

EMPLOYABILITY and SOFT SKILLS MANUAL



**PENNSYLVANIA ACADEMIC AND
CAREER/TECHNICAL TRAINING ALLIANCE**

SECOND EDITION

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This manual may be downloaded at www.pacttalliance.org

PACTT EMPLOYABILITY/SOFT SKILLS

The PACTT Alliance Employability/Soft Skills Manual is designed to provide guidance and uniformity to the work-ready training provided to delinquent youth in residential facilities and in the community. The manual includes the competencies identified by PACTT as the foundation of a youth's employability skills training. The competencies are primarily drawn from the WorkReady Classroom, formerly The Source, developed by the Philadelphia Youth Network in collaboration with the Three Rivers and Philadelphia Workforce Investment Boards. They are also aligned with the Ansell Casey Life Skills, PA Academic Standards for Career Education and Work, and SkillsUSA Professional Development Program.

This manual identifies 27 competencies, organized under five general domains. The list is not meant to be all-inclusive, but is rather the minimum set of skills that should be completed by every student in preparation for successful employment.

A competency must be completed at least at the satisfactory level in order for it to be checked off by the instructor. There is no set curriculum for teaching these competencies. However, we are providing guidance in the form of tasks and indicators, to ensure uniformity in what is expected with each competency. Tasks that correspond to a competency provide additional information on skills that should be assessed in the evaluation of that competency. The indicators mark the skill(s) youth have to achieve and be able to demonstrate in order to satisfy the competency.

Please note that for some of the competencies the indicators include, or are in the form of, a rubric. For the youth to successfully satisfy these competencies s/he must be able to perform the skill, at a minimum, at the satisfactory level, as identified in the rubric. Although the elements of the rubrics don't always specifically address each item of the competency, it is our expectation that all the tasks of the competencies will be addressed.

For your convenience we have provided the PACTT Alliance Employability/Soft Skills Checklist to be used as a means of standard documentation to track a youth's achievement on the employability skills. If a program chooses to use its own version of the competency checklist it must identify it as the PACTT Alliance Employability/Soft Skills Checklist, contain all 27 PACTT employability competencies and convey which competencies the youth has achieved. Upon a youth's discharge the employability/soft skills checklist should be placed in the youth's portfolio, sent with the youth's academic record to the home school district, and placed in the youth's discharge file to be given to probation.

In addition, each student should complete a portfolio, also explained in this manual. The portfolio provides the student with a written record of completed work as well as valuable resources to help fulfill future goals.

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Domain	Competency	Task	Indicator
Post Secondary Education	The student will:	The student will:	The student will:
	Recognize the connection between one's interests, abilities, and aptitudes for post secondary education and career options	<ul style="list-style-type: none"> a. Identify personal values related to education b. Compare how individual needs and wants relate to education c. Identify strengths related to employment 	<ul style="list-style-type: none"> a. Produce a list of his/her values related to education b. Produce a list of his/her strengths and the occupations that apply
	Identify and explore career/vocational areas of interest		Propose two specific careers or vocational areas of interest
	Identify the education, qualifications, and experiences necessary to achieve these careers		Provide the education qualifications and required experience to be eligible for each of the two careers or vocational interest areas
	Develop a plan for career and technical, post secondary education (e.g., SAT preparation, financial aid application)		List, based on the information learned above, the steps that are necessary to be eligible for the specific career or vocational area
	Complete financial aid applications	<ul style="list-style-type: none"> a. Explain how, when, and where to apply for financial aid b. Explain the difference between an educational grant and loan 	Complete a financial aid application
Job Seeking Skills			
	Identify, secure, understand, and complete all documentation needed to gain employment	<ul style="list-style-type: none"> a. Develop a personal fact sheet to use when completing job applications b. Define terms commonly used on job applications c. Explain the importance of good references and write two requests for job references to non 	<ul style="list-style-type: none"> a. Present necessary documentation (i.e. SS card, Birth Certificate, official photo ID) b. Generate two appropriate reference request letters c. Complete a W4 form d. Complete two applications for employment

