CTE Approval Self-Study Report

Barbering

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Self-study

> *Self-study is the first step in the career and technical education approval process. The self-study review is required for all existing programs and new programs seeking approval. Its purpose is to bring together partners to review the CTE program, propose relevant modifications, and evaluate the degree to which the program meets the policy requirements approved by the Board of Regents on February 6, 2001.*

Self-study review will include:

Curriculum review

Benchmarks for student performance and student assessment

Teacher certification and highly-qualified status of instructional staff

Work-based learning opportunities

Teacher and student schedules

Resources, including staff, facilities, and equipment

Accessibility for all students

Work skills employability profile

Professional development plans

Projected number of students to be served

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

Barbers, Hairdressers, and Cosmetologists

Quick Facts: Barbers, Hairdressers, and Cosmetologists	
2015 Median Pay	$23,710 per year $11.40 per hour
Typical Entry-Level Education	Postsecondary non-degree award
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2014	656,400
Job Outlook, 2014-24	10% (Faster than average)
Employment Change, 2014-24	64,400

What Barbers, Hairdressers, and Cosmetologists Do
Barbers, hairdressers, and cosmetologists provide haircutting, hairstyling, and a range of other beauty services.
Work Environment
Barbers, hairdressers, and cosmetologists work mostly in a barbershop or salon. Physical stamina is important, because they are on their feet for most of their shift. Many work full time, but part-time positions are also common. Nearly half were self-employed in 2014.
How to Become a Barber, Hairdresser, or Cosmetologist
All states require barbers, hairdressers, and cosmetologists to be licensed. To qualify for a license, candidates are required to graduate from a state-approved barber or cosmetology program and then pass a state exam for licensure.
Pay
The median hourly wage for barbers, hairdressers, and cosmetologists was $11.40 in May 2015.
Job Outlook
Employment of barbers, hairdressers, and cosmetologists is projected to grow 10 percent from 2014 to 2024, faster than the average for all occupations. Most job openings will result from the need to replace workers who leave the occupation.

Related Occupations

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24	
				Percent	Numeric
Manicurists and pedicurists	39-5092	113,600	125,300	10	11,700
Skincare specialists	39-5094	55,000	61,600	12	6,600

New York Employment Demand Profile: **Barbering**

Category:		Demand and Employment				Salary		Education level based on posting requirements (*excluding NA)					Education level of employed individuals		
Source:		Burning Glass	BLS/OES, 2015			Burning Glass	BLS/OES, 2015	Burning Glass					ACS, 2014		
SOC Code (ONET-6)	Occupation Title	Number of Job Postings	Number Employed	% Change in Employment, 2014-2015	Projected Statewide Change in Employment, 2016-2026	Mean Advertised Salary	Mean Salary	% Requiring high school*	% Requiring Post-Secondary or Associate's Degree*	% Requiring Bachelor's Degree*	% Requiring Graduate or Professional Degree*	% with Unspecified Education	% with a H.S. diploma or less	% with Some College or an Assoc.	% with a Bachelor's or higher
39-5012	**Hairdressers, Hairstylists, and Cosmetologists**	1,201	25,420	5%	16%	$54,923	$32,040	98%	3%	0%	0%	91%	52%	43%	5%
39-5094	**Skincare Specialists**	157	3,280	19%	22%	N/A	$39,830	100%	0%	0%	0%	87%	59%	31%	10%
39-5092	**Manicurists and Pedicurists**	98	14,440	-8%	22.4%	N/A	$20,310	100%	0%	0%	0%	78%	59%	31%	10%
39-5011	**Barbers**	32	2,070	20%	14.4%	N/A	$27,160	N/A	N/A	N/A	N/A	3%	62%	34%	4%

A. Curriculum Review

> *The curriculum review is a step in the self-study process. It is an opportunity for members of the self-study team to evaluate the proposed curriculum for completeness in terms of the knowledge, skills, and competencies required in the program field. The team reviews the curriculum to ensure that course content in the career and technical education program meets State Education Department regulations, contributes to achievement of state and industry standards, and prepares students for successful completion of a technical assessment. Approved curriculum content is nonduplicative, challenging, organized along a continuum of difficulty, and free of bias.*
>
> *CTE program approval does not constitute Department approval or endorsement of proprietary curriculum or related curriculum products. Program approval indicates only that a school district or BOCES has provided the Department with assurances that the curriculum review has been completed.*

Process

- The school district or BOCES identifies the faculty members and other individuals who will be involved in conducting the curriculum review

- The school district or BOCES determines the procedures used in completing the curriculum review

- Reviewers confirm that CTE program content aligns with state CDOS standards, relevant state academic standards, and related business and industry standards

- Reviewers confirm that CTE program content includes integrated or specialized units of credit

- Reviewers confirm that the CTE program meets unit of credit and other distributive requirements
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Documentation

Documentation of the curriculum review is maintained by the school district or BOCES and is updated whenever modifications are made to the approved CTE program. Recommendations from curricular review should be included in the self-study report and reviewed by the external committee.

Resources

New York State graduation requirements

http://www.emsc.nysed.gov/part100/pages/1005.html

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

Barbering

Have you ever dreamed of owning your own barber shop? The Barbering program will prepare you for all careers related to the field.

Students will have an opportunity to work at a real barber shop, located at the Public Service Leadership Academy at Fowler, to gain hands-on experiences in many aspects of barbering. These include using people skills as the receptionist to providing services to students, staff and members of the community.

Barbering students will be immersed in the field and gain practical experience. Through class instruction and working in the barber shop, students will be prepared for both the New York State written and practical examinations.

Upon completion of the program, students will be issued an application to apply for their temporary license.

