PY 18 BUSINESS EDUCATION PARTNERSHIP GRANT FINAL REPORT TO NWPA JOB CONNECT

December 2020

Prepared by Mary C. Bula
Director, Erie Together
Facilitator, Erie County Career Pathways Alliance

mary@erietogether.org

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Erie Together - Background

Erie Together is a countywide collective impact movement to make the Erie region a place where everyone can learn, work and thrive. As this type of entity, Erie Together facilitates large-scale, cross-sector collaboration which breaks down silos, fosters new relationships and helps individuals and organizations work together effectively to achieve top community priorities.

In 2016, conversations about the importance of career pathways systems came to the forefront in Erie County, and Erie Together was asked to convene stakeholders and coordinate development of a local system. We began by forming a cross-sector Leadership Team and we named the group the "Erie County Career Pathways Alliance (ECCPA)". Our **mission** is to create a system that prepares students for post-secondary education and training, and future careers, and we are organizing our work around five career pathways encompassing 16 industry clusters.

The ECCPA has been together for four years, providing the vehicle for educators, employers, and workforce developers to communicate and build trust, better understand each other, and effectively collaborate to prepare the future workforce. The group is following a research-based "Pathways System Framework" developed by the National Center for College and Career Transitions (NC3T) to advance our work. An essential component of our structure is formation of "industry advisory groups" that align with the five pathways upon which we are focusing. This report reflects the work of one of those advisory groups – Science & Health – which received financial support from a 2018 Business/Education Partnership (BEP) grant secured in partnership with NWPA Job Connect.

BEP Science & Health Project Deliverables

Erie Together's expected outcomes for this project were identified as follows:

1. Establishment of a "Science and Health Advisory Group" within the Erie County Career Pathways Alliance (ECCPA).

2. Facilitation of six meetings of the Science and Health Advisory Group.

3. Development of age-appropriate work-based learning experiences aligned with PA <u>Career Education & Work Standards</u> and the <u>Future Ready PA Index</u>.

4. Documentation of work-based learning experiences.

5. Deployment of work-based learning experiences through business/education partnerships across Erie County.

6. Technical assistance to NWPA Job Connect in development of "NW PA Student in the Workplace Guide for Employers and Educators."

Erie Together successfully addressed each of these deliverables and could provide additional technical assistance to NWPA Job Connect on the workplace guide, if needed.

Advisory Group Membership and Meetings

The role of the Science & Health Advisory Group, as with all others that are part of the ECCPA, is to advise school districts, post-secondary providers and workforce developers on expected skills and knowledge in the industry, employment trends, making programmatic improvements to meet workforce needs, and connecting students in the workplace. The industry clusters that fall within the Science & Health Pathway and the advisory group's purview include: Agriculture, Food and Natural Resources; Health Sciences; and Scientific Research.

The invitation to participate in the Science & Health Advisory Group and the current membership list is included in APPENDIX A. The group met on the following dates, with the first four meetings taking place in-person, and the last two taking place virtually via Zoom due to the pandemic:

1. February 28, 2019 (Kick-off Meeting)
2. May 17, 2019
3. September 12, 2019
4. March 9, 2020
5. May 21, 2020
6. October 30, 2020

The group will continue to meet in 2021 to continue its work.

At the first advisory group meeting, Erie Together delivered an overview presentation, including background on Erie Together, the ECCPA, and the expectations of the Science & Health Advisory Group. That overview presentation can be found in APPENDIX B.
The agendas and notes (when transcribed) for the remaining meetings can be found in APPENDIX C.

Process

These are the steps we have taken to successfully advance the advisory group's efforts:

1. Ground the group in the PA <u>Career Education & Work Standards</u> and <u>Future Ready PA Index</u>

2. Discuss priority skills, and those that are often missing, in job candidates and employees

3. Identify, prioritize, and design age-appropriate career exploration experiences aligned with state standards

4. Create new opportunities for career-connected learning to better prepare students for future jobs

Steps 1 and 2 were completed early in the advisory group's evolution, whereas Steps 3 and 4 are ongoing.

<u>Experiences and Informational Resources</u>

One of the first resources the group released was a Science & Health Career Pathways Informational Flyer grounded in local data, highlighting select in-demand occupations, education levels required, average entry-level wages and other important employer and career-related information. This flyer is included in Appendix D, but can also be found here on our partner Career Street's website: http://bit.ly/SandHFlyer

Additionally, the group has, and continues to identify priority career exploration experiences by grade span, starting with grades 9-11, then moving into grades 6-8. Once those grades are fully discussed, the group will consider opportunities for the lower grades. These grade spans align with Future Ready PA requirements, and the group is prioritizing and developing experiences that address these Career Education & Work Standards:

- Career Awareness and Preparation
- Career Acquisition
- Career Retention and Advancement
- Entrepreneurship

Here is the list of experiences the advisory group has prioritized for students in grades 9-11. Please note, while some of these experiences would be best done in person, many can also be done virtually:

- Classroom Speakers
- Employer Panels
- Career Fairs
- Soft Skills Training
- Job Application "Boot Camp"
- Mock Interviews
- Career/Lifestyle Budgeting
- Understanding Career Ladders
- Long-Term Career Planning
- Visit four "beehive" locations at local universities

The group is now in discussions regarding appropriate experiences for grades 6-8.

Once the group makes decisions about what experiences employers and educators are most willing to do together that they believe will be most beneficial for students, they create "Career Exploration Experience Templates" addressing the things that schools, students and employers should do to ensure the experience is high quality and can be deployed well. Several career exploration experience templates have been finalized, and others are under development. Finalized templates are included in APPENDIX D, and can also be found here: https://www.careerstreeterie.org/resources/experience-templates

Finally, in terms of experiences, we have created a virtual experience called "Career Pathways Information Sessions" for students in grades 8-12 and their parents/caregivers. The purpose is to help students learn about local career opportunities from the experts so the younger students can make good choices about their course of study in high school and the older students can

consider the most appropriate next steps for them after high school. We have encouraged parents to attend so they can help guide their students along the way.

We intend to do five of these virtual sessions in the 2020/21 school year, one for each of the five career pathways. For clarification, those pathways include: (1) Education & Industrial Technology; (2) Science & Health; (3) Business, Finance & Information Technology; (4) Arts & Communication; and (5) Human Services.

We have already held two of these hour-long information sessions, one of which was the Science & Health event which took place on December 15, 2020. Panelists included Ms. Sarah Bennett (clean water campaign manager at Penn Future), Dr. Dennis Dirkmaat (forensic anthropologist, and professor at Mercyhurst University), Ms. Lynn Rupp (physical therapist, vice president of operations at UPMC Hamot and president at Regional Health Services), and Dr. Melanie Titzel (senior administrator at LECOM Institute for Successful Aging). A representative from UPMC Hamot's nursing school was also present to answer questions. As part of the event, Janet Anderson (executive director, NWPA Job Connect) set the stage for the panel discussion, by sharing information on local occupations, employer needs, and in-demand skills. The script for the event can be found in APPENDIX D, and the video of the event, which has been made available to school districts across Erie County, can be found here: https://youtu.be/cq-t3nFo3gs

Students, parents and/or educators from four school districts and the Perseus House Charter School of Excellence attended this virtual event. Additionally, at the time of this writing which is one week after the event took place, the session video had been viewed 46 times.

<u>Deployment of Experiences</u>

Career Street (www.careerstreeterie.org) is an Erie Together program that serves as the "implementation" arm for career exploration experiences stemming from the ECCPA and elsewhere in the community. Career Street is led by a director who is actively engaged in the ECCPA's work and includes a web-based tool that connects employers with educators to provide career exploration experiences for students.

Over this BEP grant period (February 2019-present), Career Street reports the following student experiences. Please note that these numbers reflect the number of students impacted by the experiences; they do not reflect <u>unique</u> student participants. In other words, one student may participate in more than one experience.

<u>Agriculture, Food & Natural Resources:</u>
Four Speaker in the Classroom experiences provided by OW Energy, LLC
Total = 386 students in grades 6-8

<u>Health Science:</u>
Thirteen experiences, including three classroom speaker experiences, two job shadows, one career fair, one virtual Career Café, one video experience and one career camp.
Total = 644 students in grades 5, and 9-12.

<u>STEM:</u>
Classroom speaker on wastewater treatment
Total = 93 10th graders

TOTAL: 18 student experiences impacting 1,123 students in grades 5-12.

APPENDIX A

Invitation sent via email from Mary Bula, Erie Together Director and ECCPA Facilitator

Hello!

I am writing today on behalf of the ***Erie County Career Pathways Alliance (ECCPA)*** to invite you to serve on the newly-forming **Science and Health Advisory Group**. The role of this group is to advise a collection of Erie County school districts, post-secondary providers and workforce developers on expected skills and knowledge in the industry, employment trends, making programmatic improvements to meet workforce needs, building relationships within the industry, and connecting students in the workplace. We believe that your expertise and input would be invaluable to this effort.

The first meeting of the advisory group will take place in late February, and the group will meet every other month to start. Please click here to indicate your willingness (or lack thereof) to serve, and I will follow-up with you with additional details regarding the first meeting.