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Domain	Competency	Task	Indicator
		family members d. Interpret application questions and provide appropriate responses e. Complete two job applications f. Locate or obtain social security card g. Locate or obtain a government issued photo ID h. Locate or obtain a birth certificate i. Understand and complete a W-4 form	
	Develop and complete a resume and cover letter	a. Define the term resume b. Describe different resume formats (e.g. functional, chronological) c. Explain what a cover letter is and what it should contain	a. Present a publishable resume b. Complete two quality cover letters – one for short term employment and one for a position in one of the two career fields investigated
	Conduct a job search	a. Read and interpret employment information in newspaper ads and other print materials b. Use the internet to locate job openings c. Describe the importance of personal contact in the employment search (the “hidden job market”) and identify three such contacts d. Access and use the services available through CareerLink	a. Present one actual job possibility that is consistent with one of the two career or vocational choices previously specified and demonstrate that consideration was given to requisite education and skills b. Present one realistic short term job possibility for which youth is qualified at the present time

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Domain	Competency	Task	Indicator
	Demonstrate mastery of interview skills	<ul style="list-style-type: none"> a. Describe the role of the interview in the job search process b. Research a company in preparation for the interview c. Model appropriate grooming, attire, and behavior for job interview d. Identify possible interview questions and develop responses e. Identify legal vs. illegal interview questions and develop appropriate responses f. Understand how to answer questions concerning criminal record g. Describe verbal and non verbal communication skills used in an interview h. Identify at least three personal strengths related to the employment opportunity i. Practice a job interview with an adult mentor j. Conduct a job interview and evaluate personal performance 	<ul style="list-style-type: none"> a. Complete a mock interview consistent with one of the previously identified career/vocational choices and present for interview in appropriate interview attire with all necessary paperwork and information b. Complete a mock interview consistent with short term job interest, present in appropriate interview attire, and produce all necessary paper work
	Develop a follow up strategy	Write a follow up thank you letter	<ul style="list-style-type: none"> a. Compose a thank you letter consistent with chosen career interest, job choice, and interview b. Compose a thank you letter for short term job choice

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Domain	Competency	Task	Indicator
Job Keeping and Career Advancement Skills			
	Take initiative in completing job tasks using problem solving, decision making and analytical skills; and demonstrate dependability and reliability		Use Rubric A
	Work professionally and respectfully with a diversity of co-workers, supervisors, and customers, resolving conflict in a constructive manner	Demonstrate negotiation skills in resolving workplace differences	Use Rubric B
	Work as a contributing member of a team		Use Rubric C
	Participate fully in a work task or project from initiation to completion, using appropriate time management skills		Use Rubric D
	Know how to ask for help when learning new task at the work site		Use Rubric E
	Demonstrate effective communication techniques in the workplace	<ul style="list-style-type: none"> a. Explain the difference between verbal and non verbal communication b. Describe how to communicate assertively c. Demonstrate assertive communication in three situations d. Describe the differences between passive, aggressive, and assertive styles of communication 	Use Rubric F
	Give and receive constructive feedback at the work site		Use Rubric G

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Domain	Competency	Task	Indicator
	Know how to follow the rules of the workplace to maintain employment	<ul style="list-style-type: none"> a. Explain what the “chain of command” is and how it works b. Demonstrate the ability to follow instructions and accept supervision 	
	Know the importance of personal hygiene and appearance required by the employer	Describe proper workplace attire and where to acquire work place attire	Use Rubric H
	Know how to change jobs in an appropriate, positive way		Develop a list of appropriate steps involved in the process of resigning from one job and accepting another: one list for short term job and one for the long term career goal that is consistent with previously identified career/job choice
	Develop a plan for career advancement		Present two plans for career advancement: one for short term job and second for career/job identified and referenced throughout
Life Skills			
	Manage personal finances effectively	<ul style="list-style-type: none"> a. Understand and develop a budget b. Assess spending plan and make changes as needed c. Describe the consequences of over spending d. Describe when, why, and to whom one would turn to ask for help with budgeting e. Identify two types of financial difficulty (e.g. bankruptcy, credit card debt, falling behind on rent) f. Identify the short and long-term consequences associated with financial difficulties g. Identify the community 	<p>Present a completed and realistic budget</p> <p>Use Rubric I</p>

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Domain	Competency	Task	Indicator
		<p>resources that assist people with financial problems</p> <p>h. Understand the potential cost and benefit of cashing a check at a bank, grocery store, check cashing agency</p>	
Personal and Social Development Skills	<p>Due to the more subjective nature of the following competencies there are no tasks or indicators attached. However, they are necessary skills for youth to master as part of their preparation for employment. As such, they are included on the employability checklist, and it is expected that they will be taught and the skills or understanding assessed as a component of the employability skills manual.</p>		
	Identify and practice conflict resolution strategies to mediate problems at work, home, and school		
	Understand the culture and its effects on language, behavior, and thoughts		
	Understand one's own cultural heritage and experience, as well as those of others		
	Understand the role that family and peer networks play in personal, educational, and employment decisions		
	Understand and practice leadership qualities, values, and behaviors		

RUBRIC A

To be used with the following competency:

Takes initiative in completing job tasks using problem solving decision making and analytical skills and demonstrates dependability and reliability.