CAREER OPPORTUNITIES:
Barber

Course of Study Barbering

9th Grade	10th Grade	11th Grade	12th Grade
■ PSLA Exploratory (1 Credit CTE)	■ Barbering 100 BRB100 (1 Credit CTE)	■ Barbering 200 BRB200 (2 Credits CTE)	■ Barbering 300 BRB300 (1 Credit CTE) ■ Barbering CTE Integrated ELA CTE400 (1 Credit)

DISTRICT REQUIREMENTS

- Students must pass CTE Barbering 100, 200 and 300 to challenge the course approved technical assessment.

- All students in 9th grade will receive Career and Financial Management and CTE Exploratory classes.

- Students will have earned the 12th grade integrated ELA credit upon successful completion of the CTE Barbering 100, 200 and 300.

- Students will receive the CTE Endorsement upon successful completion of the CTE Barbering 100, 200 and 300; students must pass the prescribed technical assessment and complete a commencement level project.

Syracuse City School District
Career and Technical Education Program
Course Syllabus
BRB100: Barbering 100

Program Overview

The Barbering program is designed to provide competency-based knowledge, theory and hands-on fundamentals associated with the barber industry. The program provides both simulated and authentic environments that enable students to develop technical skills. Course work includes instruction in all phases of professional barbering: history, sanitation and safety, hair design, related sciences, and business principles. This program prepares students to take the New York State Examination required for licensing.

Course Description

Barbering 100 will introduce students to basic barbering skills. Students will also work toward the skills and techniques that are the foundation for Barbering 200 and 300. Topics include barbering occupations, safety, professional image, and communication as well as hair grooming, cutting and trimming. Various hands-on activities as well as textbook-based work, lectures and group discussions will reinforce students' learning. Throughout the course students will obtain hours which can be used towards New York State licensing requirements.

Pre-Requisites

N/A

Course Objectives

1. Students will gain an understanding of the field of barbering and what physical and technical qualifications are needed to be a successful barber.
2. Students will develop necessary skills such as time management, communication, and professionalism.
3. Students will develop eye-hand coordination and fine motor skills through hands-on activities.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Barbering textbook and Introduction to Barbering kit that students will use for the entire course. The kit is to be returned complete. Students will be held responsible for any missing items. A list of supplies will be included in the kit. Approximate cost to replace the kit is $100.
- **Student will provide:** A closed toed rubber shoe worn for safety while working in the barbershop/lab.

Textbook

Milady. *Milady Standard Professional Barbering, Fifth Edition.* Clifton Park, NY: Cengage, 2011.

Grading
34%   Participation Grade (given daily)
33%   Written Grade (test, quizzes, homework, vocabulary, etc.)
33%   Practical Grade (all hands-on activities)

All work is due on the assigned date; if work is turned in late, the student will lose 10 points per day late.

Additional Course Policies
N/A

Course Calendar

Quarter	Units of Study
1	• Introduction and School Policy • History of Barbering • Personal and Professional Success and Goal-Setting
2	• Personal and Professional Success and Goal-Setting (cont.) • Communicating for Success • Professional Image
3	• Professional Image (cont.) • Safety and Sanitation • Tools and Equipment
4	• Men's Haircutting and Styling: Basic Haircut, Blending/Fading, Shampoo and Conditioning • Review and Final Exam

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
Weeks 1-3 **Unit 1** **Introduction and School Policy**	• What is the importance of learning style? • What methods can enhance understanding of new information? • Why will the choice of this class help students reach their goals?	• Identify personal learning style. • Identify ways to develop effective study habits. • Explain personal goals for this course.	• Worksheet on learning styles • Written summary of personal learning style and how it affects achievement • Personal statement of goals for the course	**Career Ready Practices** CRP 1,2,4,10 **Cluster Standards** HU 1,5 **Pathway Standards** HU-PC 6,7 **Industry Standards**	**ELA** RI.9-10.4 W.9-10.1,3,4,5 SL.9-10.1,2,3,4 L.9-10.1,2,4 **Literacy** RST.9-10.1,2 WHST.9-10.2,4,5,9 **Math** **Science**
Weeks 4-7 **Unit 2** **History of Barbering**	• What was the origin of barbering? • How has the barbering industry developed?	• Describe the origin and development of barbering. • Identify organizations responsible for developing the barbering profession.	• Reflection paper on the history of barbering • Quiz	**Career Ready Practice** CRP 1,2,4,7 **Cluster Standards** HU 2 **Pathway Standards** HU-PC 5,6 **Industry Standards**	**ELA** RI.9-10.1,2,3,4,6 W.9-10.2,4,5,6,8,9 SL.9-10.1,2,4,5 L.9-10.1,2,3,4,6 **Literacy** RST.9-10.1,2,9 WHST.9-10.2,4,5 **Math** **Science**
Weeks 8-12 **Unit 3** **Personal and Professional Success and Goal-Setting**	• What contributes to personal and professional success? • What is goal setting? • How do personality and attitude affect goals?	• List principles that contribute to personal and professional success. • Describe characteristics of a healthy, positive attitude. • Explain the difference between short and long term goals.	• Chart of the attributes of personal and professional success • Worksheet on goal setting • Poster of short and long term goals • Quiz	**Career Ready Practice** CRP 1,2,3,4,10 **Cluster Standards** HU 1,5,6 **Pathway Standards** HU-PC 5,6,7	**ELA** RI.9-10.2,3,4 W.9-10.2,4,5 SL.9-10.1,4 L.9-10.1,2,4,6 **Literacy** RST.9-10.1,2,7 WHST.9-10.2,4,9 **Math**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
				Industry Standards	**Science**
Weeks 13-15 **Unit 4** **Communicating for Success**	• What is the golden rule? • What is client consultation? • What is the importance of communication in the barbershop?	• Explain effective communication. • Conduct a client consultation. • Explain possible ways to deal with unhappy clients.	• Self-evaluation of communication strengths and weaknesses • Role play of various shop scenarios • Quiz	**Career Ready Practice** CRP 1,2,4,8	**ELA** RI.9-10.2,3,4 W.9-10.2,4,5 SL.9-10.1,4 L.9-10.1,2,4,6
				Cluster Standards HU 1,3,6	**Literacy** RST.9-10.1,2,7 WHST.9-10.2,4,9
				Pathway Standards HU-PC 5,6,7	**Math**
				Industry Standards	**Science**
Weeks 16-22 **Unit 5** **Professional Image**	• What influences professional image? • Why is time management important? • What is the importance of motivation and self-management?	• Define and explain professional image. • Explain the factors that influence professional image.	• Written summary of tips for effective time management and guidelines for student success • Group summary of motivation and self-management skills • Quiz • Unit test on topics from Weeks 8-22	**Career Ready Practice** CRP 1,2,4,12	**ELA** RI.9-10.2,3,4 W.9-10.2,4,5 SL.9-10.1,4 L.9-10.1,2,4,6
				Cluster Standards HU 1,3,4	**Literacy** RST.9-10.1,2,4 WHST.9-10.2,4,9
				Pathway Standards HU-PC 5,6,7	**Math**
				Industry Standards	**Science**
Weeks 23-26 **Unit 6** **Safety and Sanitation**	• What does New York State require barbers to know? • Why is sanitation important in the barbershop? • How is a safe environment maintained for both barbers and clients?	• Identify New York State regulations that apply to the barbering field. • Explain ways infectious materials can be transmitted in the barber shop. • Identify potential safety hazards and describe safe work practices in the barbershop. • Explain safety and sanitation procedures and how they relate to the barbershop culture.	• Poster of New York State regulations • Worksheets on safety and sanitation • Quiz	**Career Ready Practice** CRP 1,2,3,4,8	**ELA** RI.9-10.2,3,4 W.9-10.2,3,4,5 SL.9-10.1,2,4 L.9-10.1,2,3,6
				Cluster Standards HU 1,3,4	**Literacy** RST.9-10.1,2,7 WHST.9-10.2,4,9
				Pathway Standards HU-PC 1,4,5	**Math**
				Industry Standards	**Science**
Weeks 27-29	• What are the principal	• Identify the principal tools and	• Diagrams of	**Career Ready Practice** CRP 1,2,4,8	**ELA** RI.9-10.2,3,4

