



**NCPN CONNECT**  
**2021** A Virtual Conference  
Nov 4–5



# On-Demand Session:

**Professional Athlete... Yeah,  
that's what I want to be!**

## **Presenters:**

**Carla Kersey, CCSP**

**Jennie Sloan, Project Development Coordinator**

**Kentucky Educational Development Corporation**





# The Next Air Jordan





# Devastated



# Self-Awareness





**Who am I?**

**What do I like?**

**What are my skills?**

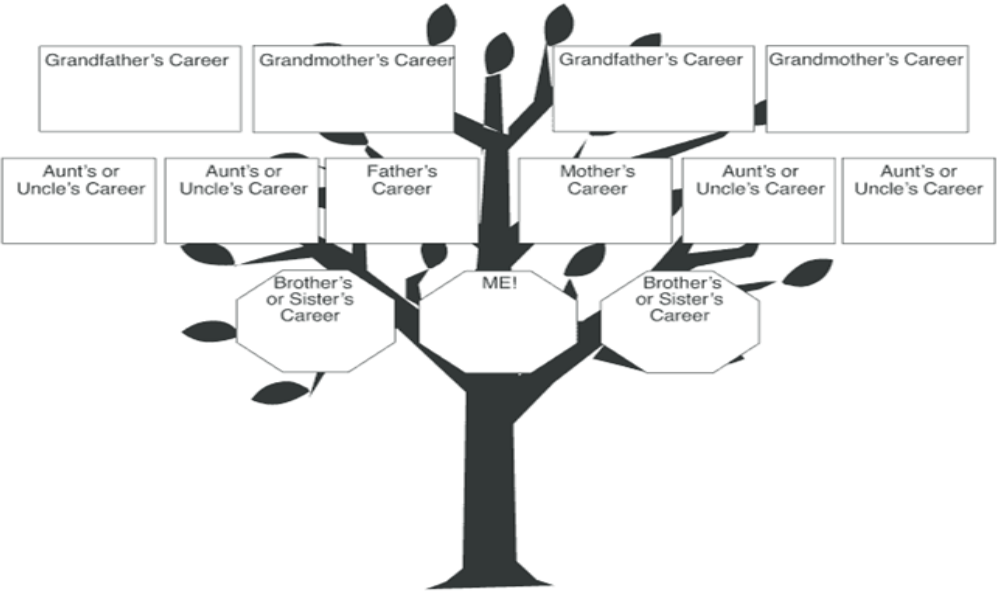
# Career Genogram Family Tree Worksheet

**CAREER CONNECTION**

## Career Family Tree Worksheet

Take a look at the careers chosen by your grandparents, parents, aunts, uncles, and other relatives.

It's fun to think about how family members' career choices have influenced their lives—and it may help you identify things you want and don't want in a career. Fill in each box with the career of the listed person. Add boxes for more aunts, uncles, cousins, brothers, and sisters if you can.



Are there career areas that several of your relatives have pursued? If so, list them here.