ABOVE AVERAGE:

- a. Accurately identifies tasks that need to be addressed and develops appropriate responses prior to being asked by supervisor.
- b. Completes assignments without delay or complaint.
- c. Is always where s/he is supposed to be and arrives on time without assistance.

SATISFACTORY:

- a. Accurately identifies tasks that need to be addressed, but doesn't consistently develop responses without being asked.
- b. Completes assignments without delay.
- c. Is always where s/he is supposed to be but is not always on time without assistance.

BELOW AVERAGE:

- a. Periodically identifies tasks that need to be addressed but usually requires outside direction before developing an appropriate response.
- b. Completes assignments.
- c. Is usually where s/he is supposed to be but requires assistance to be on time.

UNACCEPTABLE:

- a. Infrequently identifies tasks that need to be addressed and generally does not develop responses without outside direction or the responses are inappropriate.
- b. Completes most work.
- c. Is sometimes where s/he is supposed to be but even with assistance is not always on time.

RUBRIC B

To be used with the following competency:

Works professionally and respectfully with a diversity of co-workers/peers, supervisors/staff, and customers, resolving conflict in a constructive manner.

<p>ABOVE AVERAGE:</p> <ul style="list-style-type: none">a. Interacts positively with the supervisor and staff in a variety of situations.b. Interacts positively with co-workers or peers in a variety of situations.c. Appropriately talks through problems with staff and peers.
<p>SATISFACTORY:</p> <ul style="list-style-type: none">a. Interacts politely with supervisor and staff in a variety of situations.b. Interacts politely with co-workers and peers in a variety of situations.c. Talks through problems with staff and peers.
<p>BELOW AVERAGE:</p> <ul style="list-style-type: none">a. Interacts with supervisor and staff in a variety of situation but has occasional problems with one or more supervisor or staff.b. Interacts appropriately with co-workers and peers most of the time, but has had occasional problems.c. Sometimes talks through problems with staff and peers, but not always calmly or at the appropriate time.
<p>UNACCEPTABLE:</p> <ul style="list-style-type: none">a. Interacts with supervisor and staff in a variety of situations but has had multiple problems.b. Interacts with co-workers and peers in a variety of situations but has had multiple problems.c. Rarely talks through problems with staff or peers.

RUBRIC C

To be used with the following competency:

Works as a contributing member of a team.

<p>ABOVE AVERAGE:</p> <ul style="list-style-type: none">a. Works in a team, participating to reach consensus and accepting constructive criticism.b. Is sought out by peers for guidance and assistance.c. Fairly shares work load with peers/team members and often goes above and beyond his share of the work.
<p>SATISFACTORY:</p> <ul style="list-style-type: none">a. Works in a team, participating fully in team work and decision making.b. Works with peers in decision making and sometimes takes the lead.c. Fairly shares the work load with peers/team members.
<p>BELOW AVERAGE:</p> <ul style="list-style-type: none">a. Works in a team with occasional problems.b. Participates inconsistently in consensus building and strategic planning among team.c. Does not consistently complete his/her share of the work.
<p>UNACCEPTABLE:</p> <ul style="list-style-type: none">a. Works in a team with multiple problems.b. Does not participate in the building of consensus and in team work.c. Does not do fair share of work.

RUBRIC D

To be used with the following competency:

Participates fully in a work task or project from initiation to completion, using appropriate time management skills.