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
Unit 7 **Tools and Equipment**	tools that are used in barbering? • What are the correct techniques for holding barbering tools and implements?	implements used in barbering. • Identify the parts of shears, clippers, and razors. • Demonstrate the correct techniques for holding combs, shears, clippers, and razors.	implements • Observation of correct techniques for holding implements • Quiz		W.9-10.2,4,5 SL.9-10.1,4 L.9-10.1,2,4,6
				Cluster Standards HU 1,3	**Literacy** RST.9-10.1,2,3,7 WHST.9-10.2,4
				Pathway Standards HU-PC 4,7	**Math**
				Industry Standards	**Science**
Weeks 30-37 **Unit 8** **Men's Haircutting and Styling:** • **Basic Haircut** • **Blending/Fading** • **Shampoo and Conditioning**	• Why is cutting men's hair considered an art? • How does the shape of the face dictate the hair cut? • What are the techniques for cutting men's hair? • What are the differences between a basic haircut and a blend/fade haircut? • What are the proper techniques for shampoo and scalp massage services?	• Explain the art of men's haircutting and styling. • Identify different facial shapes and features. • Define fundamental terms used in haircutting. • Demonstrate various hair cutting techniques. • Explain safety precautions used in haircutting and styling. • Explain the difference between a basic cut and a blend/fade cut. • Explain and demonstrate shampoo service. • Explain and demonstrate scalp massage techniques and treatments.	• Worksheets on styling • Poster of facial shapes • Vocabulary practice • Written summary of process of haircutting • Worksheet on cutting, blending, and fading • Poster of various haircuts with labels • Demonstration of shampoo and massage techniques • Quiz	**Career Ready Practice** CRP 1,2,4,6,8	**ELA** RI.9-10.2,3,4 W.9-10.2,4,5 SL.9-10.1,4 L.9-10.1,2,4,6
				Cluster Standards HU 1,3	**Literacy** RST.9-10.1,2,3,4 WHST.9-10.2,4
				Pathway Standards HU-PC 1,2,4,7	**Math**
				Industry Standards	**Science**
Weeks 37-40 **Unit 9** **Review and Final Exam**	• What are the key concepts and skills to know for the final exam?	• Describe the history of barbering. • Identify the difference between a non-professional and a professional workplace. • Describe what a safe and sanitized workplace looks like. • Identify basic supplies in the barbershop. • Describe and demonstrate the basic concepts of haircutting.	• Final Exam	**Career Ready Practice** CRP 1,2,4,8	**ELA** RI.9-10.2,3,4 W.9-10.2,4,5 SL.9-10.1,4 L.9-10.1,2,4,6
				Cluster Standards HU 1,3,4	**Literacy** RST.9-10.1,2,3,4 WHST.9-10.2,4,9
				Pathway Standards HU-PC 1,4,5,6,7	**Math**
				Industry Standards	**Science**

Syracuse City School District
Career and Technical Education Program
Course Syllabus
BRB200: Barbering 200

Program Overview

The Barbering program is designed to provide competency-based knowledge, theory and hands-on fundamentals associated with the barber industry. The program provides both simulated and authentic environments that enable students to develop technical skills. Course work includes instruction in all phases of professional barbering: history, sanitation and safety, hair design, related sciences, and business principles. This program prepares students to take the New York State Examination required for licensing.