The ECCPA*,* launched in 2016, is a partnership of education and business that is developing a countywide career pathways system for local youth. Its **Mission** is to prepare students for post-secondary education and training and future careers.
Its **Vision** is a community where all students graduate high school on time, with the knowledge and skills necessary to succeed in life after high school and to thrive in their community. The ECCPA consists of a Leadership Team and various industry advisory groups, is facilitated by Erie Together, and is receiving technical assistance from the National Center for College and Career Transitions.

If you have any questions, please contact me at mary@erietogether.org. We look forward to hearing from you, and hope you agree to participate. Thank you!

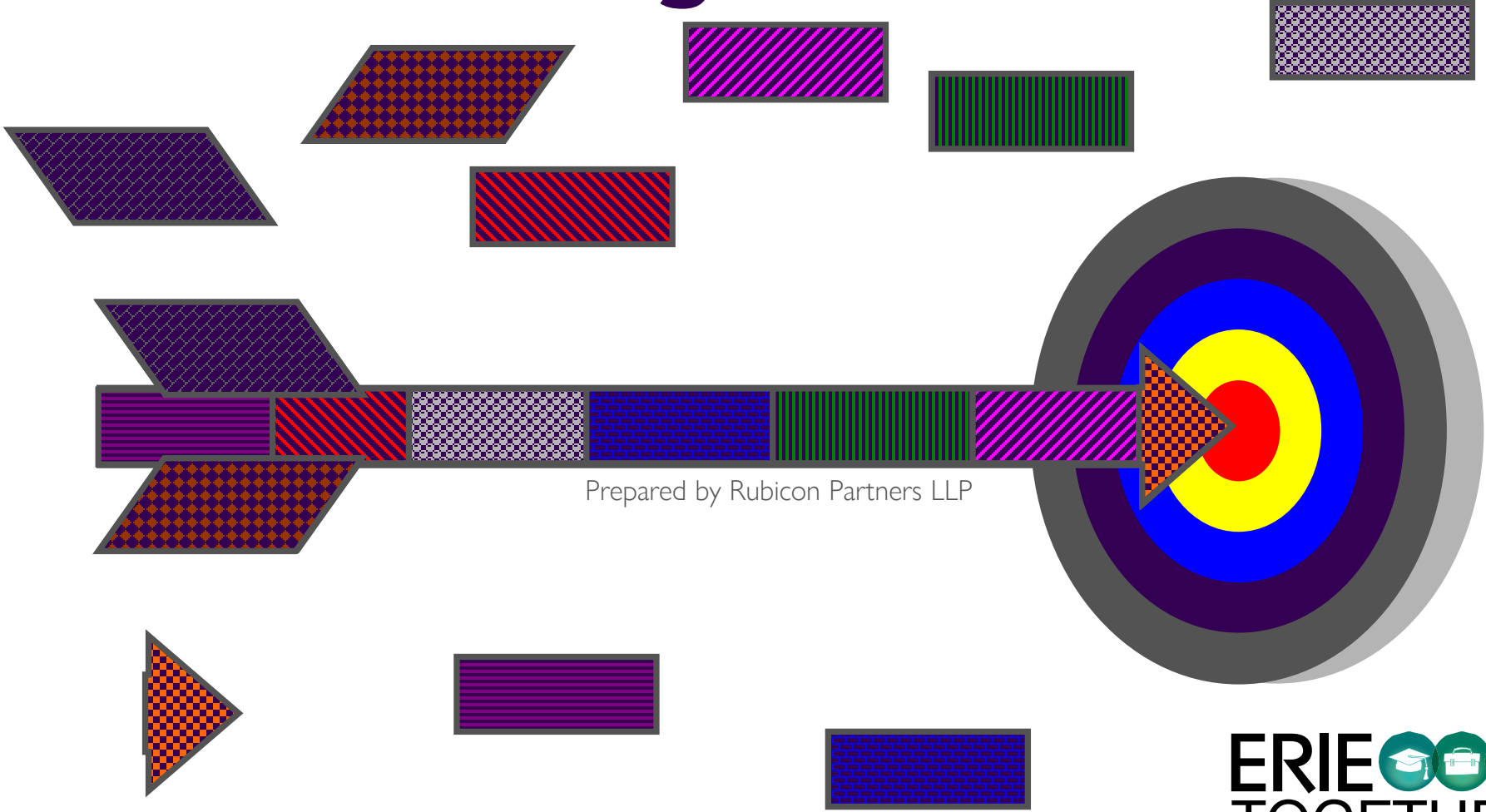| First Name	Last Name	School District / Organization / Employer
Janet	Anderson	NWPA Job Connect
Joseph	Anthony	Union City Area School District
Mary	Barr	Sarah A. Reed Children's Center
Sue	Bogert	Corry Area School District
Allen	Bonace	St. Marys Home of Erie
Christine	Bowen	Allegheny Health Network
Barbara	Chaffee	Tom Ridge Environmental Center
Amy	Coleman	Union City Area School District
Buckley	Cook	Harbor Creek School District
David	DiGiacomo	VA Medical Center
Christopher	DiTullio	Presbyterian Senior Care
Richard	Emerick	Fort LeBoeuf School District
Sarah	Ewing	Gannon University
Connie	Faluszczak	VA Medical Center
John	Gennaro	VA Medical Center
Mathew	Greene	PA Department of Conservation & Natural Resources
Michele	Hartzell	North East School District
Cara	Horchen	Fort LeBoeuf School District
Brody	Howard	Corry Higher Education Council
Aldo	Jackson	Northern PA Regional College
James	Kifer	EmergyCare
Melissa	Kingen	The Nutrition Group
Nicole	Krzewinski	UPMC Hamot
Nicole	Lehr	Wegmans
Anne	Leonard	Northwest Tri-County Intermediate Unit #5
Eric	Louis	Girard School District
Pam	Mackowski	Erie's Public Schools
Ed	McMahan	Union City Area School District
Donna	Miller	Girard School District
Darcie	Moseley	Millcreek Township School District
Shane	Murray	Iroquois School District
Crystal	Myers	Millcreek Township School District
Denise	Ohler	Edinboro University
Nick	Paolini	Northwest Tri-County Intermediate Unit #5
Jennifer	Pontzer	Career Street
Richard	Scaletta	General McLane School District
Antonella	Spinelli	Girard School District
Debbie	Swift	Encompass ealth
Susan	Testa	UPMC Hamot
Melanie	Titzel	LECOM Institute for Successful Aging
Linda	Vestrand	Asbury Communities
Fred	Walker	Erie County Technical School
Benjamin	Wilson	NWPA CareerLink
Beth	Zewe	Edinboro University

APPENDIX B
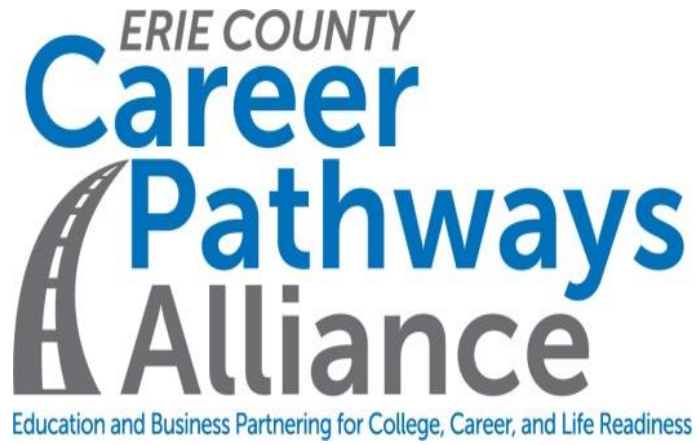
AGENDA

A. Erie Together background
B. Update on ECCPA's work to date
C. Q & A
D. Science & Health Advisory Group

ERIE TOGETHER (ET) ASPIRATION STATEMENT

*Working together to make the Erie Region a community of opportunity where **everyone** can **learn**, **work** and **thrive**.*

HOW ET WORKS

Alignment

Prepared by Rubicon Partners LLP

ET STRUCTURE & PRIORITIES

Erie Together Participants

Community

Erie Together Leadership

Partners Group & Steward Team

Erie Together Overarching Objectives

LEARN
More children become successful adults

WORK
More individuals with family sustaining employment

THRIVE
More families able to meet basic needs

Select Priorities

Erie County Career Pathways Alliance and Career Street

More Caps & Gowns Middle School Mentoring Project

Youth Civic Engagement Symposium

County Level Workforce Development Team OSY Project

Erie County Reentry Services & Support Alliance

Leadership Teams and 5 Industry Advisory Groups

Have been in three districts: Erie, Fort LeBoeuf, Girard

2018 was third annual; students from all districts invited

Getting Ahead Mentoring Program

BACKGROUND – FORMATION

- In early 2016, meeting in Erie County to discuss career pathways. National Center for College & Career Transitions (NC3T) presented.

- Local districts expressed interest.

- Erie Together was asked to facilitate; NC3T offered technical assistance.

MISSION AND VISION

- Mission: To implement a countywide career pathways system that successfully prepares Erie County students for post-secondary education and training and future careers.