<p>ABOVE AVERAGE:</p> <ul style="list-style-type: none">a. Creates a list of reasonable priorities and is prepared to give reasons why each is important.b. Creates a realistic and comprehensive daily schedule for work tasks – accurately accounting for all elements of work day.c. Creates a realistic task analysis.
<p>SATISFACTORY:</p> <ul style="list-style-type: none">a. Creates a list of reasonable priorities.b. Creates a realistic daily schedule but fails to account for one event.c. Creates realistic task analysis.
<p>BELOW AVERAGE:</p> <ul style="list-style-type: none">a. Creates a list of reasonable priorities but gives no or unrealistic reasons.b. Creates a realistic daily schedule, but doesn't account for all elements of the work day.c. Creates a realistic task analysis but skips or has overlong steps. **
<p>UNACCEPTABLE:</p> <ul style="list-style-type: none">a. Creates a list of reasonable priorities.b. Creates an unrealistic daily schedule.c. Creates a realistic task analysis but has multiple skipped or overlong steps. **

** Task Analysis refers to the youth's ability to identify a problem and develop his/her own solution.

RUBRIC E

For use with the following competency:

Knows how to ask for help when learning new task at worksite.

<p>ABOVE AVERAGE:</p> <ul style="list-style-type: none">a. Always asks for help/assistance with questions/tasks when needed and brings suggestion of possible answer, etc.b. Identifies the most appropriate individual/staff to assist with questions/tasks.c. Uses positive language indicative of interest and willingness to learn.
<p>SATISFACTORY:</p> <ul style="list-style-type: none">a. Always asks for help/assistance with questions/tasks when needed.b. Asks staff for assistance/help with questions/tasks.c. Uses appropriate language when asking for help.
<p>BELOW AVERAGE:</p> <ul style="list-style-type: none">a. Inconsistently asks for help/assistance with questions/tasks.b. May ask staff or peers for assistance with questions/tasks.c. Sometimes uses inappropriate language when asking for help.
<p>UNACCEPTABLE:</p> <ul style="list-style-type: none">a. Often fails to ask for help/assistance with questions/tasks.b. Does not direct question to appropriate individual.c. Generally uses inappropriate language when asking for help.

RUBRIC F

For use with the following competency:

Demonstrates effective communication techniques in the workplace.

<p>ABOVE AVERAGE:</p> <ul style="list-style-type: none">a. Accurately reconstructs an oral description (listening).b. Gives a full report about an event including, what, where, when, how, and problems.c. Introduces self properly and make a good first impression.d. Uses appropriate and non aggressive and welcoming body language when communicating.
<p>SATISFACTORY:</p> <ul style="list-style-type: none">a. Reconstructs an oral description with 1-2 relatively minor errors (listening).b. Gives a full report including at least 4 items among the following: what, where, when, how, and problems.c. Introduces self properly and makes a good first impression.d. Uses appropriate and non aggressive body language when communicating.
<p>BELOW AVERAGE:</p> <ul style="list-style-type: none">a. Reconstructs an oral description with 3-4 errors (listening).b. Gives a full report including at least 3 items among the following: what, where, when, how, and problems.c. Introduces self but is awkward and holds back.d. Uses non aggressive, but sometimes inappropriate body language when communicating.
<p>UNACCEPTABLE:</p> <ul style="list-style-type: none">a. Reconstructs an oral description with 5-6 errors (listening).b. Gives a report, but only includes 2 items among the following: who, where, when, how, and problems.c. Introduces self but does not make a positive impression.d. Uses inappropriate and possibly aggressive body language when communicating.

RUBRIC G

For use with the following competency:

Gives and receives constructive feedback at the work site.

<p>ABOVE AVERAGE:</p> <ul style="list-style-type: none">a. Seeks and accepts constructive feedback from staff and peers.b. Works in a team to build consensus and uses constructive criticism.c. Uses appropriate and non aggressive body language when communicating with staff and peers.
<p>SATISFACTORY:</p> <ul style="list-style-type: none">a. Accepts constructive feedback from staff and peers.b. Works in a team, building consensus and generally using constructive criticism.c. Uses appropriate and non aggressive body language when communicating.
<p>BELOW AVERAGE:</p> <ul style="list-style-type: none">a. Has difficulty receiving constructive feedback from staff and peers.b. Works in a team, is resistant to building consensus and generally rebukes constructive criticism.c. Uses non aggressive, but sometimes inappropriate body language when communicating.
<p>UNACCEPTABLE:</p> <ul style="list-style-type: none">a. Resists receiving constructive feedback from staff and peers.b. Struggles with team work and with effectively communicating with team members.c. Uses inappropriate and possibly aggressive body language when communicating.

RUBRIC H

To be used with the following competency:

Knows the importance of personal hygiene.