Course Description

Barbering 200 will continue to build on students' basic barbering skills from Barbering 100. Students will also work toward the skills and techniques that are the foundation for Barbering 300. Topics include shaving and facial hair design, men's facial massage and treatments, properties and disorders of the skin, hair and scalp, treatment of the hair, microbiology, anatomy and physiology and the business of barbering. Various hands-on activities as well as textbook-based work, lectures and group discussions will reinforce students' learning. Throughout the course students will obtain hours which can be used towards New York State licensing requirements.

Pre-Requisites

BRB 100: Barbering 100

Course Objectives

1. Students will gain an understanding of the field of barbering and what physical and technical qualifications are needed to be a successful barber.
2. Students will develop necessary skills such as time management, communication and professionalism.
3. Students will develop eye-hand coordination and fine motor skills through hands on activities.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Barbering textbook and Barbering 200 kit that students will use for the entire course. The kit is to be returned complete. Students will be held responsible for any missing items. A list of supplies will be included in the kit. Approximate cost to replace the kit is $100.
- **Student will provide:** A closed toed rubber shoe worn for safety while working in the barbershop/lab.

Textbook

Milady. *Milady Standard Professional Barbering, Fifth Edition.* Clifton Park, NY: Cengage, 2011.

Grading

34%   Participation Grade (given daily)
33%   Written Grade (test, quizzes, homework, vocabulary, etc.)
33%   Practical Grade (all hands-on activities)

All work is due on the assigned date; if work is turned in late, the student will lose 10 points per day late.

Additional Course Policies

N/A

Course Calendar

Quarter	Units of Study
1	• Introduction and School Policy • Men's Haircutting and Styling: Basic Haircut, Blending/Fading, Shampoo and Conditioning • Shaving and Facial Hair Design
2	• Shaving and Facial Hair Design (cont.) • Men's Facial Massage and Treatments • Properties and Disorders of the Skin
3	• Properties and Disorders of the Hair and Scalp • Treatment of the Hair and Scalp and Men's Hair Replacement
4	• Microbiology • Anatomy and Physiology • The Business of Barbering • Preparation for Internships • Review and Final Exam

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
Weeks 1-3 **Unit 1** **Introduction and School Policy**	• What is the importance of learning style? • What methods can enhance understanding of new information? • How will the choice of this class help students reach their goals?	• Identify personal learning style. • Identify ways to develop effective study habits. • Explain personal goals for this course.	• Worksheet: Learning Styles • Written Summary: Personal Learning Style and How It Affects Achievement • Personal Statement: Goals for the Course	**Career Ready Practices** CRP 1,2,3,4,5,8,9,10,12 **Cluster Standards** HU 1,2,3,4,5,6 **Pathway Standards** HU-PC 1,2,3,4,5,6,7 **Industry Standards**	**ELA** RI.11-12.4 W.11-12.1,3,4,5 SL.11-12.12,3,4 L.11-12.1,2,4 **Literacy** RST.11-12.2,4 WHST.11-12.2,4 **Math** **Science**
Weeks 4-7 **Unit 2** **Men's Haircutting and Styling:** • **Basic Haircut** • **Blending/Fading** • **Shampoo and Conditioning**	• Why is cutting men's hair considered an art? • How does the shape of the face dictate the hair cut? • What are the techniques for cutting men's hair? • What are the differences between a basic haircut and a blend/fade haircut? • What is the importance of and proper techniques for shampoo and scalp massage services?	• Explain the art of men's haircutting and styling. • Identify facial shapes and features. • Define fundamental terms used in haircutting. • Demonstrate various cutting techniques. • Explain safety precautions used in haircutting and styling. • Explain the difference between a basic cut and a blend/ fade cut. • Explain a shampoo service. • Explain scalp massage techniques and treatments.	• Worksheets: Styling, Cutting, Blending, and Fading • Poster: Facial Shapes, Various Haircuts with Labels • Vocabulary Practice • Written Summary: Process of Haircutting • Practical Assessment: Shampoo and Massage Techniques • Quiz	**Career Ready Practice** CRP 1,2,3,4,5,6,7,8,11 **Cluster Standards** HU 2,3,4 **Pathway Standards** HU-PC 1,2,3,4,5,6,7 **Industry Standards**	**ELA** RI.11-12.2,3,4 W.11-12.1,2,4,5 SL.11-12.1,4 L.11-12.1,2,4,6 **Literacy** RST.11-12.2,3,4,7 WHST.11-12.2,4,5 **Math** **Science**
Weeks 8-12 **Unit 3** **Shaving and Facial Hair Design**	• What are the safety precautions and sanitation procedures associated with straight razor shaving? • What are the straight razor-holding positions and cutting strokes?	• Describe the safety precautions and sanitation procedures associated with straight razor shaving. • Identify the shaving areas of the face. • Demonstrate a facial shave, neck shave, and mustache and beard	• Worksheets • Vocabulary Practice • Practical Assessment: Shaving • Quiz	**Career Ready Practice** CRP 1,2,3,4,5,6,7,8,11 **Cluster Standards** HU 3,4	**ELA** RI.11-12.2,3,4,7 W.11-12.2,4,8 SL.11-12.3,5 L.11-12.1,2,3,4 **Literacy** RST.11-12.2,3,4 WHST.11-12.2,4,8

