



## **DPS/CTE Career Coach Program**

### **Handbook and Weekly Activities**



*Coach-Connect-Inspire*

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## Denver Public Schools

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March 26, 2015

Dear Career Coach Volunteers:

On behalf of Denver Public Schools, thank you for supporting the Career and Technical Education (CTE) Department's STEM program. Your time, effort and example are truly invaluable to our high school students, many of whom come from families with limited economic resources. DPS is committed to expanding work-based learning opportunities, including mentoring, as an important complement to our new STEM CTE career pathways. The pathways model relies on project-based instruction in STEM course sequences throughout high school, combined with career exploration and development opportunities. Research supports this approach. Multi-year DPS CTE participants show a 30% increase in graduation rates when compared to their non-CTE peers. Other districts across the country have seen engagement in CTE also positively impact postsecondary enrollment and first-job earnings after graduation.

Your partnership with CTE is helping to close Denver's opportunity gap and ensure college and career readiness for Denver high school students. We are thrilled to have you join us. I encourage you to communicate regularly with district staff in the CTE Career Coach mentoring program to ensure a positive experience for you and your student.

Thank you again for your partnership with Denver Public Schools and for your service in support of Denver's youth.

Best,

Tom Boasberg  
Superintendent

DENVER PUBLIC SCHOOLS OFFICE OF THE SUPERINTENDENT  
Emily Griffith Campus – 1860 Lincoln St. • Denver, CO 80203



## **Section I: Background Information**

### **YCC Grant**

The Career Coach Program is part of a national effort to improve urban students' access to high-growth careers. In spring of 2014, Denver Public Schools was awarded a \$7 million Youth CareerConnect (YCC) grant by the Department of Labor to prepare students for careers in STEM (science, technology, engineering and math). Denver corporate and community partners have also contributed \$2.4 million. This grant is being administered through the Career and Technical Education (CTE) Department. CTE programs focus on preparing students for postsecondary studies, job placement, and the formation of lifelong learning habits.

Six STEM career areas were selected for the grant based on labor market data. They are:

- Advanced Manufacturing
- Engineering
- Engineering in the Energy Sector
- Biomedical/Health Care
- Information Technology (IT)
- Finance

While much of our growth in STEM career pathways is focused on grades 9-12 coursework, a critical part of our expansion includes **work-based learning (e.g. job shadows, mentoring, internships)**. Research shows CTE coursework combined with experiences in work-based learning results in increased graduation rates, motivation in academic study, course completion and job earnings following graduation<sup>1</sup>. Within Denver Public Schools, CTE students were 30% more likely to graduate than their peers<sup>2</sup>.

### **DPS Student Population: Demographics**

- Students served district-wide: 87,000
- High school population: 20,000
- Racial representation: 1% American Indian, 3% Asian/Pacific Islander, 14.1% Black/African American, 57.5% Latino/Hispanic; 21.2% White/European and 3% Other.
- Population eligible for free and reduced lunch (poverty indicator): 72%
- English Language Learners: 35%
- Students with disabilities: 12.5%
- DPS graduation rate (students who earn a diploma in 4 years): 61%
- DPS completion rate (students who earn a diploma in 4+ years): 72%

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<sup>1</sup> SRI International, 2014. 5-year study on California's Linked Learning Initiative. See <http://linkedlearning.org/get-involved/resources/>

<sup>2</sup> Regression study internally conducted and sponsored by Harvard University.

## **Section II: What is the DPS/CTE Career Coaching Program?**

The DPS Career Coaching Program is a mentoring program designed to connect high school students interested in STEM careers to professionals in IT, engineering, engineering/energy, biomedical and advanced manufacturing fields. Mentoring is offered to students enrolled in STEM pathway courses.

Career Coaches meet with students twice per month for one hour at the school and two hours per month at the worksite. Each coaching session will be facilitated by DPS staff with specific activities oriented toward exploration of and planning for STEM careers.

### **Mentoring Outcomes**

**Studies on the positive effects of mentoring show the following outcomes for students<sup>3</sup>:**

- Improvement in overall academic performance (quality of classwork, # of assignments turned in, increased self-esteem)
- Higher graduation and college enrollment rates
- Higher educational aspirations

### **Benefits of the Career Coaching Program**

#### **Benefits for the Student:**

- Develop awareness of business and career opportunities
- Improve self-efficacy (student's belief in their ability to accomplish their goals)
- Increase relevance of coursework by applying academic concepts to the workplace
- Establish professional relationship with a successful, working adult

#### **Benefits for Career Coaches:**

- Make a difference in both students' lives and the school system
- Help develop a pipeline of highly qualified workers in your industry
- Develop professionally through teaching key industry concepts to your student

### **DPS Career Coaching Program Objectives:**

1. Increase knowledge of career pathways and prepare career plan
2. Motivate students to discover and pursue STEM careers
3. Connect classroom learning with workplace applications
4. Develop work readiness and professionalism

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<sup>3</sup> MDRC, Bill & Melinda Gates Foundation (2014). *The Role of Risk: Mentoring Experiences and Outcomes for Youth with Varying Risk Profiles*. See [http://www.mdrc.org/sites/default/files/Role%20of%20Risk\\_Final-web%20PDF.pdf](http://www.mdrc.org/sites/default/files/Role%20of%20Risk_Final-web%20PDF.pdf)

## **Section III: Career Coaching Curriculum (Week by Week Outline)**

### **General Career Coaching Format:**

Two class visits per month

One, two hour visit to work site per month

### **DPS STEM Course and Career Coaching:**

Students participating in Career Coaching are enrolled in Exploring Computer Science- Semester 2. This course introduces programming, computing and data analysis (including Excel spreadsheets and Google sheets) and robotics. Sample projects include building a database, programming a robot to respond to sensors and sound and creating a computer game. In Semester 1 of this course, students learn problem solving as applied to technology, algorithms and web page development.

Career Coaches are asked to familiarize themselves with weekly activities and to review the Career Coach Prep suggestions listed in the far right column in the grid below.

