Thank You Letter
10. List of Employers
11. Examples of Work

UNPACKED



Connect questions to assessments.

Keep the career plan rolling for more years.

Create achievement statements for work experience

**GPS
Career Plan**

&

**Employability
Skills Passport**

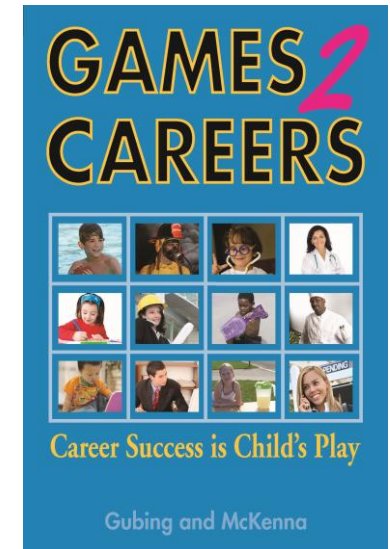


Utilize the work-based learning training plan as part of your employability skills profile

Teach your students how to journalize their experiences.

“A unique, easy-to-learn system!”

- Career Planning, Work-based Learning, Advisory Boards, 21st Century Skills, Online Teaching
- 48 years in Career and Technical Education
- School/Industry Coordinator for Smithtown School District – 38 years
- Professional Development Provider for
 - Buffalo State and Hofstra University – online Work-based Learning Certification
 - CDOS Commencement Credential
 - Career DNA
- Games2Careers – Author
- NY State Education Consultant for CDOS Standards, WBL
- Board of Directors for:
 - Hauppauge Industrial Association
 - Society for Human Resource Management
 - Connect To Tech
 - Long Island Business Educators
 - NYS Work Experience Coordinator’s Association



www.xtremeintern.com

RESOURCES



[Work-based Learning Programs](http://www.p12.nysed.gov/specialed/publications/CDOScredential-att3.htm)

<http://www.p12.nysed.gov/specialed/publications/CDOScredential-att3.htm>

Model Employability Profile and Directions

<http://www.p12.nysed.gov/specialed/publications/CDOScredential-att4.pdf>

Career Plan Form

<http://www.p12.nysed.gov/specialed/publications/CDOScredential-att2.pdf>

NYS WORK EXPERIENCE COORDINATORS ASSOCIATION – www.nysweca.com

March Conference

Work-based Learning Certification from Buffalo State or Hofstra

University sue@careersmarts.com