- Vision: A community where all students graduate high school on time, with the knowledge and skills necessary to succeed in life after high school and to thrive in their community.

STRUCTURE

Schools

10 of 13 districts

All three CTCs

Post-Secondaries

Industry Advisory Groups

Engineering & Industrial Technology

Science & Health

Business, Finance & Information Technology

Arts & Communication

Human Services

Others

Career Street

Erie Regional Manufacturer Partnership

Workforce Dev. Board

IU #5

ERCGP

9

ECCPA "BIG PICTURE" GOALS

- Effective career pathways implementation within school districts with robust, relevant core and elective courses and co-curricular activities.

- Informed students and families, leading to better career choices based on student interests, aptitudes and earning potential, etc.

- Streamlined ways for business and industry to advise districts to help prepare students for future careers.

- Greater connections between school districts and post-secondary institutions to continue career pathways beyond high school.

- A better prepared local workforce and stronger local economy.

ECCPA PROGRESS

- Developed definition of "college, career and life readiness"

  "College, Career and Life Readiness" means that individuals possess the knowledge and skills necessary to succeed in life after high school and to thrive in their community.

- Inventoried all pathways-related activity in each district; information sharing

- Gained commitment from districts to organize and communicate around five state-designated career pathways

ECCPA PROGRESS

- **Developed course catalog for use by all districts**

- **Launched Engineering & Industrial Advisory Group**
  - Identified and crafted five priority career exploration experiences for grades 9-11; moving into lower grades now
  - Laid groundwork for plastics-related pre-apprentice program funded by PA Department of L & I which will launch in June

- **Creating stronger, mutually beneficial stakeholder relationships**

- **Professional development for teachers**

Science and Health (SH) Pathway

This Pathway is designed to cultivate students' interests in the life, physical and behavioral sciences. In addition, it involves and planning, managing and producing of therapeutic services, diagnostic services, health information and biochemistry research and development. Many of the careers involved with the food, fiber, environmental and natural resource systems fall under this pathway.

Are you interested in...	Can you...	Do you enjoy...
• Health care environment • Science and medicine • Medial research • Food production • Environment and conservation • Pharmacy • Animals • Physical therapy • Sports and fitness • Information systems • Radiology	• Pay attention to detail • Use a computer and technology • Work in a lab setting or medical facility • Apply scientific theory to real life problems • Work outdoors around animals and plants • Collect and analyze data from experiments • Work with people in need • Work with science and math theories	• Diagnosing and caring for sick animals • Working outdoors with wildlife • Working on cutting edge scientific research • Working on a team • Medical lab research • Making a contribution to society • Working with numbers • Developing conclusions from a database

If you answered "yes" to many of these questions, you might consider a future in one of the sample occupations listed below.

SAMPLE CAREERS

Entry	Technical/Skilled	Professional (4+ college)
• Hospital worker • Patient care technician • Dialysis technician • EEG technician • Home health aide • Nurses aide, orderlies • Pharmacy technician • Physical therapy aide • Animal caretaker • Breeder • Extension service worker • Wildlife reserve worker • Optician • Data Entry • Farmer	• Certified nursing assistant • Dental hygienist • Emergency medial technician • Licensed practice nurse • Medical lab technician • Personal trainer • Radiological technician • Respiratory therapist • Dental lab technician • Fish and game worker • Forest conversationalist • GPS technician • Surveyor • Veterinary Technician	• Athletic trainer • Speech/Language pathologist • Dietician • Physician assistant • Medical examiner • Pharmacist • Physician • Registered nurse • Marine biologist • Soil conversationalist • Veterinarian • Chemist • Environmental scientist • Zoologist • Nuclear engineer

With special thanks to Mike Thompson, PDE Educational Consultant

4-YEAR Planner for Science and Health (SH) Pathway

	Grade 9:	Grade 10:	Grade 11:	Grade 12:
English	Accelerated Eng 9 English 9 Basic English 9 LS English 9	Accelerated Eng 10 English 10 Basic English 10 LS English 10 AP Seminar	Accelerated Eng 11 English 11 Basic English 11 LS English 11 AP Seminar AP Lang and Composition AP Literature and Comp	Accelerated Eng 12 English 12 Basic English 12 LS English 12 AP Seminar AP Lang and Composition AP Literature and Comp
Science	Accelerated Phys Sci Physical Science	Accelerated Biology I Biology I	Chemistry Environmental Problems Ecology & the Environment Physics AP Environmental Sci	Chemistry Chemistry II Environmental Problems Ecology & the Environment Physics AP Environmental Sci
Social Studies	Accelerated Am Hist. American History LS American History	Accelerated US History Since 1945 US History Since 1945 LS US Hist Since 1945	Accelerated Civics Civics AP US History AP European History AP Gov and Politics LS Civics	Accelerated World Cultures World Cultures AP US History AP European History AP Gov and Politics LS World Cultures
Math	Geometry Algebra I Algebra IA LS Algebra IA	Algebra II Geometry Algebra IB LS Algebra IB	Trig/Pre-Calculus Algebra II Geometry Statistics	AP Calculus Trig/Pre-Calculus Algebra II Geometry Statistics
Required Elective	Intro to Computer Applications	Career Exploration	Health	
Physical Education	Physical Education 9	Physical Education 10	Physical Education 11	
**Pathway Elective: (Other electives are available…see Course Offerings for more choices)**				
	Spanish I German I Computer Programming I Business Concepts Keyboarding I Basic Foods Family Ties I Concert Band Chorus Art I Ceramics I ASL Intro to Tech Ed AG SAE I	Creative Productions Spanish I, II German I, II Marketing Basic Foods You Invited Who? You've Been Canned Chopped I Cooking Quick & on Budget Family Ties I, II ASL Law Agriscience Applications Large Animal Science Small Animal Science Environmental and Natural Resources Agricultural and Mechanical Engineering Horticulture Landscape and Greenhouse AG Leadership I AG SAE I, II	Creative Productions Spanish I, II, III German I, II, III Marketing Basic Foods You Invited Who? You've Been Canned Chopped I Cooking Quick & on Budget Family Ties I, II ASL Law I, II Agriscience Applications Large Animal Science Small Animal Science Environmental and Natural Resources Agricultural and Mechanical Engineering Horticulture Landscape and Greenhouse AG Leadership I, II AG SAE I, II, III	Spanish I, II, III, IV German I, II, III, IV You Invited Who? You've Been Canned Chopped I Cooking Quick & on Budget Family Ties I, II ASL Law I, II Agriscience Applications Large Animal Science Small Animal Science Environmental and Natural Resources Agricultural and Mechanical Engineering Horticulture Landscape and Greenhouse AG Leadership I, II, III AG SAE I, II, III, IV Current Events Physical Education 12 Agricultural Advanced Studies Teacher Practicum Sociology

With special thanks to Mike Thompson, PDE Educational Consultant

ANTICIPATED IMPACTS ON DISTRICTS

- Curriculum decisions and course offerings

- Industry credentials in the schools

- Opportunities for additional work-based learning experiences

- Fill gaps in student career/college portfolios

- Professional development for teachers

- Better decisions by districts to help businesses

SCIENCE AND HEALTH ADVISORY GROUP

- Includes life, physical and behavioral sciences; therapeutic services; diagnostic services; health information and biochemistry research and development; and careers in food, fiber, environmental and natural resource systems.

- Career cluster areas:
  - Health Science
  - Agriculture, Food, and Natural Resources
  - Science, Technology, and Math

SCIENCE AND HEALTH ADVISORY GROUP

- Role: advise collective school districts (and others) on:

  - Expected skills and knowledge in the industry
  - Employment trends
  - Making programmatic improvements to meet workforce needs
  - Building relationships within the business community
  - Connecting students in the workplace

- Anticipated meeting schedule: every other month, with next meeting planned for April

Agenda for Next Science and Health Advisory Group Meeting

- Review of PA Career Education & Work Standards *and* Future Ready PA Index (see handouts emailed to group)

- Facilitated discussion re: employer perspective on characteristics/traits/skills that job candidates and employees are missing

- Employer guidance on how individuals successfully secure jobs within their particular industry

Future Planning

- Who is missing?

- Next meeting.

- Questions / comments before proceeding?

- Other?
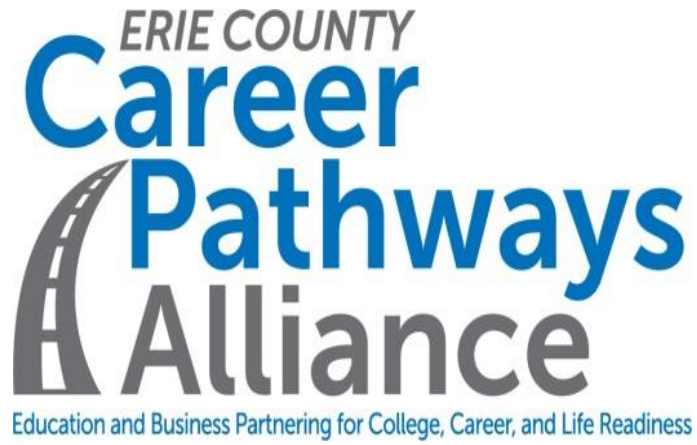
APPENDIX C

"College, Career and Life Readiness" means that individuals possess the knowledge and skills necessary to succeed in life after high school and to thrive in their community.

