Your Program Goals

1. Knowledge
2. Use of tools and equipment
3. Safety and health training
4. Behavior and attitudes
5. Enhance basic skills
6. Career/Employment skills
7. Work-based learning experience
Career/Employment Skills

- Self Assessment
  - Interests – job titles

- Research
  - Identify employers

- Marketing
  - Brochure/resume

- Competitive Skills
  - Contacting, dressing, interview, demonstration of skills

- Job Survival Skills
  - Attitude, behavior, team work, listening,
Today’s Goal

- Self-Assessment.
- Identify types of WBL experiences.
- Identify employers for your students.
- Marketing tools for your students.
Long Term Goal

As a team:

- Classroom instructor and the Work Based Learning Coordinator will work together in the preparation of all students having a successful work experience before successfully completing the training program.

Career and Technical Education Endorsement
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:15</td>
<td>Self Assessment and Identifying types of work based learning experiences.</td>
</tr>
<tr>
<td></td>
<td>15 Minute Break</td>
</tr>
<tr>
<td>1:15</td>
<td>Employer Identification and Marketing tools for your students</td>
</tr>
</tbody>
</table>
Warm Up – 5 minutes

- List 12 entry-level job titles within your career focus that your students will be prepared for.

- Identify 6 types of companies at which your students may work.
Self-Assessment
Who Am I? What jobs/careers are for me?

- Interests
- People/Data/Things
- Personality Traits
- Aptitudes
- Skills/Abilities
- Values
- Multiple Intelligences/Learning Styles
INTERESTS
Realistic Characteristics

- Athletic or mechanical ability

- Likes to:
  - Work with machines, tools
  - Work with plants or animals
  - Work or be outside
Investigative Characteristics

- Likes to
  - Observe
  - Learn
  - Investigate
  - Analyze
  - Evaluate
  - Solve problems
Artistic Characteristics

- Artistic, innovative, or intuition abilities
- Likes to:
  - Work in unstructured situations
  - Use imagination and creativity
Social Characteristics

Likes to:
- Work with people
- Enlighten people
- Inform people
- Train people
- Cure people
- Skilled with words
Enterprising Characteristics

- Managing and organizational abilities may focus on financial issues
- Likes to:
  - Work with people
  - Influencing
  - Persuading
  - Performing
  - Leading
  - Managing
Conventional Characteristics

■ Clerical and Numerical abilities

■ Likes to:
  ■ Work with data
  ■ Follow instructions
  ■ Carry out detailed tasks
What three letters define your Holland Code?

RIS, AEC, CSI, SAR, ICE, ESA, AIC, RAE, CIR, ERS....???
Place your job titles into the appropriate boxes.

<table>
<thead>
<tr>
<th>Realistic</th>
<th>Investigative</th>
<th>Artistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>Enterprising</td>
<td>Conventional</td>
</tr>
</tbody>
</table>
## Teaching

<table>
<thead>
<tr>
<th>REALISTIC</th>
<th>INVESTIGATIVE</th>
<th>ARTISTIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Hands on” Technology</td>
<td>“Research and writing”</td>
<td>“Creative” Art, Music</td>
</tr>
<tr>
<td>Family Consumer Science</td>
<td>English, Science Language</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL</th>
<th>ENTERPRISING</th>
<th>CONVENTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>“People - verbal” Teaching</td>
<td>“Decision Making” Social Studies Business Math</td>
<td>“Data” Math Business</td>
</tr>
</tbody>
</table>

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## SPORTS

<table>
<thead>
<tr>
<th>REALISTIC</th>
<th>INVESTIGATIVE</th>
<th>ARTISTIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Hands on”</td>
<td>“Research and writing”</td>
<td>“Creative”</td>
</tr>
<tr>
<td>Professional Athlete</td>
<td>Sports Journalism</td>
<td>Photographer</td>
</tr>
<tr>
<td>Equipment Manager</td>
<td>Sports Medicine</td>
<td>Uniform/logo design</td>
</tr>
<tr>
<td>Groundskeepers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Umpire/referee</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL</td>
<td>ENTERPRISING</td>
<td>CONVENTIONAL</td>
</tr>
<tr>
<td>“People - verbal”</td>
<td>“Decision Making”</td>
<td>“Data”</td>
</tr>
<tr>
<td>Physical Ed. Teacher</td>
<td>Team Owner</td>
<td>Sports Statistician</td>
</tr>
<tr>
<td>Coach, trainer</td>
<td>Event Manager</td>
<td>Sports Accountant</td>
</tr>
<tr>
<td>Equipment Sales</td>
<td>Sports Agent</td>
<td>Administrative staff</td>
</tr>
<tr>
<td>Sports Announcer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Place your job titles into the appropriate boxes.