<b>Session</b>	<b>Topics Covered</b>	<b>Career Coach Prep</b>
<b>Week 1: Introductions</b> <b>March 3, 2015</b>	<ul style="list-style-type: none"><li>• Getting to know you activities</li><li>• Review <b>Info Tech Career Cluster sheet (pg.17)</b></li><li>• *Student begins to identify preferred IT careers (<b>Top 3 Career Choices worksheet, pg. 18</b>)</li></ul>	<ul style="list-style-type: none"><li>• Review Info Tech Career Cluster sheet</li><li>• Become familiar with “Career Specialty Examples”</li><li>• Reflect on student’s career interests; begin to identify employees in your department for your student to interview</li></ul>
<b>Week 2: Career Exploration</b> <b>March 17</b>	<ul style="list-style-type: none"><li>• Warm up: Student shares with coach what he/she is learning in class; completed projects and projects he/she is working on</li><li>• Career Coach shares with student how class content relates to his/her work</li><li>• Identify preferred IT careers (<b>Top 3 Career Choices worksheet, pg. 18</b>)</li><li>• Coach helps identify co-workers for work site interviews (<b>Mini-Interviews sheet, pg. 19</b>)</li><li>• Coach and student practice professional introductions (what to share, talking points or questions to ask, handshake, etc.); cubicle etiquette</li></ul>	<ul style="list-style-type: none"><li>• Be prepared to talk about how programming or database management or use is part of the work done in your department</li><li>• Confirm which employees student should interview</li><li>• Prep for professional introductions and</li></ul>

		cubicle etiquette (ex. knock before interrupting)
<b>Between Weeks 2 and 3 (March 17-24)</b>		<ul style="list-style-type: none"> <li>• Set up 1-2 mini interviews for your student</li> <li>• Schedule 11:30-12:00 for lunch with student</li> </ul>
<b>Week 3: Worksite Visit 1 (2 hours): March 24</b>	<ul style="list-style-type: none"> <li>• Student completes <b>Observation Worksheet: Parts 1-3</b> (pg. 22) (30-60 minutes)</li> <li>• 1-2 “mini” interviews (15 minutes each) with Coach and Coach-selected co-workers (use iPad or phone to film) using <b>Mini Interview Schedule and Questions</b> (pg. 19) sheet</li> <li>• Introduction to <b>On-Line Portfolio*</b> repository for skills, reflection, etc.)</li> <li>• Lunch with Coach (30 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce student to staff they will be interviewing</li> <li>• Lunch with student from 11:30-12:00</li> </ul>
<b>Week 4: Career Research April 7</b>	<ul style="list-style-type: none"> <li>• Debrief works site visit, reflection on changes to career interests, if any</li> <li>• Update on-line portfolio</li> <li>• Watch online Career Videos featuring top career choices (See <b>Career Videos List</b>, pg. 24)</li> <li>• Complete <b>Career Research</b> worksheet (pg. 25)</li> <li>• Update portfolio with:               <ul style="list-style-type: none"> <li>✓ Worksite Observation Sheet</li> <li>✓ Career Research worksheet</li> <li>✓ iPad photos/videos of worksite activities</li> <li>✓ Add links to career videos of interest</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Review <b>Career Research</b> worksheet</li> <li>• Begin planning 1 hour job shadow on April 21 (consider which meetings or tasks will be most engaging for students; set these up prior to job shadow date)</li> </ul>
<b>Week 5: Career Planning and Trick of the Trade April 14</b>	<ul style="list-style-type: none"> <li>• Career Planning: <b>Next Steps</b> (pg. 27) worksheet [focus on short term (next 2-3 years) options including high school courses and certifications]</li> <li>• Student and Career Coach begin to work on “Trick of the Trade”(see <b>Trick of the Trade</b> worksheet, pg. 29) related to programming/data/robotics; develop instruction sheet to share with other student(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Review Next Steps worksheet; identify activities/classes/ clubs that would have been valuable for you to participate in while you were in high school</li> <li>• Brainstorm what</li> </ul>

		<p>insider knowledge or “trick of the trade” you want to share with student</p> <ul style="list-style-type: none"> <li>• Recheck plan for job shadow on April 21; schedule 11:30-12:00 for lunch with student</li> </ul>
<p><b>Week 6: Work Site Visit 2 (2 hours): April 21</b></p>	<ul style="list-style-type: none"> <li>• Career Coach observation: coach plans for student to observe parts of typical work day such as attending a meeting; project planning; physical work tasks such as repairing a computer or inputting code. Student completes <b>Career Coach Job Shadow Reflection</b>, pg. 30.</li> <li>• Interviews: student completes <b>Staff Education Survey</b> (pg. 31) by gathering information from staff members; reviews 1-2 staff resumes</li> <li>• Coach and student continue work on “trick of the trade” (see <b>Trick of the Trade</b> worksheet)</li> <li>• Lunch with Coach (30 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• 10-11 AM : Job Shadow with your student</li> <li>• 11-11:30: Continue prep for “Trick of the Trade”</li> <li>• Lunch with student from 11:30-12:00</li> </ul>
<p><b>Week 7: Trick of the Trade May 5</b></p>	<ul style="list-style-type: none"> <li>• Student and Career Coach work on “Trick of the Trade” related to programming/data/robotics; complete instruction sheet to share with other student(s)</li> <li>• Student presents “trick of the trade” to classmate</li> <li>• Coach completes <b>Trick of the Trade-Coach Feedback Form (pg.33)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Review <b>Trick of the Trade Coach Feedback Form</b></li> </ul>
<p><b>Week 8: Putting It All Together May 12</b></p>	<ul style="list-style-type: none"> <li>• Student completes <b>Experiences: They Help You Determine a Career Direction</b> worksheet (pg. 35) with support from Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Review <b>Experiences: They Help You Determine a Career Direction</b></li> </ul>
<p><b>Week 9: Worksite Visit 3 (2.5 hrs) May 19</b></p>	<ul style="list-style-type: none"> <li>• Final Presentations</li> <li>• Present Certificates</li> <li>• Lunch with Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Reserve 10 AM-12:30 PM for final event</li> <li>• Review <b>Final Presentation Rubric</b> (pg. 40)</li> </ul>



**\*Note:** Students may or may not be fully invested in pursuing an IT career but are being asked to *consider* IT careers as part of this class. It is OK if a student has other career interests. If a student is having a hard time being open to thinking about IT careers, you might prompt by asking, “If IT *were* a field you were interested in, what careers might you consider?”. You could also ask “What part of IT do you find most interesting?” and help the student think about which IT careers are closest to their area of interest.