SCIENCE AND HEALTH ADVISORY GROUP
May 17, 2019, 9:30 am
Manufacturer & Business Association

AGENDA

Role of Advisory Group*: To advise a collection of Erie County school districts (and other education/workforce development stakeholders) on expected skills and knowledge in the industry, employment trends, making programmatic improvements to meet workforce needs, building relationships within the business community, and connecting students in the workplace.*

A. Welcome and Introductions

B. Review and input on DRAFT Science & Health Pathway Flyer

C. Review of Career Education & Work (CEW) Standards & Future Ready PA Requirements

- Career Awareness and Preparation
- Career Acquisition
- Career Retention and Advancement
- Entrepreneurship

D. Facilitated Discussion
- Employer input – priority skills
- Employer input – skills candidates are missing
- Employer guidance on how people successfully secure jobs within their industry (time permitting)

E. Planning for next meeting and adjournment

"College, Career and Life Readiness" means that individuals possess the knowledge and skills necessary to succeed in life after high school and to thrive in their community.

SCIENCE AND HEALTH ADVISORY GROUP
May 17, 2019, 9:30 am
Manufacturer & Business Association

<u>NOTES</u>

<u>Role of Advisory Group</u>: To advise a collection of Erie County school districts (and other education/workforce development stakeholders) on expected skills and knowledge in the industry, employment trends, making programmatic improvements to meet workforce needs, building relationships within the business community, and connecting students in the workplace.

A. **Review of Career Education & Work (CEW) Standards & Future Ready PA Requirements – priority skills and skills candidates and/or employees are most frequently missing:**

- Career Awareness and Preparation

Priority Skills	Skills Most Frequently Missing
Speaking and Listening	Speaking and Listening

- Career Acquisition

Priority Skills	Skills Most Frequently Missing
Job application	Job application
Resume	
Commitment	Commitment
Communication	Communication
Dependability	Dependability
Personal Initiative	Personal Initiative
Team Building	

- Career Retention and Advancement

Priority Skills	Skills Most Frequently Missing
Evaluate personal attributes and work habits	Evaluate personal attributes and work habits
Active listening techniques	Active listening techniques
Conflict resolution	Conflict resolution
Constructive criticism	Constructive criticism
Problem solving	Problem solving
Time management	Time management

- Entrepreneurship

Priority Skills	Skills Most Frequently Missing
Analyze risk and rewards	Analyze risk and rewards

Employer guidance on things important to successfully secure jobs within their industry (Note: all these responses came from representatives in the Health Sciences cluster)

Ask at least on well thought out question	Flexible availability
Return calls and emails	No transportation barriers
Proper age	Right skillset, or willingness to be trained
Proper education	Ability to commit: follow through in regard to patient/resident care
Proper license or certificate	Good communication skills
Clean appearance	Flexibility
Be on time for interview/strong interview skills	Accountability
Have done some research on organization	Fully completed application
Demonstrated interest and some knowledge of the agency	Clean background
Excellent performance-based interviews with demonstrated examples	Understanding of what the profession truly involves
Submit required documents with application	Commitment to the career track: obtain necessary training
Organization skills	Driver's license
Have necessary soft skills, including time management and ethics	Empathy
Dependability	Ability to apply on website
Well spoken	TB test

(Note: all these responses came from representatives in the Agriculture, Food & Natural Resource cluster)

Hard work ethic	Communication skills
Willingness to learn	Able to work as a team
Dependability	Math and reading skills
Clean background check	Leadership skills
Mechanical and physical ability	Commitment
Good customer service	Positive energy

Parking Lot: Re: health sciences careers, we must understand the requirements re: background checks (Act 33 & 34 and FBI Fingerprint) and the "Qualifying List" done by license and specific to the type of organization. We must also understand drug test requirements. Also the List of Excluded Individuals (federal fraud). Some also require lifting and flexibility test, driving record, etc. Usually not credit check. US Citizen or eligibility to work in US requirements. Gannon has compiled much of this information and can provide it for our understanding.

"College, Career and Life Readiness" means that individuals possess the knowledge and skills necessary to succeed in life after high school and to thrive in their community.

SCIENCE AND HEALTH ADVISORY GROUP
September 12, 2019, 9:30 am
Manufacturer & Business Association

AGENDA

Role of Advisory Group: To advise a collection of Erie County school districts (and other education/workforce development stakeholders) on expected skills and knowledge in the industry, employment trends, making programmatic improvements to meet workforce needs, building relationships within the business community, and connecting students in the workplace.

A. **Welcome and Introductions**

B. **Final Science & Health Pathway Flier**

C. **Review notes from May 2019 Meeting**
   - Employer input – priority skills
   - Employer input – skills candidates are missing
   - Employer guidance on how people successfully secure jobs within their industry

D. **Facilitated discussion: priority experiences for students in Grades 9-11**
   - Career awareness and preparation
   - Career acquisition
   - Career retention and advancement
   - Entrepreneurship

E. **Planning for next meeting and adjournment**

SCIENCE AND HEALTH ADVISORY GROUP
September 12, 2019, 9:30 am
Manufacturer & Business Association

<u>MEETING NOTES</u>

- Erie Together launched the Erie County Career Pathways Alliance's Science and Health Advisory Group in February 2019. The advisory group met for the third time on Thursday, September 12.

- At the meeting, the group participated in a facilitated discussion to identify and prioritize career exploration experiences for students in **grades 9-11** that are aligned with PA state standards in each of these areas:
  - Career awareness and preparation
  - Career acquisition
  - Career retention and advancement
  - Entrepreneurship

- For career awareness and preparation, the following three opportunities received the most overall interest:
  - Classroom speakers/presentations
  - Employer panels
  - Career Fairs

- For career acquisition, the following three received the most overall interest:
  - Soft skills training
  - Job application "boot camp" (professional dress, writing, etc.)
  - Mock interviews

- For career retention and advancement, the following three received the most overall interest:
  - Career and lifestyle budgeting
  - Identify and explain career ladders
  - Longer-term career planning and employment forecasting (greater than five years)

- For entrepreneurship, the option that received the most overall interest was for students to visit the four "beehive" locations at the four Erie County universities

"College, Career and Life Readiness" means that individuals possess the knowledge and skills necessary to succeed in life after high school and to thrive in their community.

SCIENCE AND HEALTH ADVISORY GROUP
March 9. 2020 1:00 pm
Manufacturer & Business Association

AGENDA

Role of Advisory Group: To advise a collection of Erie County school districts (and other education/workforce development stakeholders) on expected skills and knowledge in the industry, employment trends, making programmatic improvements to meet workforce needs, building relationships within the business community, and connecting students in the workplace.

A. **Welcome and Introductions**

B. **Erie County Technical School – discussion regarding new programming**

- Introductory comments
- Planning for new programming – healthcare focus
    i. ECTS timeline, etc.
    ii. PDE Approved Programs (CIP) and fastest growing Erie County. Occupations data (see table and data source)
    iii. Facilitated conversation:
        1. Are there any high demand occupations within your missing from this list?
        2. Select all high demand occupations within your company (only one person per each company should respond)

C. **Review of career exploration experiences developed since last meeting; next steps**

D. **Facilitated discussion: priority experiences for students in Grades 6-8 (time permitting)**
- Career awareness and preparation
- Career acquisition
- Career retention and advancement
- Entrepreneurship

E. **Planning for next meeting and Adjournment**

Advisory groups are identifying and prioritizing experiences; six finalized and six drafted to date:

Engineering & Industrial Technology Advisory Group

Employer Panels
Job Shadowing
Internships
Real-World Job Description Review
Mock Interviews
Plant Tours (in-person and virtual)
Career Café
Entrepreneurship Day
STEAM workshops

Science and Health Advisory Group

Classroom Speakers
Employer Panels
Job/Career Fairs
Soft Skills Training
Job Application "Boot Camp"
Mock Interviews
Career and Lifestyle Budgeting
Identify and Explain Career Ladders
Longer-Term Career Planning and Employment Forecasting (>5 years)

ERIE COUNTY
Career
Pathways
Alliance
Education and Business Partnering for College, Career, and Life Readiness

"College, Career and Life Readiness" means that individuals possess the knowledge and skills necessary to succeed in life after high school and to thrive in their community.

SCIENCE AND HEALTH ADVISORY GROUP
March 9. 2020 1:00 pm
Manufacturer & Business Association

MEETING NOTES

Role of Advisory Group: *To advise a collection of Erie County school districts (and other education/workforce development stakeholders) on expected skills and knowledge in the industry, employment trends, making programmatic improvements to meet workforce needs, building relationships within the business community, and connecting students in the workplace.*

A. **Welcome and Introductions**

Mary Bula, facilitator, welcomed the group at 1:00 pm, and the 29 members in attendance introduced themselves.