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
	• What are the shaving areas of the face?	trim.		**Pathway Standards** HU-PC 1,2,4,6	**Math**
				Industry Standards	**Science**
Weeks 13-17 **Unit 4** **Men's Facial Massage and Treatments**	• What are the benefits of facial massage and treatments? • Where are the facial muscles and nerves and how are they stimulated? • What is massage manipulation?	• Use facial treatment equipment. • Identify products affiliated with facial treatments. • Identify different skin types and appropriate facial treatments and products. • Explain massage manipulation.	• Worksheets • Poster: Skin Types • Practical Assessment: Facial Treatment • Unit Test: Units 1-4	**Career Ready Practice** CRP 1,2,3,4,5,7,8,9,11	**ELA** RI.11-12.2,3,4,7 W.11-12.2,4,7,8 SL.11-12.3,5 L.11-12.1,2,3,4,6
				Cluster Standards HU 3,4	**Literacy** RST.11-12.2,3,4,7 WHST.11-12.2,4,7,8
				Pathway Standards HU-PC 1,2,4,6	**Math**
				Industry Standards	**Science**
Weeks 18-21 **Unit 5** **Properties and Disorders of the Skin**	• What is the structure of the skin? • What is the function of each part of the skin? • What are the most common skin disorders found the barbering field?	• Describe the parts of the skin and their function. • Recognize skin disorders and identify possible treatments.	• Chart: Skin Structure and Function • Vocabulary Practice • Quiz	**Career Ready Practice** CRP 1,2,3,4,7,8,9	**ELA** RI.11-12.2,3,4,7 W.11-12.2,4,5,7,8 SL.11-12.3,4,5 L.11-12.1,2,3,4,6
				Cluster Standards HU 3,4	**Literacy** RST.11-12.2,3,4,7 WHST.11-12.2,4,7,8
				Pathway Standards HU-PC 1,2,4,6	**Math**
				Industry Standards	**Science**
Weeks 22-25 **Unit 6** **Properties and Disorders of the Hair and Scalp**	• What are the structures of the hair root? • What are the layers of the hair shaft? • What is hair protein?	• Describe the growth cycle of the hair. • List the characteristics of hair important to hair analysis. • Identify different types of hair loss and treatments.	• Research Paper: Disorders of The Skin, Hair, And Scalp • Quiz	**Career Ready Practice** CRP 1,2,3,4,5,7,8,9	**ELA** RI.11-12.2,3,4,7 W.11-12.2,4,5,7,8 SL.11-12.3,4,5 L.11-12.1,2,3,4,6
				Cluster Standards HU 3,4	**Literacy** RST.11-12.2,3,4,7 WHST.11-

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
					12.2,4,5,6,7,8
				Pathway Standards HU-PC 1,2,4,6	**Math**
				Industry Standards	**Science**
Weeks 26-29 **Unit 7** **Treatment of the Hair and Scalp and Men's Hair Replacement**	• What do men purchase a hair replacement system? • What supplies are needed to execute a service hair replacement? • What are alternative hair replacement methods?	• List supplies needed to execute a service hair replacement. • Demonstrate how to measure a client for a hair replacement. • Create a hair replacement template. • Apply and remove a hair system. • Clean and service a hair replacement system.	• Presentation: Research Paper • Unit Test: Units 5-7	**Career Ready Practice** CRP 1,2,3,4,5,6,7,8,9,11	**ELA** RI.11-12.2,3,4,7 W.11-12.2,4,5,8 SL.11-12.3,4,5 L.11-12.1,2,3,4,6
				Cluster Standards HU 3,4,5,6	**Literacy** RST.11-12.2,3,4,7 WHST.11-12.2,3,4,6
				Pathway Standards HU-PC 1,2,4,6	**Math**
				Industry Standards	**Science**
Weeks 30-33 **Unit 8** **Microbiology** **Anatomy and Physiology**	• What are common bacteria affiliated with barbering? • What are the classifications of pathogenic bacteria? • What causes bacteria to grow and reproduce? • How do the structures of the skull, face and neck relate to barbering?	• Identify bacteria associated with barbering. • Define immunity and identify related terms. • Recognize the differences between bacterial and viral infections. • Identify important nerves and muscles of the head, face, and neck that relate to barbering services.	• Worksheet • Vocabulary Practice • Poster: Classifications of Bacteria • Unit Test: Unit 8	**Career Ready Practice** CRP 1,2,3,4,5,7,8,9	**ELA** RI.11-12.2,3,4,7 W.11-12.2,4,5,8 SL.11-12.3,4,5 L.11-12.1,2,3,4,6
				Cluster Standards HU 3,4	**Literacy** RST.11-12.2,3,4,7 WHST.11-12.2,4,8
				Pathway Standards HU-PC 1,2,4,6	**Math**
				Industry Standards	**Science**
Weeks 34-37 **Unit 9** **The Business of**	• What are the laws, rules, and regulations in New York State? • What is the purpose of a	• Identify the primary purpose the New York State rules and regulations about barbering. • Describe the information that	• Presentation: Business Plans • Identification of and Communication with	**Career Ready Practice** CRP 1,2,3,4,5,6,7,8,9,11	**ELA** RI.11-12.2,3,4,7 W.11-12.4,5,8 SL.11-12.3,4,5 L.11-12.1,2,3,4,6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards		CCLS Literacy, Math, Science
Barbering **Preparation for Internships**	business plan? • What is the purpose of an internship?	makes up a successful business plan. • Create a basic business plan. • Communicate with businesses about possible internships.	Businesses for Internships	**Cluster Standards** HU 1,2,3,4,5,6,7		**Literacy** RST.11-12.2,3,4,7 WHST.11-12.2,4,5,8
				Pathway Standards HU-PC 1,2,3,4,5,6,7		**Math**
				Industry Standards		**Science**
Weeks 37-40 **Unit 10** **Review and Final Exam**	• What are the key concepts and skills to know for the final exam?	• Demonstrate the knowledge and skills learned throughout the year. • Describe and demonstrate the skills needed to pass the practical portion of the New York State Licensing Examination.	• Written Final Exam • Practical Final Exam	**Career Ready Practice** CRP 1-11		**ELA** RI.11-12.2,3,4 W.11-12.2,4,5 SL.11-12.1,4 L.11-12.1,2,4,6
				Cluster Standards HU 1,2,3,4,5,6,7		**Literacy** RST.11-12.2,3,4 WHST.11-12.2,4,5
				Pathway Standards HU-PC 1,2,3,4,5,6,7		**Math**
				Industry Standards		**Science**

Syracuse City School District
Career and Technical Education Program
Course Syllabus
BRB300: Barbering 300

Program Overview
The Barbering program is designed to provide competency-based knowledge, theory and hands-on fundamentals associated with the barber industry. The program provides both simulated and authentic environments that enable students to develop technical skills. Course work includes instruction in all phases of professional barbering: history, sanitation and safety, hair design, related sciences, and business principles. This program prepares students to take the New York State Examination required for licensing.