SATISFACTORY: a. Is well groomed and appropriately dressed on a daily basis. b. Identifies appropriate clothes for various events.
BELOW AVERAGE: a. Is groomed on most days and generally dressed appropriately. b. Sometimes identifies inappropriate clothes for various events.
UNACCEPTABLE: a. Generally insufficiently groomed and/or inappropriately dressed. b. Unable to identify appropriate clothes for various events.

RUBRIC I

To be used with the following competency:

Manages personal finances effectively.

ABOVE AVERAGE:	
Creates and follows a personal budget on a spreadsheet including:	
<ul style="list-style-type: none"> a. Savings b. Realistic income expectations c. Living expenses d. Emergency funds 	<ul style="list-style-type: none"> e. Charitable giving f. Education expenses g. Insurance and transportation expenses
SATISFACTORY:	
Creates a budget on a spreadsheet including:	
<ul style="list-style-type: none"> a. Savings b. Realistic income expectations c. Living expenses 	<ul style="list-style-type: none"> d. Education expenses e. Insurance and transportation expenses
BELOW AVERAGE:	
Creates a budget on a spreadsheet including:	
<ul style="list-style-type: none"> a. Savings b. Income c. Living expenses 	<ul style="list-style-type: none"> d. Education expenses e. Insurance and transportation expenses
UNACCEPTABLE:	
Creates a budget on a spreadsheet but expenses exceed realistic expectations of income.	

PACTT Alliance: Employability/Soft Skills Checklist

Student Name _____

In order to mark youth as successfully having completed a competency all the indicators of the competency must be met. For those competencies that utilize a rubric youth must achieve the indicators on the rubric with nothing less than a satisfactory.

Competency	Date Completed and Signature of Trainer
DOMAIN – POST SECONDARY EDUCATION	
1. Recognize the connection between one’s interests, abilities, and aptitudes for post secondary education and career options	
2. Identify and explore career/vocational areas of interest	
3. Identify the education, qualifications, and experiences necessary to achieve these careers	
4. Develop a plan for career and technical post secondary education.	
5. Complete financial aid applications	
DOMAIN – JOB SEEKING SKILLS	
6. Identify, secure, understand, and complete all documentation needed to gain employment	
7. Develop and complete a resume and cover letter	
8. Conduct a job search	
9. Demonstrate mastery of interview skills	
10. Develop a follow up strategy	
DOMAIN - Job Keeping and Career Advancement Skills	
11. Take initiative in completing job tasks using problem solving, decision making and analytical skills and demonstrate dependability and reliability	

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12. Work professionally and respectfully with a diversity of co-workers, supervisors, and customers resolving conflict in a constructive manner	
13. Work as a contributing member of a team	
14. Participate fully in a work task or project from initiation to completion, using appropriate time management skills	
15. Know how to ask for help when learning new task at the work site	
16. Demonstrate effective communication techniques in the workplace	
17. Give and receive constructive feedback at the work site	
18. Know how to apply rules of the workplace to maintain employment	
19. Know the importance of personal hygiene and appearance required by the employer	
20. Know how to change jobs in a healthy way	
21. Develop a plan for career advancement	
DOMAIN – LIFE SKILLS	
22. Manage personal finances effectively	
DOMAIN – PERSONAL AND SOCIAL DEVELOPMENT SKILLS	
23. Identify and practice conflict resolution strategies to mediate problems at work, home, and school	
24. Understand the culture and its effects on language, behavior, and thoughts	
25. Understand one’s own cultural heritage and experience, as well as those of others	
26. Understand the role that family and peers networks play in personal, educational, and employment decisions	
27. Understand and practice leadership qualities, values, and behaviors	

EMPLOYABILITY PORTFOLIO

A major component of the PACCT employability/soft skills training is the completion of a portfolio. This portfolio is designed to collect information and resources that will assist a student as s/he goes forward.

The information and content identified in this section is the minimum content that should make up a student's employability portfolio. Please feel free to add any other relevant information, resources, or content that would be appropriate.

Employability Portfolio Content

Section 1: Employability Competencies

1. A copy of the PACCT Employability/Soft Skills Checklist with the completed competencies marked.
2. Information on career fields—Information on two career fields which the student has researched, based on his/her specific interests.
3. Career Plan—A written plan focusing on action steps, resources, and time needed to be successful in the student's identified career.
4. Cover Letter and Resume.
5. Personal fact sheet—List of facts that would help a student complete a job application. (i.e. addresses and phone numbers of references, personal contact information, social security number, etc.)
6. Two completed job applications to use as models.
7. Requests for References: Sample letters/e-mails requesting a reference from non family members.
8. Possible interview questions and developed responses.
9. Financial Aid—Completed copy of a FAFSA application.