B. **Erie County Technical School – discussion regarding new programming**

- Introductory comments
- Planning for new programming – healthcare focus
    i. ECTS timeline, etc.
    ii. PDE Approved Programs (CIP) and fastest growing Erie County. Occupations data (see table and data source)
    iii. Facilitated conversation:
        1. Are there any high demand occupations within your missing from this list?
        2. Select all high demand occupations within your company (only one person per each company should respond)

==Please see attached document for results of this facilitated discussion.==

C. **Review of career exploration experiences developed since last meeting; next steps**

Mary Bula shared with the group the age-appropriate career exploration experiences that had been created with their input, and noted that these have been placed on Career Street for deployment. To review the experience templates, visit the Resource Document page of Career Street here: https://www.careerstreeterie.org/resources/experience-templates

D. Facilitated discussion: priority experiences for students in Grades 6-8 in the area of Career Awareness and Preparation

The group reviewed the Career Education & Work (CEW) Standards and were asked to identify and prioritize career exploration experiences that align with these standards and that they believed would be most impactful. Here are the results of that discussion, with the ideas that generated greatest consensus highlighted in yellow:

- Nontraditional careers – Panel of alumni in nontraditional careers
- Junior Achievement
- Career day at university(ies) – career team staff, employees, teachers, students
- Meet with professionals to describe typical day: group
- Shadow a professional in a career pathway of interest that has been identified as a result of interest/aptitude test
- Reviewing career pathways options, requirements, and education needed that have been identified as a result of an interest/aptitude test
- Staff Development (Teacher PD) – meet with employers and identify unmet needs. Discuss what students and staff can do now, at this age level.
- Panel presentation, panel speakers, panel discussion
- Participate in STEAM fairs
- Invite to explorer program at hospital
- Video Conferencing, virtual tours
- Explain my life success by going to ECTS
- Filmed career commercials
- Career Link tour, virtual or in person
- Present HPO to 6th grade parents and students, 8th grade as well
- Volunteer in group event with retired independent professionals
- Employer Q/A sessions, building tours, sit down with school groups to discuss opportunities and career aspirations
- Career field trips
- Confer with parents, guardians, counselors, etc.
- Meaningfully incentivized – Prepare/design a competition while students learn as much as possible about a career field or interest
- Student ambassadors that could talk to/work with 6-8 grade students
- ECTS invites 8th grade students to open house
- Career exploration summer camp
- In class speakers

E. Planning for next meeting and Adjournment

There being no further business, the meeting was adjourned at 2:30 pm.

PDE Approved Classification of Instructional Programs (CIP) Codes for Health/Human Services
Annual Openings for Associated Standard Occupational Classification Codes (SOC) Codes

		Erie County Annual Opening 2019-2024	State Annual Openings	*Indicates State In-Demand Occupation	March 9 Feedback from Employers - # of votes
Biotechnology (CIP 26.1201)					
11-9121	Natural Sciences Managers	2	200		
19-1021	Biochemists & Biophysicists	N/A	120		
19-1022	Microbiologists	N/A	110		
19-1029	Biological Scientists, All Other (Bioinformatics scientists, molecular and cellular biologists, geneticists	2	80		1
19-4021	Biological Technicians	3	471	*	
Homeland Security, Law Enforcement, Firefighting and Related Protective Services (CIP 43.9999)					
29-2041	Emergency Medical Technicians & Paramedics	34 **	913	*	2
33-1099	First-Line Supervisors, Protective Service Workers, All Other	N/A	250		
33-2011	Firefighters	9	370		1
33-3051	Police & Sheriff's Patrol Officers	47	1910	*	
33-3052	Transit & Railroad Police	N/A	10		
33-9011	Animal Control Workers	N/A	30		
33-9032	Security Guards	180 **	6604	*	2
33-9091	Crossing Guards	N/A	1192	*	
33-9092	Lifeguards, Ski Patrol & Other Recreational Protective Service Workers	57	1318	*	2
33-9093	Transportation Security Screeners	N/A	130		
33-9099	Protective Service Workers, All Other (Retail loss prevention specialists)	28	760		1
Dental Assisting/Assistant (CIP 51.0601					
31-9091	Dental Assistants	31	1426	*	
Medical/Clinical Assistant (CIP 51.0801)					
31-9092	Medical Assistants	79	3733	*	2

Veterinary/Animal Health Technology/Technician and Veterinary Assistant (CIP 51.0808)					
29-2056	Veterinary Technologists & Technicians	9	445	*	
31-9096	Veterinary Assistants	11	450	*	
Health/Medical Assisting Service, Other (CIP 51.0899)					
29-2099	Health Technologists & Technicians, All Other	7	310		2
29-9099	Healthcare Practitioners & Technical Workers, All Other	N/A	60		1
31-1011	Home Health Aides	184	7201	*	
31-1014	Nursing Assistants	184	9979	*	7
31-9097	Phlebotomists	20	602	*	1
31-9099	Healthcare Support Workers, All Other	7	240		1
39-9021	Personal Care Aides	725	15355	*	5
	Respiratory Tech				2
	Pharmacy Tech				2
Emergency Medical Technology/Technician (EMT Paramedic) (CIP 51.0904)					
29-2041	Emergency Medical Technicians & Paramedics	34	913	*	
Rehabilitation Aide (CIP 51.2604)					
31-2012	Occupational Therapy Aides	N/A	90		2
31-2022	Physical Therapist Aides	21	355		2
	RNT (Nurses Aide)				3
Nurse/Nursing Assistant/Aide and Patient Care Assistant (CIP 51.3902)					
31-1014	Nursing Assistants	184	9979	*	5
Health Care Technology (CIP 51.9999)					
29-2099	Health Technologists & Technicians, All Other	7	310		
29-9099	Healthcare Practitioners & Technical Workers, All Other	N/A	60		
31-9099	Healthcare Support Workers, All Other	7	240		

(see additional votes below)

Sources: Fastest Growing Occupations Erie County, PA, 2019; 2019 PA In-Demand Occupations List; O*NET Online
          **From Fastest Growing Occupations Erie County, PA 2018-2024

Parking Lot Feedback from Employers:				
Mental Health Aides/Technicians				2
Unit Secretary				2
Ask UPMC Health Plan (Boo Hagerty) about their needs.				

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SCIENCE AND HEALTH ADVISORY GROUP
May 21, 2020
ZOOM

AGENDA

**Role of Advisory Group**: *To advise a collection of Erie County school districts (and other education/workforce development stakeholders) on expected skills and knowledge in the industry, employment trends, making programmatic improvements to meet workforce needs, building relationships within the business community, and connecting students in the workplace.*

A. **Welcome and Introductions**

B. **Prior identified priority: filmed career commercials (Career Awareness & Preparation)**
   - Further discussion: Career Street You Tube – elements to cover in "commercial"?
   - Volunteers to participate?

C. **Review of draft career exploration experience (Career Ladders) developed since last meeting - next steps**

   - Review current ladders
   - What's needed to turn these into valuable resources for students and teachers?
   - What other ladders should be created to feature locally?

D. **Update on Erie County Technical School planned new programming**

E. **Facilitated discussion: priority experiences for students in Grades 6-8 for Career Acquisition (time permitting)**

F. **Planning for next meeting and Adjournment**

Erie County Career Pathways Alliance
Education and Business Partnering for College, Career, and Life Readiness

"College, Career and Life Readiness" means that individuals possess the knowledge and skills necessary to succeed in life after high school and to thrive in their community.

SCIENCE AND HEALTH ADVISORY GROUP
October 30, 2020 1:00 pm
ZOOM

AGENDA

Role of Advisory Group: To advise a collection of Erie County school districts (and other education/workforce development stakeholders) on expected skills and knowledge in the industry, employment trends, making programmatic improvements to meet workforce needs, building relationships within the business community, and connecting students in the workplace.

A. **Welcome and Introductions**

B. **Facilitated discussion: priority experiences for students in Grades 6-8 for Career Acquisition**

C. **Other business?**
   - Update on filmed career commercials on Career Street's YouTube channel; additional volunteers?
   - Review of latest drafts of career ladders – next steps?
   - Update on Erie County Technical School's new planned programming?
   - Other?

D. **Planning for next meeting and adjournment**

APPENDIX D

Science & Health
PATHWAY

Do you enjoy science courses like biology, chemistry, physics or psychology? Are you interested in cutting-edge technology, researching and solving complex problems, diagnosing and healing people, or working with plants, animals or other natural resources? If you answered "yes" to any of these questions, this pathway may be for you!