**\*On line portfolio: Google Drive**

## **Section IV: Healthy Coaching Relationships**

The following section contains guidance and tips on how to build a healthy relationship with your student and ways to be an effective coach. DPS Staff are committed to provide every necessary support to you as a Career Coach are available for consultation at any time.

### **Signs of Success**

Listed below are the signs of success to look in a student as a result of the mentoring relationship.

- Improved school attendance and engagement in class
- “Light bulb goes on” in response to information coach shares with student
- Improved eye contact; happier demeanor at school
- Increased communication; communicates more spontaneously
- Improved interaction with peers
- Improved appearance
- Increased consideration for others
- More enthusiasm

### **Coaching Guidelines**

#### **Formal or Informal?**

Career Coaches must strike a balance between formal and relaxed modes of relating to students. While many programs concentrate on entertaining activities, the Career Coach’s role is primarily that of a professional role model.

A **professional role model** exemplifies the traits and behavior expected of someone in a business setting. Career Coaches are asked to maintain their professionalism while having fun and enjoying their time with their student.

#### **Physical Boundaries**

As a rule of thumb, intimate contact should be kept to a minimum. Touch in neutral zones such as on the shoulder or “fist-bumping” is generally considered appropriate. It is always best to ask the student if he/she feels comfortable with physical contact and respecting the student’s response.

#### **Unacceptable Behavior Policy**

The DPS Career Coach Mentoring Program does not tolerate unacceptable behaviors on the part of coaches or students participating in the program. This policy is in addition to behavioral requirements/recommendations stated elsewhere within this manual.

The following behaviors are regarded as incompatible with DPS Career Coach Mentoring Program goals, values, and standards and therefore are prohibited while participants are engaged in mentoring activities:

- Unwelcome physical contact, such as inappropriate touching, patting, pinching, punching, and physical assault
- Unwelcome physical, verbal, visual, or behavioral mannerisms or conduct that denigrates, shows hostility, or aversion toward any individual
- Demeaning or exploitive behavior of either a sexual or nonsexual nature, including threats of such behavior
- Threatening behavior
- Denigration, public or private, of any mentee parent/guardian or family member
- Intentional violation of any local, state, or federal law
- Possession of illegal substances and/or any weapons such as knives, brass knuckles, etc.

Any unacceptable behavior, as specified but not limited to the above, will result in a warning and/or disciplinary action including suspension or immediate termination from participation in the mentoring program. Failure to adhere to the Career Coach Program policies may also be grounds for disciplinary action and/or termination.

### **Match Support and Supervision**

Program staff bears primary responsibility for the smooth execution of classroom based activities, worksite visits, ongoing training events, and social/recreational activities for program participants. During the course of the Career Coach Program, a student may bring up issues the coach is not prepared to handle or feels should be brought to the school staff's attention, such as serious conflicts at home, drug/alcohol use, or sexual activity. Coaches are encouraged to discuss these issues with program staff *at any time*. The source of information will be kept confidential and staff will either follow up with the student or provide counsel to the Career Coach on how to best address the situation. *If in doubt, check it out*. It is better to share information than wonder if it necessitates staff intervention.

Contact information for all program staff will be provided at the initial Career Coach training session.

### **Student Safety and Well-Being**

The following is a list of situations coaches must report to the school's contact person immediately:

- If the student begins to talk about life not being worthwhile, appears depressed (looks sad, lacks energy, grades have dropped, cries easily), or talks openly about suicide.
- If the student threatens to harm or kill someone else.
- If the student mentions being either physically, emotionally or sexually abused.

If for any reason, program staff is unreachable, the coach may contact the school principal.

### **Transportation**

Career Coaches may not transport students in their private vehicle. All transportation to and from the worksite will be provided by Denver Public Schools.

### **Communication between Coach and Student Outside of Program**

Career coaches and students may opt to communicate with each other via work email, text and phone (at the Career Coach's discretion) during the yearlong program. Coaches are encouraged to use their work email rather than personal email. Communication is generally encouraged as long as:

- Both parties are comfortable exchanging contact information.

- The communication is mutually satisfying and seen as welcome and not disruptive.
- The communication is appropriate per the Coaching Guidelines section of this document.

It is recommended the Career Coach and student determines time limits for communication (ex. not before 8 AM or after 9 PM) and a reasonable response time.

### **Gifts and Money**

Because of the professional nature of the Career Coach-student relationship, Career Coaches are asked not to purchase gifts or give money to students they are mentoring. If a student asks for money or items of value, please bring this to the attention of program staff.

### **Head Coach and Assistant Coach**

Career Coaches may choose to split their role into two positions: Head Coach and Assistant Coach. It is important for both the Head and Assistant Coach to agree upon the essential responsibilities of the mentoring relationship before the initial meeting with the student. In general, it makes sense for the Head Coach to “steer” the mentoring relationship and for the Assistant Coach to provide back up when the Head Coach cannot participate due to work and/or personal conflicts. However, the Coach pair can decide what works best for both parties as long as the responsibilities listed below are met.

1. One of the coaches must be present at each school and worksite visit.
2. One of the coaches accepts responsibility for pre-planning events such as the Mini-Interviews and the Job Shadow.
3. One of the coaches accepts responsibility for completion of the Monthly Report.
4. Both coaches agree to report concerns directly to DPS staff rather than relaying them through the other coach.

### **Effective Coaching**

#### **Career Coaches May Offer Any and All of the Following:**

**Academic Support:** Academic support includes activities, which keep young people in school, and help them graduate by assisting in the evaluation of educational choices and directing them to resources.

**Role Modeling:** Role modeling involves pointing out, demonstrating and explaining actions and values that offer the best opportunities for success and happiness and helping students see and strive for possibilities beyond what they may see in their present environment.

**Attention and Concern:** Some students do not receive enough attention and concern from the adults in their lives. Coaches can fill in these empty spaces with dependable, sincere, and consistent attention and concern. At the same time, it can be important to confront inappropriate behavior (ignoring coach, rude comments, interrupting frequently, etc.)

**Accountability:** A commitment made to a student for a meeting, activity, or appointment should be a coach's priority, barring emergencies. Consistent accountability builds trust, establishes a positive example (role modeling), and creates constructive mutual expectations.