Section 2: Education and Career and Technical Training

1. Copy of a current transcript(s).
2. Career and Technical Competency List—A copy of Career and Technical competency list that was used during career and technical instruction. The competencies that are completed should be marked off and signed by an instructor. Copies should also be placed in student's education and discharge file.
3. Entry-level Certifications (ServSafe, OSHA-10, etc): Original certifications should be placed/secured in the portfolio. Copies of certifications should be placed in the student's education and discharge files.

Section 3: Awards, Certifications of Completion, Honors.

Any awards, certifications and honors should be placed in this section.

Section 4: Resources:

Resources that may help a student with future education or employment opportunities should go in this section. This should include copies of fact sheets developed by the Juvenile Law Center:

- Juvenile Records Fact sheet—Getting a Job
- Fact Sheet—Juvenile Records

These documents can be found on the PACTT Alliance website or the Juvenile Law Center website.

Section 5: Miscellaneous:

Any other information, awards, or relevant information may go in this area.

PACCT EMPLOYABILITY/SOFT SKILLS CROSSWALK

The following table shows the relationship between the PACCT employability and soft skills and the Pennsylvania Academic Standards for Career Education and Work, Ansell Casey Life Skills Assessment, and SkillsUSA Professional Development Program. There may not be a direct connection in all cases, but the general concept and skill set are comparable.

Competency	PDE Academic Standards for Career Education and Work	Casey Life Skills	SkillsUSA PDP
Recognize the connection between one's interests, abilities, and aptitudes for post secondary education and career options	Career Awareness & Preparation. 13.1.11.	Career Planning/ Work Goals. LG-1	SK.2
Identify and explore career/vocational areas of interest	Career Awareness & Preparation. 13.1.11	Career Planning/ Work Goals. LG-2 Work and Study Skills. LG-1	SK.1
Identify the education, qualifications, and experiences necessary to achieve these careers	Career Awareness & Preparation. 13.1.11	Career Planning/ Work Goals. LG-2	SK.1 SK.2
Develop a plan for career and technical post secondary education (e.g., SAT preparation, financial aid application)	Career Awareness & Preparation. 13.1.11	Career Planning/ Work Goals. LG-3 Work and Study Skills. LG-2	1.4 2.1
Complete financial aid applications		Career Planning / Work Goals. LG-3	
Identify, secure, understand, and complete all documentation needed to gain employment	Career Acquisition (Getting a Job) 13.2.11	Work Life. LG-2 Work & Study Skills. LG-3	2.14
Develop and complete a resume and cover letter	Career Acquisition (Getting a Job) 13.2.11	Work Life. LG-3 Work & Study Skills. LG 4	3.7
Conduct a job search	Career Acquisition (Getting a Job) 13.2.11	Career Planning / Employment. LG-3 Work Life. L.G. 1	4.6
Demonstrate mastery of interview skills	Career Acquisition (Getting a Job) 13.2.11	Work Life. LG 4	3.8
Develop a follow up strategy	Career Acquisition (Getting a Job) 13.2.11	Work Life. LG 4 Work & Study Skills LG-5	

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Competency	PDE Academic Standards for Career Education and Work	Casey Life Skills	SkillsUSA PDP
Take initiative in completing job tasks using problem solving, decision making and analytical skills and demonstrate dependability and reliability	Career Retention and Advancement 13.3.11	Career Planning / Employment. LG-4	
Work professionally and respectfully with a diversity of co-workers, supervisors, and customers resolving conflict in a constructive manner	Career Retention and Advancement 13.3.11	Career Planning / Employment. LG-4	3.10
Work as a contributing member of a team		Career Planning / Employment. LG-4	SK.3 2.6
Participate fully in a work task or project from initiation to completion, using appropriate time management skills	Career Retention and Advancement 13.3.11	Work & Study Skills. LG 8	1.3
Know how to ask for help when learning new task at the work site		Work Life. LG 8	1.8
Demonstrate effective communication techniques in the workplace		Career Planning / Employment. LG-4	1.8
Can give and receive constructive feedback at the work site			
Know how to apply rules of the workplace to maintain employment	Career Retention and Advancement 13.3.11	Work & Study Skills. LG 8	2.9
Know the importance of personal hygiene and appearance required by the employer		Self Care. LG 1	2.10
Know how to change jobs in a healthy way		Career Planning / Employment. LG-5 Work & Study Skills. LG 9	
Develop a plan for career advancement	Career Retention and Advancement 13.3.11	Career Planning / Work Goals. LG 3	3.1 4.2
Manage personal finances effectively	Career Retention and Advancement 13.3.11	Housing & Money Management / Budgeting/Spending Plan. LG 2	