Career Cluster Areas
Agriculture, Food & Natural Resources
Health Science
Scientific Research/Engineering

For additional information related to these Career Clusters, visit https://www.pacareerzone.org/clusters

Erie County
In-Demand Occupations & Average Entry-Level Wages* (2018-2024)

Associate Degree

Dental Hygienist $47,200	Physical/Occupational Therapy Assistant $37,700/$37,300
Radiologic Technologist $35,500	Veterinary Technician ** $21,799

Graduate Degree

Nurse Practitioner/ Physician Asst. $49,000/$70,600	Physician Starting salary varies by specialty
Speech-Language Pathologist $58,600	Physical/Occupational Therapist $67,000/$57,500

Certificate

Phlebotomist $23,500	Dental/Nursing Assistant $23,100/$21,800
Billing and Posting Clerks $24,400	EMT/Paramedic*** $30,316/$38,896

High School

Home Health Aide $20,200	Medical Records & Health Information Technologies $25,800
Personal Care Attendant $19,800	Medical Secretary $24,100

Bachelor Degree

Registered Nurse (BSN) $44,000	Medical and Health Services Manager $47,800
Lab Technician** $33,759	Respiratory Therapist $39,800

* Entry level wages as reported in 2019
** Not listed as a high demand job in Erie.
***Entry level wages shown reflect one local employer.

For a list of Top 50 Erie County employers, visit: http://bit.ly/Top50Emp

ERIE TOGETHER
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HAMOT HEALTH FOUNDATION

ERIE COUNTY
Career Pathways Alliance
Education and Business Partnering for College, Career, and Life Readiness

Science and Health (SH) Pathway

This Pathway is designed to cultivate students' interests in the life, physical and behavioral sciences. In addition, it involves and planning, managing and producing of therapeutic services, diagnostic services, health information and biochemistry research and development. Many of the careers involved with the food, fiber, environmental and natural resource systems fall under this pathway.

Are you interested in...	Can you...	Do you enjoy...
Health care environment	Pay attention to detail	Caring for sick animals
Science and medicine	Use a computer and technology	Working outdoors with wildlife
Medical research	Work in a lab setting or medical facility	Working on cutting edge scientific research
Food production	Apply scientific theory to real life problems	Working on a team
Environment and conservation	Work outdoors around animals and plants	Medical lab research
Pharmacy	Collect and analyze data from experiments	Making a contribution to society
Animals	Work with people in need	Working with numbers
Physical therapy	Work with science and math theories	Developing conclusions from a database
Sports and fitness		
Information systems		
Radiology		

If you answered "yes" to many of these questions, you might consider a future in one of the sample occupations listed below.

Sample Careers

Entry	Skilled	Professional (4+ college)
Patient care technician	Certified nursing assistant	Athletic trainer
Dialysis technician	Dental hygienist	Speech/Language pathologist
EEG technician	Emergency medical technician	Dietician
Home health aide	Licensed practice nurse	Physician assistant
Nurses aide, orderlies	Medical lab technician	Medical examiner
Pharmacy technician	Personal trainer	Pharmacist
Physical therapy aide	Radiological technician	Physician
Animal caretaker	Respiratory therapist	Registered nurse
Breeder	Dental lab technician	Marine biologist
Extension service worker	Fish and game worker	Soil conservationist
Wildlife reserve worker	Forest conservationist	Veterinarian
Optician	GPS technician	Chemist
Data Entry	Surveyor	Environmental scientist
Farmer	Veterinary Technician	Zoologist
		Nuclear engineer

CLASSROOM SPEAKERS

CEW Standard	13.1.11.A, B, D; 13.2.11.C
Recommended length:	30-45 minutes per presentation
Recommended frequency:	One speaker per unit, theme, or quarter
Targeted student age group:	9-12 graders
Logistics (Schools):	Schools should: • Utilize Career Street to identify and secure employers willing to provide guest speakers to the classroom • Attempt to secure speakers with varying levels of education during the course of the school year. • Find a suitable time and location to host speaker • Clarify with speaker any technology/audiovisual needs • Clarify with the speaker in advance what topics they should include in their presentation; ensure the guest speaker connects to subject matter and/or lesson plan • Properly introduce the speaker and his/her company • Ensure students are attentive and prepared to ask questions of the speaker • Ensure students thank the speaker • Ensure students complete an artifact • Ensure teacher remains in the room during presentation to introduce the speaker, facilitate discussion and help moderate Q and A. • Ensure appropriate Clearance policies are followed, if applicable.
Student Preparation/Follow-Up:	Before and/or during the experience, students should: • Research the company/industry/position which the planned class speaker will be representing • Prepare three questions, in advance, for the speaker; consider additional questions of interest during presentation • Remain respectful during the presentation After, students should: • Prepare a Thank You note for the speaker • Complete student artifact

Employer Preparation/Remarks	Speaker should:
	• Touch base with teachers in advance of presentation to identify what topics should be covered and how long the presentation should be.
	• Follow appropriate Clearance policies, if applicable.
	• Introduce yourself and your company.
	• Explain company mission and vision.
	• Talk about the industry in which your company fits.
	• Explain what the company does.
	• Wear uniform (if applicable); Hard hat? Hair net? Safety glasses, etc. Could be passed around classroom.
	• Bring products made by your company, if possible.
	• Explain your position at the company.
	• Address remaining topics desired by teacher. Could include the following, among others:
	• How you got your position; make connections between high school classes and what is expected on the job
	• Extracurricular activities that could help if interested in a job like yours
	• The amount and type of education/training beyond high school required
	• Earning potential of various careers within the industry
	• Career ladders (job advancement opportunities) within your company
	• Incorporate hands-on activity if possible and appropriate

EMPLOYER PANELS

CEW Standards	13.1.11 A, B, D, F, H; 13.2.11 E; 13.3.11 D
Recommended length:	60 minutes
Recommended frequency:	Five times per year; one for each career pathway
Recommended # of panelists:	Three on each panel
Recommended student age group:	9-11 graders; students **interested** in the pathway
Recommended Student Preparation/Follow-Up (in addition to evidence/artifacts teachers require):	Revisit personal "Academic Career Plan"
	Prior to panels taking place, preparation may include: • In-class review of five state-designated career pathways; • Review labor market information related to each pathway (Ask WDB/CareerLink to present to class); • Research local industry and the services they offer related to career pathway of interest using online and print resources, etc.; • Write report
	Write down questions of interest for panel; be prepared to ask at least one question at session and take notes on answers
	Complete a "Student Evaluation" after the panel
	Write thank you notes to panelists
Employer Preparation/Remarks:	Approach this as a recruitment tool
	Incorporate visual or hands-on activity into presentation
	Types of jobs available; focus more on jobs you want to fill
	Skill sets commonly required to perform well on job
	How to prepare for available jobs? (high school courses and related activity, post-secondary education?)
	Earning potential

Logistics:	Skilled, knowledgeable panel moderator (teacher); prompt conversation, questions from students
	Make it a mix of presentation, hands on, interactivity (students develop questions in advance to ask; incorporate presenter products and hands on activity when possible)
	Ensure adequate email dialogue between teacher and panelists prior to event so all goes well the day of the panel
	Ensure appropriate Clearance policies are followed, if applicable.

JOB / CAREER FAIR

CEW Standard:	13.1.11.A; 13.2.11.A, C; 13.3.11.E
Recommended length:	2-3 hours
Recommended frequency:	Annually
Targeted student age group:	9-12 graders
Logistics (Schools):	Schools should: • Identify start and end time, and location for event. • Utilize Career Street and other means to identify and recruit local employers across multiple industries; align recruitment with students' areas of interest if possible. • Prepare list of companies who are attending and distribute to students in advance. • Ensure appropriate Clearance policies are followed, if applicable. • Ensure businesses understand whether it's a job fair, career fair, or both • Promote heavily to 9-12 graders for attendance. • Provide refreshments: coffee, water, bagels, etc. • Determine what resources employers should bring and communicate that to employers in advance: applications, informational materials, etc. • Plan and deploy student artifact (i.e. reflection, etc.) • Hold a small celebration after event; give out awards to students who made the most contacts, scheduled a follow-up interview, etc.
Student Preparation/Follow-Up:	Before/during event: • Go over list of companies in attendance and identify ones of greatest interest. • Prepare at least three questions to pose to each company. • Wear appropriate clothing to event (business casual or suit). • Prepare a resume and bring copies, if seeking employment.

	• Set personal goal(s) for day, i.e. talk to at least ___ number of companies; gather business cards, and applications and/or informational materials from ___ number of companies of interest.
	After, students should: • Complete refection and/or other artifact. • Prepare and send hand-written Thank You notes to employers.
Employer Preparation/Remarks	Employers should: • Follow appropriate Clearance policies, if applicable. • Create an interesting display and/or welcoming space at the fair. • Be prepared to explain their industry and company. • Be prepared to discuss job opportunities within company, and skills/education needed (in high school and beyond) to perform various jobs. • Focus on entry level experiences and/or jobs that lead to more advanced careers. • Talk about career ladders (advancement opportunities) within companies. • Provide business cards, relevant job description(s) and job applications to interested students. • Communicate benefits of working at the company.