**Encouragement:** Coaches can help students build self-confidence, self-esteem, and cultural pride by focusing on talents, assets, and strengths. Encourage students to talk by asking open-ended questions (ex. Tell me about the careers you have been considering.) Let students make their own decisions; assist by listing options.

### Three Stages of Relationship Development:

#### ***Stage One: The Beginning -- Building Trust***

Building trust can take weeks, sometimes months. During the trust-building phase, a Career Coach may experience a student testing to see if the Coach is trustworthy or will hang in there when things get challenging. This difficult state will not occur in all relationships. If it does, it is important for a coach to remain consistent and to resist personalizing the “testing” phase as much as possible.

#### ***Stage Two: The Middle-- Reaching Goals***

This is a time of closeness in the relationship. In general, students at this stage will tend to view their coach as trustworthy, a confidant, and an important person in their lives

#### ***Stage Three: Ending the Relationship – When It’s Time to Move On***

The last stage of the relationship is that of closure: recognizing successes as well as challenges and saying good bye. Be clear about your commitment from the beginning. Thank your student for the experience, for their willingness and their trust. Let your student know what you have learned from him/her.

The Career Coach may choose from the following suggested options for match closure:

- Exit interview with student and DPS staff
- Exchange of written letter with student
- Custom ending activity (e.g. pair outing—to be reviewed by DPS staff)

Career Coaches may be offered the opportunity to continue to work with their student in a formal, supervised capacity through a potential partnership between DPS and Big Brothers Big Sisters. More information about this opportunity will be provided when/if this option becomes available.

**Note:** If a Career Coach knows he/she needs to prematurely end the coaching relationship due to extenuating circumstances, it is vitally important to communicate this information to program staff as soon as possible. A sudden closure of a coach-student relationship can be harmful to the student and should be handled with care and careful consideration.

### Session Reporting

Career Coaches are asked to submit monthly reports via an online system, to track monthly hours and student progress. DPS staff will send monthly email reminders for this reporting. These will be accessible through the following web link:

<https://dpsk12.cogran.com/PublicSrvDen/SurveyHdrViewSurveyDtlViewGrid?SurveyHdrID=2YBTMQOPV6Q0>

The screenshot shows a web-based survey form titled "Monthly Career Coach Report". At the top, there is a blue header with the Denver Public Schools logo and "Schools Home" link. Below the header, a navigation bar has "Survey View" and "Questions" tabs. The main content area has a blue sidebar on the left. The survey instructions state: "Please complete the survey below - ALL questions must be answered". The form title is "Monthly Career Coach Report". The introduction text reads: "Thank you for participating in the DPS/CTE Career Coach Program. Please complete this form to report the hours you spent with your student this month and any highlights about the time you spent together." The form contains six numbered questions, each with a text input field:

- 1 . Name of Coach:
- 2 . Company:
- 3 . Name of Student:
- 4 . Date of Report:
- 5 . Total Number of Hours Spent with Student This Month:
- 6 . Please provide a 2-3 sentence summary of the time you spent with your student this month. Please include any successes, concerns or progress you feel the student has made.

### Monthly Report: Required Information

- Name of Coach
- Company
- Name of Student
- Date of Report
- Total hours spent with student this month
- Please provide a 2-3 sentence summary of the time you spent with your student this month. Please include any successes, concerns or progress you feel the student has made.

## **Section V: Program Contact Information**

<b>Contact</b>	<b>Name</b>	<b>Phone Number</b>	<b>Address/Email</b>
School	Lincoln High	720-423-5000	2285 S. Federal Blvd.
Lincoln Principal	Larry Irvin	720-423-5050	Larry_irvin@dpsk12.org
Family and Community Engagement (FACE) Specialist	Michael Williams	720-838-3942	michael_williams@dpsk12.org
Course Instructor	Rufus Miller	720-423-5059	rufus_miller@dpsk12.org
DPS/CTE Work-Based Learning Coordinator	Monica Schultz	720-423-6665 or 303-909-8726 (cell)	monica_schultz@dpsk12.org
DPS/CTE Work-Based Learning Assistant Coordinator	Daniel Talero	720-423-6608 (o) or 720 381-9973 (c)	daniel_talero@dpsk12.org

Michael Williams, Monica Schultz, or Daniel Talero should be the first point of contact for any Career Coach Program related concerns or questions.

Rufus Miller, the course teacher or Larry Irvin, the school principal, may be contacted in emergency situations or when an urgent issue arises and other program staff is not available.

## **SECTION VI: HANDBOOK RECEIPT ACKNOWLEDGEMENT**

This handbook has been developed and distributed to assist you with your participation in the DPS/CTE Career Coach Program. We hope it will inspire you as a work-based mentor and answer any questions you have about the program.

By signing below, you acknowledge receipt of the DPS/CTE Career Coach Program Handbook. You further acknowledge Denver Public Schools requires you to read this material before you begin working with a student as a Career Coach.

Print Career Coach Name:

Date:

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Contact Phone Number:

Company:

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Signature:

Email Address:

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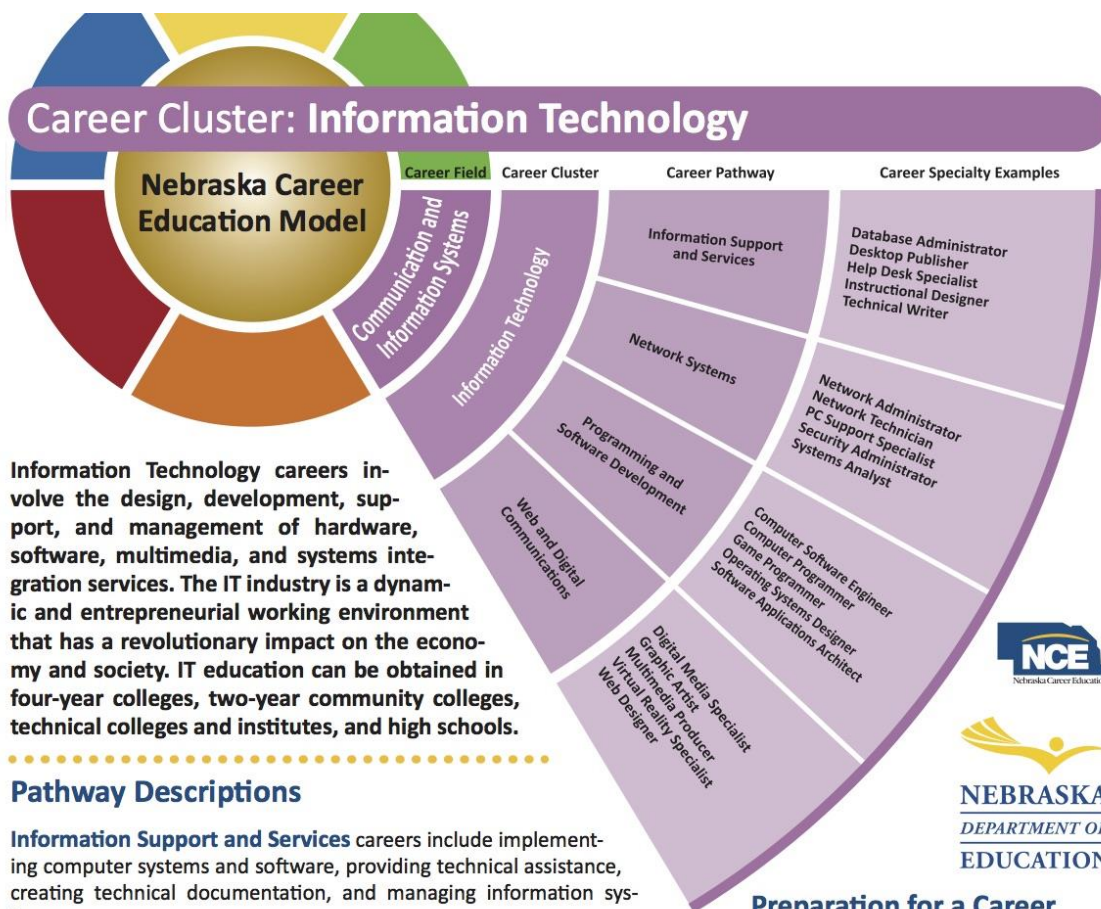
## **Section VII (Appendices): Weekly Activities**

### **Week 1: Introductions**

For each item below, note how many people in your group or pair have these things in common.

Someone who knows how to change a tire	Someone who likes to cook	Someone who plays a sport	Someone who likes chocolate
Someone who speaks another language (even a little)	Someone whose name starts with any letter between A-K	Someone who is over 5 feet tall	Someone whose mom or dad was born outside the US
Someone who has brown eyes	Someone who can drive a car	Someone who has a had a paying job (including babysitting, yard work, etc.)	Someone who has a Facebook account
Someone who knows how to do the business handshake (demonstrate)	Someone who can do a cartwheel	Someone who plans to go to college or went to college	Someone who loves scary movies
Someone who likes tattoos	Someone who likes listening to music	Someone who was born in Denver	Someone who has traveled outside the US

Review the Career Cluster with student. Have student circle or put a check mark by the careers they are most interested in.



Information Technology careers involve the design, development, support, and management of hardware, software, multimedia, and systems integration services. The IT industry is a dynamic and entrepreneurial working environment that has a revolutionary impact on the economy and society. IT education can be obtained in four-year colleges, two-year community colleges, technical colleges and institutes, and high schools.

### Pathway Descriptions

**Information Support and Services** careers include implementing computer systems and software, providing technical assistance, creating technical documentation, and managing information systems.

**Network Systems** careers involve network analysis, planning, and implementation, including design, installation, maintenance, and management of network systems.

**Programming and Software Development** careers involve designing, implementing, and maintaining computer systems and software. Knowledge in computer operating systems, programming languages, and software development is essential.

**Web and Digital Communications** careers involve creating, designing, and producing interactive multimedia products and services, including development of digitally-generated or computer-enhanced media.

### Preparation for a Career in this Cluster Includes...

#### Nebraska Career Education Coursework

Information Technology Fundamentals  
Information Technology Applications  
Network Systems  
Database Design & Development  
Programming  
Digital Media  
Web Design & Development

#### Extended Learning

Maintain a school website  
Future Business Leaders of America (FBLA)  
SkillsUSA  
Prepare school multimedia/video projects  
Create a community web site or promotional video  
Help individuals use a computer  
Set up computers and install software  
Create a webpage  
Job shadow professionals  
Participate in internships  
Secure part-time employment  
Volunteer in this career area

For additional Career Cluster Information visit: [www.nebraskacareerconnections.org](http://www.nebraskacareerconnections.org).

## **Week Two: Career Exploration**

### **DPS Career Coaching Program**

#### ***Top Three Career Choices***

Name: Click here to enter text.

Date: Click here to enter text.

**Career 1:** Click here to enter text.

Provide a short description of this career. Click here to enter text.

**Career 2:** Click here to enter text.

Provide a short description of this career. Click here to enter text.

**Career 3:** Click here to enter text.

Provide a short description of this career. Click here to enter text.

***Mini Interview Schedule***

Name of Co-Worker	Department	Time of Mini-Interview

***Mini Interview Questions***

Students may use the first 5 questions to get the interview started and will need to add their own questions for items 6-8.

Person's Name:

Job Title:

1. Please describe your job. What is a typical day at work like? What are your job duties?
2. What interested you about this field?
3. What kind of education did you need to enter this field?
4. What experience or skills are required?
5. What does the future hold for people in this career? Is this field growing?

Student adds his/her own questions for items 6-8.

6.

7.

8.

## **Week 3: Worksite Visit #1**

### **Work Site Observation Worksheet- Part 1**

During your work site visit, please answer the following:

1. **Work Site Culture:** Each company or organization has a unique workplace “culture” or way of doing things. Look around your mentor’s work area and note what you observe about this company’s workplace culture.

What is the dress code for this work site?

Does the work space have a casual or business-like atmosphere? Please provide examples of what you saw or heard to support your answer.

How do the employees speak with one another? Are they informal or formal? Please provide an example.

Is fun a part of the work day here? Provide examples.

**Task:** Take picture(s) using your iPad that best demonstrates the workplace culture.

2. **Work Time:** Time in the workplace is highly valued- there is never enough time to get everything done! Notice how your mentor or the people in his/her department spend their time.

What have you observed employees in this department doing?

What are their current work assignments or projects?

What types of IT applications do they use on a daily basis (ex. Microsoft Word)?

If employees are in meetings, what topics are being discussed?