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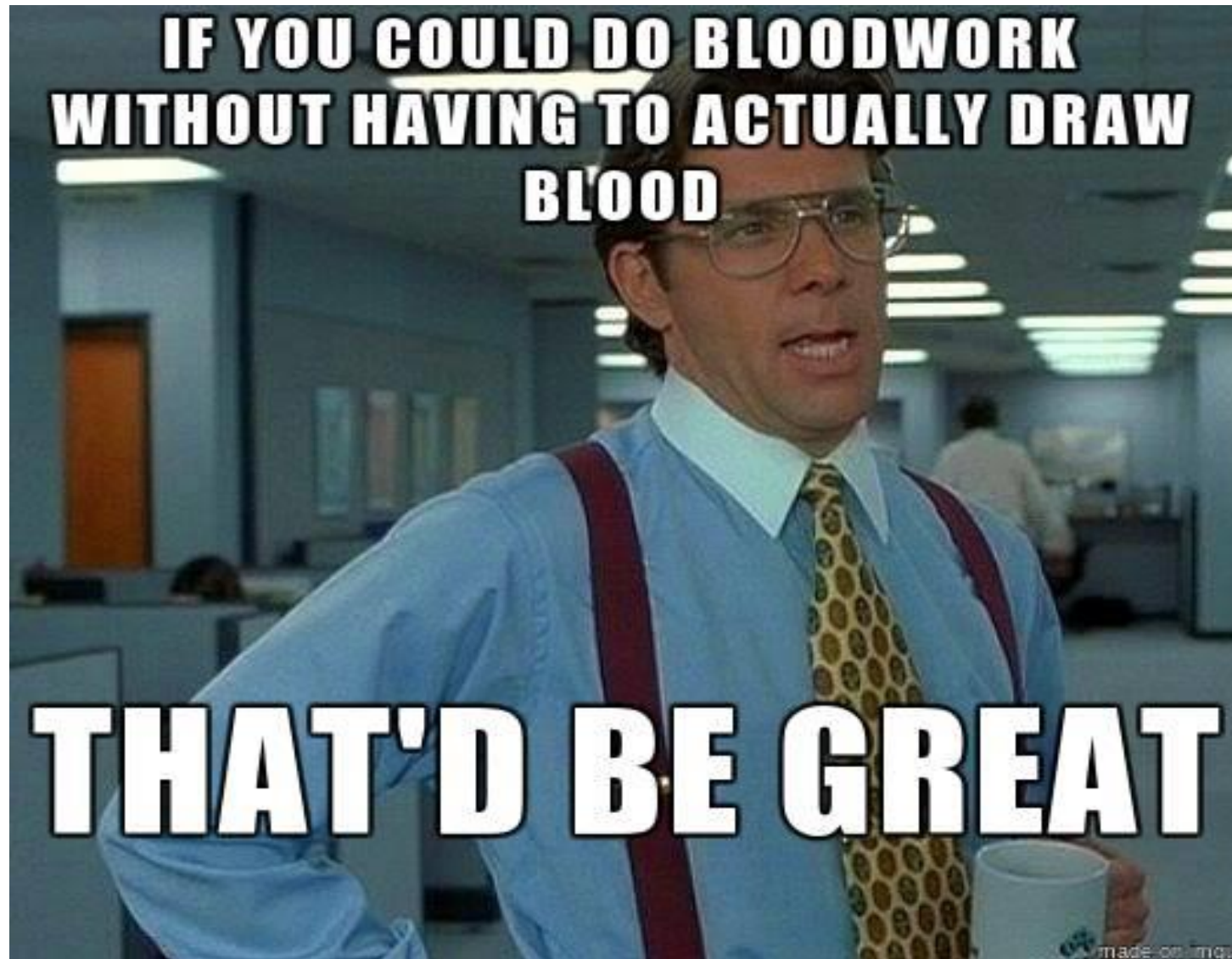
How have your family members' career choices changed over time?

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What do your relatives tell you about reasons to choose or not choose careers like theirs?

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**Don't feel like you must do what your parents do...  
Find a career YOU enjoy!**



# Engaging Students





# 5 CORE Areas/Themes



## Soft Skills

Student's ability to engage and interact with others



## Work Skills

Genuine workplace experience



## Leadership Skills

Engagement and interaction with others



## Civic Responsibilities

Community Service and Helpful Contributions to Society



## Academics

Performance as an indicator of day-to-day success

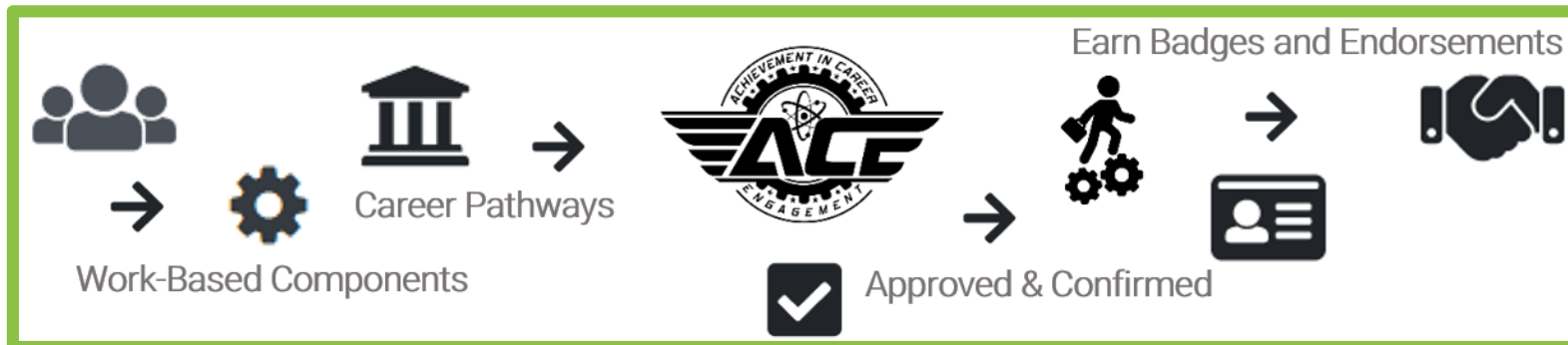
# Well-Rounded and Career/College Ready

# High School Student 4 Year **PROCESS**



## Students demonstrate this 4 year process...

- ☐ By creating a profile of academic and career success
- ☐ By showcasing achievements obtaining badges and components
- ☐ In researching career and post-secondary plans
- ☐ By saving and maintaining important documents
- ☐ By graduating with a useful portfolio/resume to take along a pathway



# Student Empowerment



- Take ownership of high school accomplishments
- Exit high school with a current portfolio/resume
- Prepare for the world of work or college





# Career Exploration



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# How do Students Explore Careers?