Mock Interview

CEW Standard	13.2.11.A, C and E
Recommended length:	30-45 minutes (for a student to complete two interviews)
Recommended frequency:	Once a year with a student completing two interviews
Recommended # of interviewers:	Enough so students can do two interviews in one session, if this is organized as a mock interview "event" with multiple students and interviewers.
Targeted student age group:	Grades 9-12
School's Preparation of Students:	Help students think through: • What job they would be interviewing for (if applicable) • What they would wear to an interview • How they would prepare/research for the interview • What they would bring to the interview Help students understand these appropriate behaviors for during the interview: • Introduce yourself: handshake, eye contact, full name • Smile and have a friendly presence • Speak clearly to the interviewer(s) • Answer questions in a positive light • Be persuasive: highlight your best qualities • Display confidence in yourself • Avoid using words: um, like, ah, yeah, na, … • Make eye contact • Sit up straight without crossing arms or legs • May cross legs at ankles Provide possible question list to students to practice (see employer section below)
Recommended Student Preparation/Follow-Up (in addition to evidence/artifacts teachers require):	Before Interview: • Understand the attire/dress expectation prior to interview • Model appropriate grooming for job • Practice answers to possible interview questions

	• Practice appropriate verbal and non-verbal communication skills (handshake, eye-contact, etc.) • Arrive 15 minutes early to interview (if applicable) • Be kind to every person you meet before, during and after • Bring all needed materials (ex. resume, reference list, etc.) • Understand the Interviewers' goals (hire the most qualified or best fit person for the job) At End of Interview: • Ask 1-2 questions • Use a firm handshake • Thank the interviewer • Prepare a hand written Thank You note to interviewer
Employer Sample Questions:	• Why do you want to work in this company/industry? • What are your career goals in the next five years? • What are your three greatest strengths? • What is your biggest weakness? • Identify two positive things a teacher (or boss) would say about you. • Describe a difficult situation and how you overcame it. • Give an example of how you worked on a team. • Everyone makes mistakes. Describe a situation where you needed to work through a mistake in a positive manner. • Give an example of something you've done to improve yourself. • What motivates you to do a good job? • Why should I hire you over someone similarly or more qualified?
Logistics:	• Ensure appropriate Clearance policies are followed, if applicable. • Schools should use Career Street to identify employer participants • Schools should give instructions to students and employers prior to the "events" so they know how the experience should flow. • Interviewers should "evaluate" students' interview strengths and areas for improvement (see below sample) • Students should do a mock interview reflection after the interviews (see below sample)

INTERVIEWER EVALUATION SHEET

Interviewers: Identify "strengths" and at least one "needs work"

Student Name					
Interview Skills	**Strength**	**Needs Work**	SECOND INTERVIEW IF TIME ALLOWS	**Strength**	**Needs Work**
Appropriate Introduction (First & Last Name)					
Sit Up Straight (Avoid crossing arms/legs)					
Sit Calmly/Avoid Fidgeting					
Use Clear Speech (avoid um, ah, like,…)					
Make Eye Contact					
Smile/Friendly Presence					
Persuasive & Truthful Answers					
Answer Questions in Positive Light					
Appropriate Handshake					
Display Confidence					

Evaluator Initials (1st Interview): _____   **Evaluator Initials (2nd Interview): _____**

Evaluator: Identify student's biggest strength:

_____   **_____**

(1st Interview)   **(2nd Interview)**

Student Mock Interview Reflection

Student Name: _____

Analyze your Interview. Number, from 1 to 10, your interview strengths.

- ➢ 10 = your strength
- ➢ 1 = your weakness area

SELF-EVALUATION: COMPLETE AFTER MOCK INTERVIEW

Interview Topic	Number
Appropriate Introduction (First & Last Name)	
Sit Up Straight (Avoid crossing arms/legs)	
Sit Calmly/Avoid Fidgeting	
Use Clear Speech (avoid um, ah, like,…)	
Make Eye Contact	
Smile/Friendly Presence	
Persuasive & Truthful Answers	
Answer Questions in Positive Light	
Appropriate Handshake	
Display Confidence	

Describe how you will improve your interview skills. How can you practice your weakness areas? **(3-4 sentences)**

_____

_____

_____

_____

_____

_____

_____

PHLEBOTOMIST
SAMPLE CAREER LADDER

Position	Education/Training	Salary
Pathologist	Advanced education and training. Ph. D., M.D.	$57,230-195,000+
Lab Manager	Bachelor's degree**	$93,072-$130,000+**
Medical and Clinical Laboratory Technician	Vocational schools and possibly a Bachelor's degree	$31,169*
Phlebotomist	Post-secondary nondegree award*	$25,292*
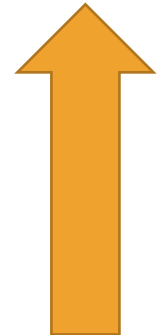
Job Descriptions

- **Phlebotomist**
  - Draw blood for tests, transfusions, donations, or research. May explain the procedure to patients and assist in the recovery of patients with adverse reactions.
- **Medical and Clinical Laboratory Technician**
  - Perform routine medical laboratory tests for the diagnosis, treatment, and prevention of disease. May work under the supervision of a medical technologist.
- **Lab Manager****
  - Oversee testing, clinical trials, medical device development. Provide results to physicians for making treatment decisions. Seeing overall quality standards are met.
- **Pathologist**
  - Diagnose disease using specimens and laboratory techniques. Study nature, cause, and development of diseases.

Source: PA career zone (www.pacareerzone.com)

* Education and/or salary data from Erie County Data Center: Erie County Occupations by Growth, 2019 Update

** From https://www.topmastersinhealthcare.com/job-profiles/diagnostics-laboratory-manager/

PERSONAL CARE AIDE
SAMPLE CAREER LADDER

Position	Education/Training	Average Entry-Level Wages
Nurse Practitioner	Graduate degree	$66,866
Registered Nurse (RN)	Bachelor degree	$42,969
Licensed Practical Nurse (LPN)	High school diploma with post-secondary or on-the-job training, or associate degree	$32,305
Certified Nurse Assistant (CNA)	Dependent on position, usually requires high school diploma and completion of a certificate program	$22,133
Personal Care Aide	High school diploma or equivalent	$19,752
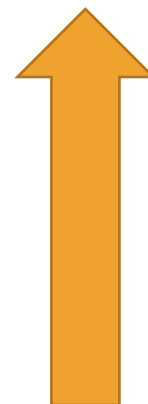
Job Descriptions

- **Personal Care Aide**
  - Assist the elderly, convalescents, or persons with disabilities with daily living activities at the person's home or in a care facility. Duties performed at a place of residence may include keeping house (making beds, doing laundry, washing dishes) and preparing meals. May provide assistance at non-residential care facilities. May advise families, the elderly, convalescents, and persons with disabilities regarding such things as nutrition, cleanliness, and household activities.

- **Certified Nurse Assistant (CNA)**
  - Provide basic patient care under direction of nursing staff. Perform duties such as feed, bathe, dress, groom, or move patients, or change linens. May transfer or transport patients. Includes nursing care attendants, nursing aides, and nursing attendants.

- **Licensed Practical Nurse (LPN)**
  - Care for ill, injured, or convalescing patients or persons with disabilities in hospitals, nursing homes, clinics, private homes, group homes, and similar institutions. May work under the supervision of a registered nurse. Licensing required.

- **Registered Nurse (RN)**
  - Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required.

- **Nurse Practitioner**
  - Diagnose and treat acute, episodic, or chronic illness, independently or as part of a healthcare team. May focus on health promotion and disease prevention. May order, perform, or interpret diagnostic tests such as lab work and x rays. May prescribe medication. Must be registered nurses who have specialized graduate education.

Sources: PA Career Zone (www.pacareerzone.org) and Erie County Data Center: Erie County Occupations by Growth, 2019 Update

JOB SHADOW

CEW Standard	13.1.11.A, B, C, D, E, F; 13.2.11.C; 13.3.11.G
Recommended length:	Full day or half day – dependent on the employer; must be at least three hours.
Recommended frequency:	Dependent on student demand and employer availability; each student, however, should have a minimum of three separate experiences
Targeted student age group:	9-12 graders
Logistics (Schools):	See pages 1-7 of PDE Work-Based Learning Toolkit that can be found at http://static.pdesas.org/content/documents/Toolkit_WorkBased_Learning_2017.pdf for details on how to implement a job shadow program
	Utilize Career Street to identify companies, and employees within them, to serve as hosts.
	Use Career Street to clarify details, including start and end time, location, available dates, provision for lunch, etc.
	Vet the employer; make sure the company is not within a private home and make sure there is more than one employee/adult there. **Ensure the employer has required Clearances (see Employer section below.)**
	Define and communicate to employer expectations for the experiences. Could include the following: - Company insurance coverage to allow for student presence - Company tour - Student provided a job description for host - Student observe daily activity - Student given hands on activity - Set aside time for student Q & A during the day
	Define how students should communicate with their hosts. (email or phone)
	Set a standard of business casual attire and have students confirm with their host if they should dress more/less formally.
	Create and distribute permission forms to inform parents of job shadow dates and transportation needs.
	Create and distribute student liability waiver.
	Survey students on the experience after completed.
	Plan for and collect student artifact.
	Survey employer on the experience after completed.
	Promote success of the job shadows, when possible.