**Task:** Take picture(s) using your iPad that best demonstrates how your mentor uses his/her work time.

### Work Site Observation Worksheet- Part 2

1. **Hard Skills:** In today's workplace, employees have to have a broad range of skills to be successful. Hard skills are skills specific to the job such as knowing how to network computers or how to use a database to pull up information.

What kinds of technology skills do the employees in this department need to do their job?

What IT languages do they use, if any?

What other kinds of skills do employees need to be successful in this industry?

2. **Soft Skills:** Soft skills are usually skills that support the work you do but could be applied to any job like time management, public speaking skills, the ability to solve problems, and interpersonal skills.

During the worksite visit, look for ways that the Soft Skills for Success listed below are used at the worksite. Please note *what you observed* when you check off the items below.

#### CREATIVE AND CRITICAL THINKING

- |  |              |
|--|--------------|
| <input type="checkbox"/> Solve problems and make decisions | Observation: |
| <input type="checkbox"/> Think creatively                  | Observation: |
| <input type="checkbox"/> Learn through research            | Observation: |
| <input type="checkbox"/> Reflect and evaluate              |              |

#### COMMUNICATION

- |  |              |
|--|--------------|
| <input type="checkbox"/> Write clearly                           | Observation: |
| <input type="checkbox"/> Speak clearly                           | Observation: |
| <input type="checkbox"/> Listen carefully and ask good questions | Observation: |
| <input type="checkbox"/> Make observations                       | Observation: |

#### COLLABORATION AND TEAMWORK

- |  |              |
|--|--------------|
| <input type="checkbox"/> Cooperate with others                     | Observation: |
| <input type="checkbox"/> Give and receive feedback                 | Observation: |
| <input type="checkbox"/> Negotiate challenges and resolve conflict | Observation: |
| <input type="checkbox"/> Plan and prioritize to reach a goal       | Observation: |

### **MEDIA and TECHNOLOGY**

- |   |              |
|---|--------------|
| <input type="checkbox"/> Use new and emerging technology                    | Observation: |
| <input type="checkbox"/> Use technology responsibly ("digital citizenship") | Observation: |

### **PERSONAL QUALITIES**

- |  |              |
|--|--------------|
| <input type="checkbox"/> Manage time effectively                                     | Observation: |
| <input type="checkbox"/> Demonstrate appropriate/professional behavior and attire    | Observation: |
| <input type="checkbox"/> Recognize and respond appropriately to workplace challenges | Observation: |
| <input type="checkbox"/> Show initiative and work independently                      | Observation: |
| <input type="checkbox"/> Be reliable and dependable                                  | Observation: |

*Adapted from 21st Century Skills for Success, [www.21stcenturyskills.org](http://www.21stcenturyskills.org)*

## **Work Site Observation Worksheet- Part 3**

**Productive Work Environment:** Productivity, or the ability to get quality work done in a certain time frame, is a top priority in most businesses. Each employee has to have a work space that supports their work style and allows them to complete their work tasks. Some people like a very organized desk, some people use sticky notes as reminders, some like piles of papers on their desk so they can put their hands on a document at any time. What do you notice about your mentor's work environment?

What makes this a productive work environment (is it quiet, loud, busy, fun, etc.)?

How do the employees set up their work station to get the most done each day? What tools do they use to manage their work tasks (electronic calendar, "to do" list, etc.)?

What parts of the work environment would be helpful to you? What parts would be hard for you to get used to?

What workplace tools do you already use to manage your school work? What tools might you add to your "toolbox" to make your school work more manageable?

**Task:** Take picture(s) using your iPad that best demonstrate the tools people in this workplace use to stay productive.



## **Week 4: Career Research**

### **Career Video Websites:**

#### **Career One Stop**

<http://www.careeronestop.org/videos/careerandclustervideos/career-and-cluster-videos.aspx>

#### **Watch-Know-Learn**

Careers (general):

<http://www.watchknowlearn.org/SearchResults.aspx?SearchText=careers>

Computer Related Careers:

<http://www.watchknowlearn.org/Category.aspx?CategoryID=8513>

#### **Gadball**

Brief overview of IT:

<http://www.gadball.com/video/447/information-technology/>

List of IT Videos:

<http://www.gadball.com/videos/11/information-technology/>

## Career Research Worksheet

(Use with [www.mynextmove.org](http://www.mynextmove.org))

**Career Interest:**

### WHAT THEY DO

1. Describe what you do for this career.
  
  
  
  
  
  
  
  
  
  
2. List four work tasks you would do on this job.
  - a)
  
  - b)
  
  - c)
  
  - d)
  
  
  
  
  
  
  
  
  
  
3. List two related or similar careers you might consider (see “Explore More”).
  - a)
  
  - b)
  
  
  
  
  
  
  
  
  
  
4. What kind of personality do you need for this career?

### SKILLS YOU NEED

4. To enter this career, I would need these skills (list 2 for each):

Knowledge

Skills

Abilities

### WHAT TO LEARN

5. What is the highest level of education required for this career?

- ☐ High School diploma (On-the-job training)
- ☐ Vocational training or trade school (certificate program)
- ☐ Community college or two year college (associates degree)
- ☐ Four-year college (bachelor's degree)
- ☐ Graduate school (master's degree)

#### Reading and Math Level Needed for Career Training:

- ☐ On-the-job Training: 6<sup>th</sup> Grade
- ☐ Career and Technical Training: Reading:          Math:
- ☐ Community and Four Year College (12<sup>th</sup> grade reading/math)

### MONEY & OUTLOOK

6. Is the job outlook for this career (meaning the number of jobs that will be available in the future) bright, average or below average?

- ☐ Bright
- ☐ Average
- ☐ Below Average

7. What is the average annual (yearly) or hourly salary for this career in....

Colorado \$

The U.S. \$

## **Week 5: Career Planning and Trick of the Trade**

### **Next Steps- Planning for Your Career**

**Name:** Click here to enter text.

**Date:** Click here to enter text.

**I am taking the classes I need for high school graduation and to enter college.**

- ☐ Yes.
- ☐ I'm not sure. I need to find out.

**I am taking Career and Technical Education (CTE) classes in the career area I am interested in.**

- ☐ Yes.
- ☐ No.

**My reading and math levels are high enough to get into the training program I plan to attend.**

- ☐ Yes.
- ☐ No, but I am working on strengthening my skills.
- ☐ I'm not sure. I need to find out.