Course Description
Barbering 300 will continue to build on students' barbering skills from Barbering 100 and 200. Students will work to build the knowledge and skills which will prepare them for their New York State Licensing Examination and prepare them for industry employment. Topics include face shaving and massages, the business of barbering, barbershop management, and preparation for the New York State Licensing Examination. Various hands-on activities as well as textbook-based work, lectures and group discussions will reinforce students' learning. Throughout the course students will obtain hours which can be used towards New York State licensing requirements.

Pre-Requisites
BRB 100: Barbering 100 and BRB 200: Barbering 200

Course Objectives
1. Students will gain an understanding of the field of barbering and what physical and technical qualifications are needed to be a successful barber.
2. Students will develop necessary skills such as time management, communication, and professionalism.
3. Students will develop eye-hand coordination and fine motor skills through hands-on activities.

Integrated Academics
1.0 Credit Integrated ELA

Equipment and Supplies
- **School will provide:** Barbering textbook and Barbering 300 kit that students will use for the entire course. The kit is to be returned complete. Students will be held responsible for any missing items. A list of supplies will be included in the kit. Approximate cost to replace the kit is $100.
- **Student will provide:** A closed toed rubber shoe worn for safety while working in the barbershop/lab

Textbook
Milady. *Milady Standard Professional Barbering, Fifth Edition.* Clifton Park, NY: Cengage, 2011.

Grading

34% Participation Grade (given daily)
33% Written Grade (test, quizzes, homework, vocabulary, etc.)
33% Practical Grade (all hands-on activities)

All work is due on the assigned date; if work is turned in late, the student will lose 10 points per day late.

Additional Course Policies

N/A

Course Calendar

Quarter	Units of Study
1	• Introduction and School Policy • Men's Haircutting and Styling: Basic Haircut, Blending/Fading, Shampoo and Conditioning • Shaving and Facial Hair Design
2	• Shaving and Facial Hair Design (cont.) • Men's Facial Massage and Treatments • The Business of Barbering • Preparation for Internships
3	• The Business of Barbering (cont.) • Preparation for Internships (cont.) • Barbershop Management
4	• The Job Search • Internships • Review for New York State Licensing Examination • Final Exam

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS ELA, Literacy, Math, Science
Weeks 1-3 **Unit 1** **Introduction and School Policy**	• What is the importance of learning style? • What methods can enhance understanding of new information? • Why will the choice of this class help students reach their goals?	• Assess personal learning style. • Evaluate ways to develop effective study habits. • Explain personal goals for this course.	• Worksheet: Learning Styles • Written Summary: Personal Learning Style and How It Affects Achievement • Personal Statement: Goals for the Course	**Career Ready Practices** CRP 1,2,3,4,5,8,9,10,12 **Cluster Standards** HU 1,2,3,4,5,6 **Pathway Standards** HU-PC 1,2,3,4,5,6,7 **Industry Standards**	**ELA** RI.11-12.4 W.11-12.1,3,4,5 SL.11-12.1,2,3,4 L.11-12.1,2,4 **Literacy** RST.11-12.2,4 WHST.11-12.2,4 **Math** **Science**
Weeks 4-7 **Unit 2** **Men's Haircutting and Styling:** • **Basic Haircut** • **Blending/Fading** • **Shampoo and Conditioning**	• Why is cutting men's hair considered an art? • How does the shape of the face dictate the hair cut? • What are the techniques for cutting men's hair? • What are the differences between a basic haircut and a blend/fade haircut? • What is the importance of and proper techniques for shampoo and scalp massage services?	• Justify the idea that men's haircutting and styling is an art. • Evaluate facial shapes and features to determine an appropriate haircut. • Use fundamental terms used in haircutting. • Demonstrate various cutting techniques. • Apply safety precautions used in haircutting and styling. • Demonstrate the difference between a basic cut and a blend/fade cut. • Demonstrate a shampoo service. • Demonstrate scalp massage techniques and treatments.	• Worksheets: Styling, Cutting, Blending, and Fading • Presentation: Facial Shapes and Various Haircuts • Vocabulary Practice • Practical Assessment: Haircutting, Shampoo, and Massage Techniques • Quiz	**Career Ready Practice** CRP 1,2,3,4,5,6,7,8,11 **Cluster Standards** HU 2,3,4 **Pathway Standards** HU-PC 1,2,3,4,5,6,7 **Industry Standards**	**ELA** RI.11-12.2,3,4 W.11-12.1,2,4,5 SL.11-12.1,4 L.11-12.1,2,4,6 **Literacy** RST.11-12.2,3,4,7 WHST.11-12.2,4,5 **Math** **Science**
Weeks 8-12 **Unit 3** **Shaving and**	• What are the safety precautions and sanitation procedures associated with straight	• Demonstrate the safety precautions and sanitation procedures associated with straight razor shaving.	• Worksheets • Vocabulary Practice • Practical Assessment: Shaving	**Career Ready Practice** CRP 1,2,3,4,5,6,7,8,11	**ELA** RI.11-12.2,3,4,7 W.11-12.2,4,8 SL.11-12.3,5 L.11-12.1,2,3,4