JOB SHADOWING (cont'd)

Student Preparation/Follow-Up:	Take (or review) Career Interest Inventory
	Rank job shadowing preferences (identify 2-3 based on student interests)
	In advance of shadow day: • Reach out to employer to confirm details ○ Go over experience expectations • Research job shadow host company • Develop list of questions to ask • Think about career aspirations and be prepared to answer relevant questions
	Write thank you notes to hosts after the experience.
Employer Preparation/Remarks:	Review "Job Shadowing Guide" under "Resources for Employers" at this link for helpful guidance: https://www.education.pa.gov/K-12/PACareerStandards/Partners/Pages/default.aspx#tab-1
	Clearances: Employers participating in the program are required to obtain school volunteer background clearances. School volunteers are required to have a Pennsylvania State Police criminal history check, child abuse history certification, and if the mentor has resided in Pennsylvania for fewer than 10 years, a federal criminal history check. If the child interacts with other workers at the employer's job site, only the assigned employee is required to have clearances as long as that employee remains in the immediate vicinity of the student and is identified as the responsible adult. (Page 2, PDE Work-Based Learning Toolkit) *Talk with the school district contact to determine if the above policy is the district's policy, or if the district follows something more restrictive. If they do, follow district policy.*
	Show students what you do, where you do it, how you do it
	Provide orientation to the company and industry
	Show students day in the life of host employee
	Provide students with company tour; provide hands-on activity, if possible.
	Describe pathways to career(s): • Make connections between high school classes and extracurriculars to what's expected on the job • Explain amount and type of education/training beyond high school required • Mention resources available to support education, if applicable • Focus on entry level experiences and/or jobs that lead to careers; discuss career ladders within company • Provide relevant job description(s) • Provide application materials for students to see or utilize in the future

Career Café

CEW Standards	13.1.5 A, B, C, D, E, F; 13.2.5 E
Recommended length:	25-30 minutes (lunch period ideal)
Recommended frequency:	Five times per year; one for each career pathway
Recommended # of speakers:	One (or one plus support staff)
Targeted student age group:	5th or 6th graders
Recommended Student Preparation/Follow-Up (in addition to evidence/artifacts teachers require):	Prior to speaker coming in, preparation may include: • In-class review of five state-designated career pathways • Review of personal interests and skill sets • Identification of career paths of interest • Preparation of questions of interest for speaker; be prepared to ask at least one and take notes on answers • Review background of speaker After event: • Write reflection • Write thank you notes to speakers
Employer Preparation/Remarks:	Approach this as informational; keep discussion basic. Touch on things like: • What do you do in this job? • What are the strengths of a person in this career? • What kind of clubs and classes in middle/high school might help prepare for this career? • What kind of post-secondary education or training is needed? • What kind of skills are needed? • Incorporate hands on activity if possible
	Incorporate visual or hands-on activity into presentation

Logistics:	Skilled, knowledgeable speaker able to prompt conversation, questions from students
	Make it a mix of presentation, hands on, interactivity
	Ensure adequate email dialogue between teacher and speaker prior to event so all goes well the day of the experience
	Ensure appropriate Clearance policies are followed, if applicable.

Science & Health
Career Pathways Informational Session
December 15, 2020
6:30-7:30 p.m.

Thank you for agreeing to participate in this event, the second of five "Career Pathways Informational Sessions" for students in grades 8-12 and their parents/caregivers. Below is how we have structured the event, including a list of questions we would like you to be prepared to answer. Please email Mary Bula at mary@erietogether.org if you have any questions or concerns, or want to make any changes to the list of questions, and, if you haven't done so already, please register for the event at https://bit.ly/3fYqO00

Panelists will include Ms. Sarah Bennett (Penn Future), Dr. Dennis Dirkmaat (Mercyhurst University and HD Forensics), Ms. Lynn Rupp (UPMC Hamot and Regional Health Services), and Dr. Melanie Titzel (LECOM Institute for Successful Aging). Janet Anderson (NWPA Job Connect) will be doing a "standalone" presentation to set the stage as the event begins.

The event structure will look like this:

- **6:20 pm**: Speakers will sign on to webinar

- **6:30-6:35** pm: Erie Together (Mary Bula, moderator) welcomes participants, gives background on the event, mentions Zoom "housekeeping" items, and begins to call on speakers to introduce themselves.

- **6:35-6:40**: Speaker introductions. Each speaker takes one minute to introduce him/herself. Introductions should include: Name, position, a little about your background, and a general description of what you do. Mary will call on each person to do his/her introduction. Janet Anderson will introduce herself last; and will roll right into her portion of the presentation.

- **6:40-6:50**: Janet will offer high level regional industry/job insights based on local/state data (either HPO or IDOL); talk about skills of interest across employers (employability skills); highlight jobs available here in Erie; offer general advice to 8-12 graders on what to do at this age to prepare for work, etc.

- **6:50-7:27**: Mary asks each panelist questions to surface information about their job, employer, careers in their industry, education necessary for these careers, earning potential, etc. These questions will come from the list below and may also be supplemented with questions submitted during the event through the chat.

- **7:27-7:30**: Mary thanks speakers, participants, and wraps up event.

Please be prepared to answer the following questions, which could be supplanted and/or added to by audience questions taken through the chat.

- **Sarah Bennett**: Question 1: You spent most of your career as an instructor at the university level, and ultimately rose to department chair of the biology department at Mercyhurst. Recently you left higher education to take on water quality conservation at Penn Future. What are your job responsibilities at Penn Future, and what made you decide to pursue this kind of role?

  Question 2: For students who are interested in natural resources and their preservation, what kinds of job opportunities exist?

  Question 3: There are so many kinds of sciences and lots of different careers that fall within them. What advice would you give students who have an interest in science about exploring different subject areas and refining their focus?

- **Dennis Dirkmaat**: Question 1: You are a forensic anthropologist. What does a forensic anthropologist do? How did you become interested in this field, and what do you like least, and most, about your career?

  Question 2: You've worked all around the world. Can you tell us about a couple projects you've been engaged in that were particularly meaningful to you?

  Question 3: What should a student do in high school or afterwards to prepare for a successful career in this field? What level of education is required?

- **Lynn Rupp**: Question 1: You have spent almost 30 years at UPMC Hamot, securing roles with increasing responsibility and becoming part of the management team as Vice President of Operations. You are also in charge of physician recruitment. What skills or personal attributes are keys to success at UPMC Hamot? Are there any restrictions that would keep someone from being considered for a hospital job?

  Question 2: Generally speaking, what kinds of jobs are available within a hospital setting and what level of education is required? *(Lynn, here's where we'd want you to hit entry-level with the lowest educational requirements all the way up to professional with four year and advanced degrees. The goal is to highlight a range of jobs – maybe focus on those that are highest in demand…)*

  Question 3: What is the best way for students to learn about hospital career opportunities and consider their interest? Are there things they can do while they're still in high school?

- **Melanie Titzel**: Question 1: You are an administrator at LECOM Institute for Successful Aging. What is the Institute for Successful Aging, and what do your job duties entail?

  Question 2: How are job opportunities in a senior living setting similar, or different, from those in a hospital setting? What jobs are in highest demand, and what kind of education is required for those jobs?

  Question 3: What have you found to be the most fulfilling part of your career, and why would you recommend students considering careers in the senior care realm? Is

there anything students can do while they're still in high school to give them a leg up?

Question for all:

- If you could leave students with one last piece of advice about pursuing opportunities in the Science & Health career pathway, what would that be?

Career Pathway Informational Session for Students and Families (Virtual)

Recommended length:	60 minutes
Recommended frequency:	One per pathway annually
Recommended # of panelists:	Up to three employers on employer panel; also NWPA Job Connect, and possibly Erie County Data Center and/or other industry-related partners
Targeted student age group:	8-12 graders; students **interested** in the pathway, along with their parents/caregivers
Recommended Student Preparation/Follow-Up (in addition to evidence/artifacts teachers may want to collect):	- Revisit personal "Academic Career Plan" if in place. - Review Erie County Career Pathways Alliance career pathways flyer related to the pathway. - Develop up to three questions to pose at event; submit to jpontzer@careerstreeterie.org **five days prior** to the event. - Register for the Zoom event five days prior to the event. (**Required**)
Employer Preparation/Remarks:	- Approach this as a recruitment tool - High level introduction to careers in pathway - Types of jobs available; focus more on jobs you want to fill - Skill sets commonly required to perform well on job - How to prepare for available jobs? (high school courses and related activity, post-secondary education?) - Earning potential
Logistics (Schools):	District administration, Career Street Liaisons, teachers and other ECCPA participants should widely promote the opportunity to students in grades 8-12 and their families.

	• Information on the event, and informational flyers developed by ECCPA/Career Street can be sent home with students, placed on District websites, and promoted through social media and other means. • Include registration information in promotion; registration for these events will be required.
Event Agenda:	• Erie Together (moderator) introduces all presenters; provides Zoom "housekeeping" items (5 minutes) • NWPA Job Connect offers regional industry/job insight based on high priority occupation data (5 minutes) • Second Speaker (optional) Erie County Data Center offers Erie County perspective (5 minutes) • Moderator asks each employer questions to surface information about their business, careers in their industry and education necessary for these careers (10 minutes each) • Moderator asks questions posed by students and families prior to event and/or through chat (10-12 minutes) • Moderator wraps up event (3-5 minutes)