**I know the kind of training I need to enter the career I am interested in.**

- ☐ Yes.
- ☐ No.
- ☐ I'm not sure. I need to find out.

**I am seeking work opportunities (paid and unpaid) in the field that I plan to pursue.**

- ☐ Yes.
- ☐ No.

**What skills do you have RIGHT NOW that will be helpful in this career?**

**Example:** people skills, math skills, writing skills, computer skills

- ☐ Click here to enter text.
- ☐ Click here to enter text.
- ☐ Click here to enter text.

**What skills do you need to enter this career?**

☐ Click here to enter text.

☐ Click here to enter text.

☐ Click here to enter text.

**Are there other careers you might consider that are similar?**

☐ Click here to enter text.

☐ Click here to enter text.

**What can you do RIGHT NOW to work toward your career goal?**

☐ Unpaid or Paid Internship

☐ Career and Technical Education (CTE) Classes

☐ Related High School Classes (please list) [Click here to enter text.](#)

☐ Job Shadow

☐ School activities or clubs (please list) [Click here to enter text.](#)

☐ Other: [Click here to enter text.](#)



**What is a “trick of the trade”?**

A trick of the trade is knowledge about how to do something known by people in a particular line of work. It might be a short cut, an easier way to perform a task or a special way of doing something not known to other people.

**Instructions:** You and your Career Coach will need to choose a trick of the trade he/she can teach you. Once you learn the trick, you will be asked to teach it to another student. Hint: What tricks do you know that make you a successful student?

This worksheet is designed to provide step-by-step instructions for the student learning the trick. Make sure you breakdown the trick into small steps and provide enough detail for the student to know what to do.

<b>Name of the Trick:</b>	Click here to enter text.
<b>Description of what it does:</b>	Click here to enter text.
<b>How to do the “trick” (include clear step by step instruction, add diagrams or pictures if helpful):</b>	Click here to enter text.

## **Week 6: Worksite Visit #2/Job Shadow**

### **Career Coach Job Shadowing *Reflection Sheet***

What part of your Career Coach's job did you find most interesting?

Click here to enter text.

List four things that you learned about your Career Coach's job during your job shadow:

1. Click here to enter text.
2. Click here to enter text.
3. Click here to enter text.
4. Click here to enter text.

What skills and interests do you have that make you well-suited for this job? Or not a good fit for this job?

Click here to enter text.

How do you feel about this career now that you have completed your job shadow? Do you still want to work in this field? Why or why not?

Click here to enter text.

Other Thoughts:

Click here to enter text.

## Staff Education Survey

Find out what level of education staff members in your Career Coaches department have including college and additional certifications. Also, ask the staff if they have participated in any professional internships.

Employee Name	Title	Level of Post-Secondary Education (apprenticeships, 2 and 4 year college, graduate school)	Additional Certifications and/or Professional Internships





**What is a “trick of the trade”?**

A trick of the trade is knowledge about how to do something known by people in a particular line of work. It might be a short cut, an easier way to perform a task or a special way of doing something not known to other people.

**Instructions:** You and your Career Coach will need to choose a trick of the trade he/she can teach you. Once you learn the trick, you will be asked to teach it to another student. Hint: What tricks do you know that make you a successful student?

This worksheet is designed to provide step-by-step instructions for the student learning the trick. Make sure you breakdown the trick into small steps and provide enough detail for the student to know what to do.

<b>Name of the Trick:</b>	Click here to enter text.
<b>Description of what it does:</b>	Click here to enter text.
<b>How to do the “trick” (include clear step by step instruction, add diagrams or pictures if helpful):</b>	Click here to enter text.

## **Week 7: Trick of the Trade Presentation**

### **Trick of the Trade**

#### ***Coach Feedback Form***

This form should be completed by the Career Coach for his/her student.

1. Did the student learn the trick well enough to teach it to another student?

☐ Yes

☐ No

2. Did the student present the trick in a professional manner?

☐ Yes

☐ No

3. Did the student present the “trick” in a way that was easily understood?

☐ Yes

☐ No

4. What did the student do well? [Click here to enter text.](#)

5. What could the student improve? [Click here to enter text.](#)

## **Week 8: Reflections Worksheet**

### **Experiences: They help you determine a career direction**

---

**Purpose:** Learn how to write and talk about how your experiences influence your career direction.

**Outcome:** Use your experiences in this class and in life, to guide your career and college/vocational training program discussions with college admission counselors, vocational schools, potential employers, and scholarship sponsors.

**Exercise:** Identify, record, and share your Computer and Soft Skills gained in this class.

## Experiences: They help you determine a career direction

### Exercise Instructions

- 1) Look back at the Soft Skills list you used during Worksite Visit 1. **What soft skills have you demonstrated in this course?**
- 2) Review the Computer Skills List. **Circle the ones you demonstrated in this course.**
- 3) **Write down** three Computer Skills and three Soft Skills in Column B.
- 4) For each Computer Skill and for each Soft Skill, **write an example** in Column C.

	Column B: Soft Skills or Computer Skills	Column C: Example	Column D: Evidence
Example	Create spreadsheets	I made a spreadsheet of my family's names, addresses and birthdays.	(Excel file)
Example	Solve problems	Observed 'brainstorming' meeting in the workplace on "how to improve data security?"	
<b>Computer Skill</b>			
1)	Click here to enter text.	Click here to enter text.	Click here to enter text.
2)	Click here to enter text.	Click here to enter text.	Click here to enter text.
3)	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Soft Skill</b>			
4)	Click here to enter text.	Click here to enter text.	Click here to enter text.
5)	Click here to enter text.	Click here to enter text.	Click here to enter text.

6)	Click here to enter text.	Click here to enter text.	Click here to enter text.
----	---------------------------	---------------------------	---------------------------

- 5) **Do you have evidence** of the item(s) you listed in Column C? Examples might include a video of your robot performing a task or the coding you used to program a game, written comments from your mentor, or others. If so, list them in Column D and upload a copy into your Google Drive.
- 6) **Highlight or circle** the Computer Skill and/or Soft Skills on Page 2 that you enjoyed and would like to continue to develop. These are indicators of your career direction.
- 7) **Prepare statements** you can use to share your experience with others.