<table>
<thead>
<tr>
<th>Realistic</th>
<th>Investigative</th>
<th>Artistic</th>
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</thead>
<tbody>
<tr>
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<td>Conventional</td>
</tr>
</tbody>
</table>

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WORK-BASED LEARNING

- Not all students are prepared for WBL at the same time.
- Not all students are mature enough to enter into a WBL experience.
- Not all students have access to transportation.
- Not all students can manage school and work.
## Types of Work Experience

<table>
<thead>
<tr>
<th>Realistic</th>
<th>Investigative</th>
<th>Artistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO-OP</td>
<td>Simulations</td>
<td>Shadowing</td>
</tr>
<tr>
<td>CEIP</td>
<td>Case Studies</td>
<td>Mentoring</td>
</tr>
<tr>
<td>CAP</td>
<td>Games</td>
<td>Role Play</td>
</tr>
<tr>
<td></td>
<td>Corporate sites</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td>Enterprising</td>
<td>Conventional</td>
</tr>
<tr>
<td>Site Visitation</td>
<td>Corporate Class</td>
<td>Career Report/Power Point</td>
</tr>
<tr>
<td>Field Trips</td>
<td>Team Competition</td>
<td>Online Learning</td>
</tr>
<tr>
<td>Go to work with parent.</td>
<td>Entrepreneur</td>
<td></td>
</tr>
<tr>
<td>Videos/TV</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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WORK-BASED LEARNING REPORT CARD

Suggestions:
- Develop a plan.
- Grades – Knowledge + WBL.
- Maintain records of completion.
- Issue certificate of completion.
- Create wall chart of progress.
Self-Assessment and Access to Real World Activities

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15 Minutes

Break Time!
Identifying Employers

Your students should have the skills and knowledge to identify employers in their home communities which relate to their career focus!
#1 Where Can Your Students Work?  
Identify types of employers.

<table>
<thead>
<tr>
<th>Auto Dealership</th>
<th>Auto Body Shop</th>
<th>Auto Parts Stores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation</td>
<td>Auto Repair/Service</td>
<td>Auto Transmissions</td>
</tr>
<tr>
<td>Companies</td>
<td>Stations</td>
<td></td>
</tr>
<tr>
<td>Truck/bus</td>
<td>Auto Renting</td>
<td>Auto Glass</td>
</tr>
<tr>
<td>Auto Electronics</td>
<td>Auto Tires</td>
<td>Auto Racing</td>
</tr>
<tr>
<td>Auto Burglar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
At the completion of your program, your students should walk out the door with a list of 25 potential employment contacts.
Where Can Your Students Work?

- Using the Yellow Book and choose five places of business that match our career training program.

- Or, start from walking distance from your home and identify five places of business that match our career training program.
Where Can Your Students Work?