1. Career Platform (ACE )
2. Career Fairs
3. Educational Research
4. Employer Visits
5. Employer Speakers



**THE MOST EFFECTIVE WAY  
TO DO IT, IS TO DO IT.**

- AMELIA EARHART

# Work- Based Learning

1. Job Shadowing
2. Internships
3. Apprenticeships
4. Project-Based Internships
5. Mentoring
6. Mock Interviews
7. Resume Building
8. Mock Applications





# Project-Based Internships



- \*20 Students Participated from Knox Central HS.
- \*20 Students Participated from Lynn Camp HS.
- \*10 Biomedical Students from each school.
- \*10 Engineering Students from each school.
- \*Biomedical Students Duties- Research Team
- \*Engineering Students Duties- Development Team

- ❖ Partnership with BAF Engineers and 10 schools
- ❖ Rube Goldberg Team Challenge
- ❖ Rubric created by BAF Engineers
- ❖ 5-7 Team Members and PLTW Engineering Teacher
- ❖ Bi-weekly Engineering Logs emailed to BAF Engineers
- ❖ Culminating Event at BAF Competition
- ❖ Projected judged by BAF Engineers

## Leave No Trace Outdoor Ethics

### 1. PLAN AHEAD & PREPARE

"Know before you go!" Leave everything you can about the area you plan to visit and the regulations for its use.

### 2. TRAVEL & CAMP ON DURABLE SURFACES

Use established campsites and trails, where available. Avoid areas just beginning to show impacts. Keep camps small and at least 200 feet from water, occupied campsites, and trails.



### 3. DISPOSE OF WASTE PROPERLY

"Pack it in, pack it out!" Bury human waste in a cathole 6-8 inches deep and at least 200 feet from water. Wash yourself and your dishes at least 200 feet from water.

### 4. LEAVE WHAT YOU FIND

Do not damage, deface, or remove natural objects or cultural artifacts. Leave them for others to enjoy. Don't build structures, dig trenches, or alter natural features.

### 5. MINIMIZE USE & IMPACTS OF FIRE

Use a lightweight stove, instead of a fire. If you build a fire, use only small dead wood found on the ground and use existing fire rings.



### 6. RESPECT WILDLIFE

Watch wildlife from a distance and never approach, feed, or follow it. Seal food tightly and store it out of reach. Control pets at all times or consider leaving them at home.

### 7. BE CONSIDERATE OF OTHER VISITORS

Don't disturb others. Preserve the natural quiet. When you meet hikers on the trail, step off the downhill side and speak softly as they pass.



Please help us protect the High Uintas Wilderness... LEAVE NO TRACE!



# PBI



# Project-Based Internship

## Work Readiness Form

### Project-Based Internships

A blueprint provided by the Kentucky Educational Development Corporation  
Project-Based Internships | a "Flipped" Internship Model

This work experience is provided by an employer with planned and structured learning experiences that will be monitored by an employer, partnered with KEDC. This is a blueprint designed to expose youth to practical applications of their skills and knowledge.

Within this model, your immediate supervisor is your YCC point of contact at your high school. Over the next several weeks, he/she will evaluate you on skill qualities and you will be remotely contacted by your employer. Your work can be related back to your academics from your Project Lead The Way courses or CTE program.

Your evaluation will come from several components that employers want from young employees. Most noted are problem solving, professionalism, communication skills, and teamwork. Specifically, you have skills that you will need to showcase. They are listed below. You should demonstrate the ability to:

- o Work within a team structure
- o Make decisions and solve problems
- o Plan, organize, and prioritize work
- o Verbally communicate with peers and with those in the organization
- o Obtain and Process Information
- o Analyze Quantitative Data
- o Create and edit reports

For documentation and invoice purposes, this form will be used by the student, the YCC point of contact, and the employer to evaluate and show a structured system of learning and working. To show responsibility, the student will complete several items within this form. At the end of the internship, this form must be complete and turned in to the YCC point of contact to ensure completion and evidence for payment.