### Sample Statement

**What is the Skill from Column B?** Creating an Excel spreadsheet

**Create a Linking phrase:** allowed me to demonstrate/develop my ability to create

**What is the skill's example from Column C?** a spreadsheet of my family's names, addresses and birthdays.

### Computer Skill Statement

**Computer Skill:** Click here to enter text.

**Linking phrase:** allowed me to demonstrate or develop my ability to create

**Example:** Click here to enter text.

### Soft Skill Statement

**Soft Skill:** Click here to enter text.

**Linking phrase:** which I demonstrated or observed when I

**Example:** Click here to enter text.

- 8) Review the skills your circled and the statements your wrote, then **write a short 3-5 sentence essay** **“what does this tell me about the types of careers I would like to pursue?”**

These can be computer careers or other careers (most use computers!)

Click here to enter text.

## **SAMPLE USES of STATEMENTS**

### **Resume**

Lincoln High School

2014-2018

General Education/College Prep

- Computer/Mentoring Class – 9<sup>th</sup> grade, created spreadsheet of friends and family member's birthdays, addresses and phone numbers.
- English Literature Class – wrote an essay entitled "Shakespeare for Ninth Graders," earning an "A" grade.

**Interview** for a job, vocational school, internship, or college admission

Interviewer's question - Tell me about you?

- Your possible response - One thing I would like you to know about me is I am comfortable working on the computer. For example, I know how to create spreadsheets in Excel. In my Introduction to Computers class, I created a spreadsheet of friends and family member's birthdays, addresses and phone numbers.

### **Experience History – Guides Your Career Direction**

Create a list of all your positive school, social, work, home experiences with examples. Keep on adding to the list as you remember experiences or new ones occur. Read this list, circling those that are important to you and make you happy and proud. This list will be excellent for resume writing, interview preparation, or identifying ideas admission essays for a college or technical school. When you are asked for your "strengths," you will have lots of potential examples. Pick one and share it!

## SOFT SKILLS FOR SUCCESS

During the worksite visit, you will be asked to look for ways that the Soft Skills for Success listed below are used at the worksite. Please note *what you observed* when you check off the items below.

### CREATIVE AND CRITICAL THINKING

- ☐ Solve problems and make decisions      Observation:
- ☐ Think creatively      Observation:
- ☐ Learn through research      Observation:
- ☐ Reflect and evaluate

### COMMUNICATION

- ☐ Write clearly      Observation:
- ☐ Speak clearly      Observation:
- ☐ Listen carefully and ask good questions      Observation:
- ☐ Make observations      Observation:

### COLLABORATION AND TEAMWORK

- ☐ Cooperate with others      Observation:
- ☐ Give and receive feedback      Observation:
- ☐ Negotiate challenges and resolve conflict      Observation:
- ☐ Plan and prioritize to reach a goal      Observation:

### MEDIA and TECHNOLOGY

- ☐ Use new and emerging technology      Observation:
- ☐ Use responsible behavior regarding technology (“digital citizenship”)      Observation:

### PERSONAL QUALITIES

- ☐ Manage time effectively      Observation:
- ☐ Demonstrate appropriate/professional behavior and attire      Observation:
- ☐ Recognize and respond appropriately to workplace challenges      Observation:
- ☐ Show initiative and work independently      Observation:
- ☐ Be reliable and dependable      Observation:

*Adapted from 21st Century Skills for Success, [www.21stcenturyskills.org](http://www.21stcenturyskills.org)*

## COMPUTER SKILLS

In your Exploring Computer Science class, you have had the opportunity to develop specific computer skills. Please check the skills you think you have learned below.

### Excel Spreadsheets

- ☐ Create Excel spreadsheets
- ☐ Create charts using Excel
- ☐ Interpret data
- ☐ Use or interpret data to make a conclusion

### Google Drive

- ☐ Set up Google Drive
- ☐ Create a Google sheet
- ☐ Upload documents to Google Drive
- ☐ Upload links to Google Drive

### Programming

- ☐ Create a game (game programming)
- ☐ Program a robot to do something
- ☐ Program a robot to respond to sensors and sounds

### Other Skills?

Please list.

Click here to enter text.

Click here to enter text.

Click here to enter text.

Click here to enter text.



## **Week 9: Worksite Visit #3 and Final Presentations**

### **Career Coaching Program Student Final Presentation**

#### **CONTENT:**

Using your “Experiences” worksheet, please prepare a 3-5 minute presentation that answers the questions below.

1. The computer skills and soft skills you learned or had an opportunity to demonstrate in this class.
2. Please share one computer skill and one soft skill statement that highlight the most important things you learned in this class.
3. Share a short summary of what you learned about yourself and the type of career you plan to pursue after high school.

#### **FORMAT:**

Students are encouraged to use technology and to add to their presentations with one or more of the items listed below:

- a collage representing the answers to the questions above
- a drawing or photo
- a Power Point
- Demonstration of something you learned how to do or work sample
- Anything else you can think of!

## RUBRIC FOR STUDENT PRESENTATIONS

### *Career Coaching Program*

**STUDENT NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

EXCELLENT 8-10 Points	ABOVE AVERAGE 5-7 Points	AVERAGE 2-4 Points	NEEDS IMPROVEMENT 0-1 Points	Points Assigned by Judge
<b>Quality of Presentation</b>  Score: _____	-well-prepared -exhibits confidence -time used constructively -presented in logical sequence	-1 or 2 elements missing or poorly demonstrated	-3 elements missing or poorly demonstrated	-does not demonstrate appropriate quality of work
<b>Quality of Reflection</b>  Score: _____	Thoughtful discussion of: • computer skills and soft skills learned • use of one computer skill and one soft skill statement • a short summary of learning and how it informed student's career choice	Clear discussion of 3 of 4 required areas	Inadequate or muddled discussion of required areas	Unable to demonstrate appropriate reflection or content does not address any of the 4 required areas
<b>Appearance and Body Language</b>  Score: _____	-positive attitude -expresses enthusiasm -dressed appropriately (clean, neat) -addresses audience directly -makes eye contact with audience -appropriate/non-distracting gestures and body language	demonstrates 5 of 6 required attributes	demonstrates 3 or 4 of 6 required attributes	does not demonstrate positive attitude or appropriate dress
<b>TOTAL POINTS AWARDED:</b> _____				
<b>Coach's Signature:</b> _____			<b>Date:</b> _____	