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Competency	PDE Academic Standards for Career Education and Work	Casey Life Skills	SkillsUSA PDP
Identify and practice conflict resolution strategies to mediate problems at work, home, and school	Career Retention and Advancement 13.3.11		3.10
Understand the culture and its effects on language, behavior, and thoughts		Career Planning / Work Place Communication. LG 1	1.5
Understand one's own cultural heritage and experience, as well as those of others.		Career Planning / Work Place Communication. LG 1	3.12
Understand the role that family and peers networks play in personal, educational, and employment decisions			4.4
Understand and practice leadership qualities, values, and behaviors			4.5 4.10 2.17
Develop and practice critical thinking skills.			

RESOURCES

The WorkReady Classroom: www.workreadyclassroom.com The WorkReady Classroom was created by the Philadelphia Youth Network (PYN) as a free and easy-to-use on-line resource for youth workforce development professionals, educators, juvenile justice workers, guidance counselors and social workers.

Career Zone Pennsylvania: www.pacareerzone.com Developed by Pennsylvania Department of Education, Bureau of Career and Technical Education and the PA Department of Labor and Industry. Free site for career exploration and career preparation.

The Career Education and Work (CEW) Standards Toolkit: www.pacareerstandards.com or www.pacareerstandards.org Lesson plans and guides aligned to the PA Academic Standards for Career Education and Work.

The Ansell-Casey Life Skills Assessment: www.caseylifeskills.org Resources for the teaching of employability and soft skills.

Education Planner: www.educationplanner.org Career and college planning site. Several free resources, including a personal interest inventory/assessment.

The Juvenile Law Center: www.jlc.org

The Education Law Center: www.elc-pa.org



PENNSYLVANIA ACADEMIC AND CAREER/TECHNICAL TRAINING ALLIANCE (PACTT)

Scope of the Problem

Delinquent youth returning from residential placements face immense challenges during the transition back to their community. The majority of these youth do not complete high school, making sustainable employment all the more difficult in today's economy. A recent study (Cohen, 2007) found that the present monetary value to the public of saving a high-risk youth is estimated to range from \$2.6 to \$4.4 million over the young person's lifetime. For delinquent youth, the process of preparation to complete school and be job-ready must begin while they are in placement and continue seamlessly when they return to the community.

Project Description

The Pennsylvania Academic and Career/Technical Training Alliance (PACTT) strives to improve the academic and career and technical training that delinquent youth receive while in residential placement and in their home communities upon return. The project's initial focus was on the residential facilities, schools and transitional programs used by Allegheny and Philadelphia Counties, but it is now expanding throughout the Commonwealth. In addition, the project is addressing juvenile-serving agencies' policies and procedures that can hinder delinquent youth transitions back into school and the community. The project has received initial funding from the John D. and Catherine T. MacArthur Foundation, Pennsylvania Commission on Crime and Delinquency, and the Stoneleigh Center (through a fellowship to the Director).

Project Goals

- Residential academic programs align with state standards and local graduation requirements, and adopt best practices aimed at accelerating credit recovery and accrual
- Residential facilities provide career/technical training that is integrated with the academic program, and leads to industry-recognized certification and family sustaining employment opportunities
- Home schools accept the facility-earned credits and facilitate the re-entry of the youth
- Public schools and communities develop programs that build upon achievements made during placement
- State regulatory agencies (e.g. PA Department of Education and Department of Public Welfare) adapt their policies and procedures to encourage the reforms statewide

Project Implementation

Project includes four senior staff:

- An Education and a Career/Technical Training Specialist, who together work to advance reforms in education and career/technical training in delinquent residential facilities, improve communication with home schools and expand options for the continuation of training in the schools and the community after discharge
- Project Director and the Assistant Project Director are responsible for developing the linkage between the fields of juvenile justice, child welfare, education, career/technical training and workforce development in order to support the work of the project and promote its goals throughout the state and country

The PACTT Alliance is a project of the Pennsylvania Council of Chief Juvenile Probation Officers