School:

Student Name:

Start Date:

YCC Point of Contact:



### Attendance and Work Readiness Goals:

Using the chart below, you will record each day that you will work on your project. Estimate your progress on the project each day with a mark on the percentage line. Your first day would be less than 25%, but will increase over time. Your YCC point of contact will evaluate your performance *toward the end of the internship*.

Date:	Your Project Progress	Date:	Your Project Progress
	0%-----10%-----25%-----		45%-----60%-----75%-----
	0%-----10%-----25%-----		45%-----60%-----75%-----
	0%-----10%-----25%-----		45%-----60%-----75%-----
	0%-----10%-----25%-----		45%-----60%-----75%-----
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	30%-----45%-----60%-----		90%-----95%-----100%-----
	30%-----45%-----60%-----		90%-----95%-----100%-----



### Employer Contact:

Throughout your Project-Based Internship, you will be remotely contacted by your employer. Employers should review this tool with the youth on or prior to the first day of the work experience. Each youth should have a clear understanding of their expectations.

Employer Name:

Worksite:

Student Job Title:

Worksite Supervisor:



### Performance Expectations | Overall Evaluation:

To be completed by the YCC point of Contact, and the Employer. The KEDC Project Director must review and approve for payment. The student must sign off below and meet the minimum total score (80%), in order for this to count toward an internship. Payment amounts are tied directly to your performance expectations. In order to receive the full stipend, students must get a total score of 100%. Anything less than 100% will be a deduction from the total stipend amount.

Sources: Tool content and design based on US Dept. of Labor – ETA sources and Work-Based Learning Manual, through the office of Career and Technical Education.

FOUNDATION SKILL	PERFORMANCE EXPECTATIONS	RATING	
ATTENDANCE	Understanding work expectations for attendance and adhering to them. Notifying supervisor in advance in case of absence.	1 2 3 4 5	To meet work readiness skill attainment, the following must occur:  1. Employee must have an overall average score higher than 80% of the total categories listed. 2. Supervisor must verify that performance on job was satisfactory. 3. Career Counselor must verify that Internship was complete with employer.
PUNCTUALITY	Understanding work expectations for punctuality. Arriving on time for work, taking and returning from breaks on time, and calling supervisor prior to being late.	1 2 3 4 5	
WORKPLACE APPEARANCE	Dressing appropriately for position and duties. Practicing personal hygiene appropriate for position and duties.	1 2 3 4 5	
TAKING INITIATIVE	Participating fully in task or project from initiation to completion. Initiating interaction with supervisor for next task upon completion of previous one.	1 2 3 4 5	<b>TOTAL SCORE</b> Add the total number of ratings and divide that number by 65. This will give you the total percent. Example: 52 / 65 = .80
QUALITY OF WORK	Giving best effort, evaluating own work, and utilizing feedback to improve work performance. Striving to meet quality standards.	1 2 3 4 5	
COMMUNICATION SKILLS	Speaking clearly and communicating effectively – verbally and non-verbally. Listening attentively. Using language appropriate for work environment.	1 2 3 4 5	
RESPONSE TO SUPERVISION	Accepting direction, feedback, and constructive criticism with positive attitude and using information to improve work performance.	1 2 3 4 5	<b>TOTAL SCORE =</b>  <b>Scale:</b> 1 – Poor    2 – Needs Improvement 3 – Average    4 – Good    5 – Excellent
TEAMWORK	Relating positively with co-workers. Working productively with individuals and teams. Respecting diversity in race, gender, and culture.	1 2 3 4 5	
PROBLEM-SOLVING	Exercising sound reasoning and analytical thinking. Using knowledge and information from job to solve workplace problems.	1 2 3 4 5	
WORKPLACE POLICY AND SAFETY	Demonstrating understanding of workplace culture and policy. Complying with health and safety rules. Exhibiting integrity and honesty.	1 2 3 4 5	
CAREER PATHWAY APPLICATIONS	YCC Student made real-life connections with the workplace and was able to connect it back to their current career pathway in high school.	1 2 3 4 5	
ABILITY DEVELOPMENT	During this process, new abilities will be developed and your overall knowledge should increase.	1 2 3 4 5	
PROJECT LEAD THE WAY CTE APPLICATIONS	YCC Student applied methods and/or knowledge gained from their coursework in PLTW or CTE classes.	1 2 3 4 5	
YCC Employee had a satisfactory work performance and has met the minimum total score:			
Career Counselor or YCC Point of Contact Signature: _____			Employer Signature: _____
End Date: _____			Employee Signature: _____

Review Comments:



# Career Planning & Management

Saving &  
Creating

Goal  
Planner



Portfolio



Vision  
Board



“What will be your Space