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS ELA, Literacy, Math, Science
Facial Hair Design	razor shaving? • What are the straight razor-holding positions and cutting strokes? • What are the shaving areas of the face?	• Identify the shaving areas of the face and explain the different shaving techniques for each. • Demonstrate a facial shave, neck shave, and mustache and beard trim.	• Quiz	**Cluster Standards** HU 3,4	**Literacy** RST.11-12.2,3,4 WHST.11-12.2,4,8
				Pathway Standards HU-PC 1,2,4,6	**Math**
				Industry Standards	**Science**
Weeks 13-17 **Unit 4** **Men's Facial Massage and Treatments**	• What are the benefits of a facial massage and treatments? • Where are the facial muscles and nerves and how are they stimulated? • What is massage manipulation?	• Use facial treatment equipment. • Identify and use products affiliated with facial treatments. • Identify different skin types and appropriate facial treatments and products. • Explain and demonstrate massage manipulation.	• Worksheets • Poster Presentation: Skin Types and Products • Practical Assessment: Facial Treatment • Unit Test: Units 1-4	**Career Ready Practice** CRP 1,2,3,4,5,7,8,9,11	**ELA** RI.11-12.2,3,4,7 W.11-12.2,4,7,8 SL.11-12.3,5 L.11-12.1,2,3,4,6
				Cluster Standards HU 3,4	**Literacy** RST.11-12.2,3,4,7 WHST.11-12.2,4,7,8
				Pathway Standards HU-PC 1,2,4,6	**Math**
				Industry Standards	**Science**
Weeks 18-23 **Unit 5** **The Business of Barbering** **Preparation for Internships**	• What are the laws, rules, and regulations in New York State? • What is the purpose of an internship?	• Describe the primary purpose the New York State rules and regulations about barbering. • Communicate with businesses about internships.	• Communication with Businesses for Internships	**Career Ready Practice** CRP 1,2,3,4,5,6,7,8,9,11	**ELA** RI.11-12.2,3,4,7 W.11-12.4,5,8 SL.11-12.3,4,5 L.11-12.1,2,3,4,6
				Cluster Standards HU 1,2,3,4,5,6,7	**Literacy** RST.11-12.2,3,4,7 WHST.11-12.2,4,5,8
				Pathway Standards HU-PC 3,4,5,6,7	**Math**
				Industry Standards	**Science**
Weeks 24-29 **Unit 6** **Barbershop Management**	• What does it mean to be self-employed? • What do you need to be a successful barbershop owner? • What is the purpose of a	• Summarize the responsibilities associated with business development and ownership. • Differentiate between various types of business ownership. • Summarize the information that	• Completed Business Plan • Presentation: Completed Business Plan, Detailed Barbershop Blueprint,	**Career Ready Practices** CRP 1,2,4,5,8,9,10	**ELA** RI.11-12.2,3,4,7 W.11-12.4,5,6 SL.11-12.3,4,5 L.11-12.1,2,3,4,6
				Cluster Standards HU 1,2,3,5	**Literacy** RST.11-12.2,3,4,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS ELA, Literacy, Math, Science
	business plan? • What are ways to market your business? • How do sales techniques affect business success?	makes up a successful business plan. • Create a business plan. • Evaluate various business marketing strategies. • Demonstrate service and retail product sales techniques.	Marketing Strategy • Practical Assessment: Sales Techniques		WHST.11-12.2,4,5,6
				Pathway Standards HU-PC 3,4,5,6,7	**Math**
				Industry Standards	**Science**
Weeks 30-35 **Unit 7** **The Job Search** **Internships**	• What types of employment are available? • What wage structures are common in the barbering field? • What are personal characteristics important for a successful job search and employment? • How does an employee convey professionalism in the workplace? • How do professionals work together to solve problems?	• Research different types of industry positions available for barbering students and their potential wages. • Describe the steps of an effective job search. • Explain the personal characteristics that important for a successful job search and employment. • Set personal job search and employment goals. • Write an effective cover letter and resume. • Apply the knowledge and skills learned in the classroom to working in a professional setting. • Explain how various professionals work together toward the common goal of solving problems. • Explain how the demands of a job can change according to the setting and the needs of the employer or client. • Explain and demonstrate professionalism and ethics in the workplace.	• Written Cover Letter and Resume • List of Potential Job Placements • List of Personal Short- and Long-Term Goals • Internship Report	**Career Ready Practices** CRP 2,4,5,7,8,9,10,11	**ELA** RI.11-12.2,3,4,7 W.11-12.4,5,8 SL.11-12.3,4,5,6 L.11-12.1,2,3,4,6
				Cluster Standards HU 1,2,3,5	**Literacy** RST.11-12.2,3,4,7 WHST.11-12.2,4,5,8
				Pathway Standards HU-PC 6	**Math**
				Industry Standards	**Science**
Weeks 36-40 **Unit 8** **Review for New York State**	• What are the key concepts and skills to know for the final exam?	• Demonstrate the knowledge and skills learned throughout the year. • Describe and demonstrate the skills needed to pass the practical portion of the New York State	• New York State Licensing Examination • Final Exam	**Career Ready Practice** CRP 1,2,3,4,5,6,7,8,9,10,11	**ELA** RI.11-12.2,3,4 W.11-12.1,2,4,5 SL.11-12.1,4 L.11-12.1,2,4,6
				Cluster Standards	**Literacy**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS ELA, Literacy, Math, Science
Licensing Examination **Final Exam**		Licensing Examination.		HU 1,2,3,4,5,6,7	RST.11-12.2,3,4 WHST.11-12.2,4,5,9
				Pathway Standards HU-PC 1,2,3,4,5,6,7	**Math**
				Industry Standards	**Science**

B. Teacher Certification

> *The self-study team reviews the teacher certification and training of the school or BOCES' instructional, paraprofessional, and support staff who deliver services within the CTE program seeking approval. New York State teacher certification review should include both CTE teachers and teachers of academic content within the proposed program.*

Process

- Reviewers confirm that all CTE teachers hold appropriate New York State teacher certification for the program in which they will teach.