- Geography lessons.
- Create a database of employer information.
  - Use the same software program and file format.
  - Display map of LI with flags to pinpoint employers.
<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>STUDENT</th>
<th>CORPORATION</th>
<th>STREET</th>
<th>CITY</th>
<th>ZIP</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plumbing</td>
<td>Jones, Jack</td>
<td>Alexandros Plumbing &amp; Heating</td>
<td>22 Maple Avenue</td>
<td>Smithtown</td>
<td>11787</td>
<td>366-3629</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Jones, Jack</td>
<td>Al's Plumbing and Heating</td>
<td>101 Landing Avenue</td>
<td>Smithtown</td>
<td>11787</td>
<td>724-3199</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Jones, Jack</td>
<td>Bill Haiduk Plumbing &amp; Heating</td>
<td>33 Ledgewood Drive</td>
<td>Smithtown</td>
<td>11787</td>
<td>543-2928</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Jones, Jack</td>
<td>DNS Plumbing &amp; Heating Supplies</td>
<td>222 Main Street</td>
<td>Smithtown</td>
<td>11787</td>
<td>863-2630</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Jones, Jack</td>
<td>Smithtown Plumbing &amp; Heating</td>
<td>357 E. Jericho Tpke.</td>
<td>Smithtown</td>
<td>11787</td>
<td>265-0440</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Smith, Bart</td>
<td>W. F. Scott Plumbing &amp; Heating</td>
<td>276 Washington Avenue</td>
<td>St. James</td>
<td>11780</td>
<td>265-0402</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Smith, Bart</td>
<td>Huxtable Plumbing &amp; Heating</td>
<td>107 Jefferson Avenue</td>
<td>St. James</td>
<td>11780</td>
<td>979-3754</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Smith, Bart</td>
<td>Jul-Ro Plumbing &amp; Heating</td>
<td>231 Treadwell Avenue</td>
<td>St. James</td>
<td>11780</td>
<td>862-9788</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Smith, Bart</td>
<td>Burger Plumbing &amp; Heating</td>
<td>421 North Country Road</td>
<td>St. James</td>
<td>11780</td>
<td>584-5630</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Smith, Bart</td>
<td>Branch Plumbing &amp; Heating</td>
<td>11 Deepwells Lane</td>
<td>St. James</td>
<td>11780</td>
<td>584-7339</td>
</tr>
</tbody>
</table>
Every program produces a database of five potential contacts for each student.

- 20 students = 100 contacts.

Contacts for:
- Work-Based Learning opportunities.
- Consultant committee contacts.
- Guest speakers, field trips, shadowing, etc.
- Donations of resources.
- Sponsorships.
WORK-BASED LEARNING Strategy

1st Year Student:

- Participates in two or more “in-school” work-based related experiences.
- Obtains summer employment in home community.
WORK-BASED LEARNING Strategy

2nd Year Student:
- Participates in two or more “in-school” work-based related experiences.
- Participates in out-of-school programs such as CO-OP, CEIP, or CAP.
- Upon graduation obtains full time employment or PT employment while attending post-secondary education.

At the completion of your program, your students should walk out the door with a list of 25 potential employment contacts.
Marketing Tools

How do we Secure Work-based Learning experiences for all our students?
Marketing Tools

Program Brochure

Student Resume
Brochure

FOLD OVER
Student Information
Or Consultant information.

BACK
ESB BOCES
WBL Coordinator
Instructor

COVER
Hire the Best!

www.teachersmarts.com
Upon successful completion of the Dental Assisting Program our students will have the following knowledge and experiences:

**INSIDE LEFT**
Profile of your course.

**INSIDE CENTER**
Profile of your course.

**INSIDE RIGHT**
Additional activities, certifications and leadership opportunities your students will experience.
LI RESUME

What do I have to offer the corporation?

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>VALIDATION STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx</td>
</tr>
<tr>
<td>Experience</td>
<td>xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx</td>
</tr>
<tr>
<td>Leadership</td>
<td>xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx</td>
</tr>
</tbody>
</table>
Professional Development

- SUNY Oswego - Work Based Learning certification courses - online. Graduate/Undergraduate.

SCOPE/DOWLING:
- Externships for Teachers.
- Resume Magic
- Classroom to Careers
- Teen Safety on the Job
- Choosing A Career is Child’s Play
- Finding Employment Via the Internet
Thank you..........

Contact Information:    Sue Gubing

sue@careersmarts.com

•www.careersmarts.com

•www.careerjumpstart.org

•www.teachersmarts.com
SALARY QUICK TIPS

To computer your week salary, multiply your hourly salary by 4.

For example:  $8 an hour = $320
SALARY QUICK TIPS

To compute your yearly salary, multiply your hourly wage by 2 and add 3 000’s.

For example: $10 an hour = $20,000 a year.
SALARY QUICK TIPS

To compute your hourly salary, divide your yearly salary by 2 and drop the 3 000”s.

For example: $30,000 a year = $15 an hour.