- Reviewers confirm that all teachers of academic content hold appropriate New York State teacher certification for the program in which they will teach.

- Reviewers confirm the appropriate NCLB highly-qualified status for the CTE teachers in programs offering academic credit.

- Reviewers confirm that staff delivering instruction in programs where certification, licensure, or registration by an external entity have acquired the necessary credentials.

- Reviewers confirm that professional development opportunities exist within the school district or BOCES for instructional, paraprofessional, and support staff to acquire and improve skills and knowledge related to instructional enhancement of the CTE program.

Documentation

Recommendations from the review of teacher certification should be included in the self-study report and reviewed by the external committee. A list of all teachers for the program and the New York State teacher certification(s) held by each must be attached to the Application for Career and Technical Education Program Approval.

Resources

New York State Office of Teaching Initiatives
http://www.highered.nysed.gov/tcert/certificate/certprocess.htm

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

Teacher Certification Lookup

When searching for a New York State certificate holder you must enter at least a last name or a first name. In order to narrow your search results it is recommended that you provide both first and the last names. Please do not include prefixes or suffixes as part of the name. Please note, New York State certification records were computerized in 1983. Anyone certified by New York State prior to 1983 may not appear in this search.

Search Certificate Holder

First Name: Edward

Last Name: Perry

Middle Initial:

Submit

Search Results

Select	First Name	Last Name	MI	City	State	Registration Status
○	EDWARD	PERRY	A	E ISLIP	NY	N/A
◉	EDWARD	PERRY	L	SYRACUSE	NY	N/A

View Detail

Certificate Information for New York State Teaching Certificate Holder

Certificate Title	Issue / Effective Date	Expiration Date	Status
Cosmetology/Barbering 7-12 Transitional A Certificate	12/23/2015	01/31/2019	Issued

Certified by the State of New York solely for purposes of employment by the City School District of the City of New York and the operation of the School

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C. Technical Assessments Based on Industry Standards

> *The self-study team reviews the selection of a technical assessment for the program seeking approval. The selected technical assessment must be nationally-recognized and based on industry standards. It must be available to students enrolled in the approved program and must consist of three parts: written, student demonstration, and student project. Successful completion of the technical assessment is not a requirement for high school graduation, but is required for a student to earn a technical endorsement on the high school diploma*
>
> *The New York State Education Department does not approve, endorse, or certify any technical assessment.*

Process

- The school district or BOCES selects an appropriate industry standard technical assessment to measure student proficiency in the technical field for the program. The school district or BOCES may select a New York State licensing examination as the technical assessment.

- The school district or BOCES determines the scheduling and administration of technical assessments. It is not required that the technical assessment be administered at the conclusion of the program. Parts may be administered throughout a student's learning experience.

- The school district or BOCES determines the number of times a student may take a particular technical assessment.

- The school district or BOCES must comply with existing laws and regulations related to administration of technical assessments to students with disabling conditions and provide appropriate testing modifications. Restrictions on student eligibility for testing are the responsibility of the test producer.

- In the absence of an appropriate nationally-recognized industry standard based assessment, a consortium of local, regional, state, business and industry representatives may be formed to produce such an instrument.

  o Technical assessments must meet generally recognized psychometric criteria. Therefore, the consortium approach may be expensive because of the many steps required to insure assessment validity, reliability, and security.

  o An existing CTE advisory committee or craft committee is not a technical assessment consortium. The school district or BOCES must ensure that the assessment consortium adequately represents current business and industry standards for the specific career area for the program.

- Where an appropriate technical assessment exists, but consists of only one or two parts, a consortium must be formed to develop the missing part(s).

- The school district or BOCES must develop a system to collect student-level and program-level data on performance on the technical assessment.

Documentation

Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee.

Resources

New York State graduation requirements: http://www.emsc.nysed.gov/part100/pages/1005.html

Information on the Technical Endorsement: http://www.emsc.nysed.gov/cte/ctepolicy/endorsement.html

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

Pathway Assessment Blueprint

General Management

Test Code: 1203 Version: 01

General Assessment Information

Blueprint Contents

General Assessment Information

Written Assessment Information

Sample Written Items

Specific Competencies Covered in the Test

Test Type: The General Management industry-based credential is included in NOCTI's Pathway assessment battery. Pathway assessments assess knowledge and skills at a broader level than the Job Ready assessments and focus on the Pathways established as part of the national career cluster model. Pathway assessments are delivered entirely online which allows NOCTI to include engaging interactive items.

Revision Team: The assessment content is based on input from secondary, post-secondary, and business/industry representatives from the states of California, Kentucky, Michigan, and Pennsylvania.

52.0299-Business Administration, Management, and Operations, Other

Career Cluster 4-Business Management and Administration

The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!

MBAResearch believes that "proof of learning" is the first step toward a future career. Students who successfully complete a research-based assessment put themselves a step ahead of their competitors--for college admission and for beginning substantive careers in business. MBAResearch is proud to be the primary source of industry-validated standards and curriculum for business careers, for many high school and community college business administration curricula, and for many assessments offered here.

NATIONAL COLLEGE CREDIT RECOMMENDATION SERVICE
University of the State of New York - Regents Research Fund

In the lower division baccalaureate/associate degree category, 3 semester hours in General Management or Business.

Written Assessment

NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 2 hours
Number of Questions: 110
Number of Sessions: This assessment may be administered in one, two, or three sessions.

Areas Covered

Area	Percentage
Business Management Technical Skills	15%
General Management	20%
Academic Foundations	12%
Systems	5%
Ethics and Legal Responsibilities	5%
Communications	6%
Information Technology Applications	14%
Problem Solving, Critical Thinking, and Decision Making	6%
Leadership and Teamwork	6%
Safety, Health, and Environmental	6%
Employability and Career Development	5%
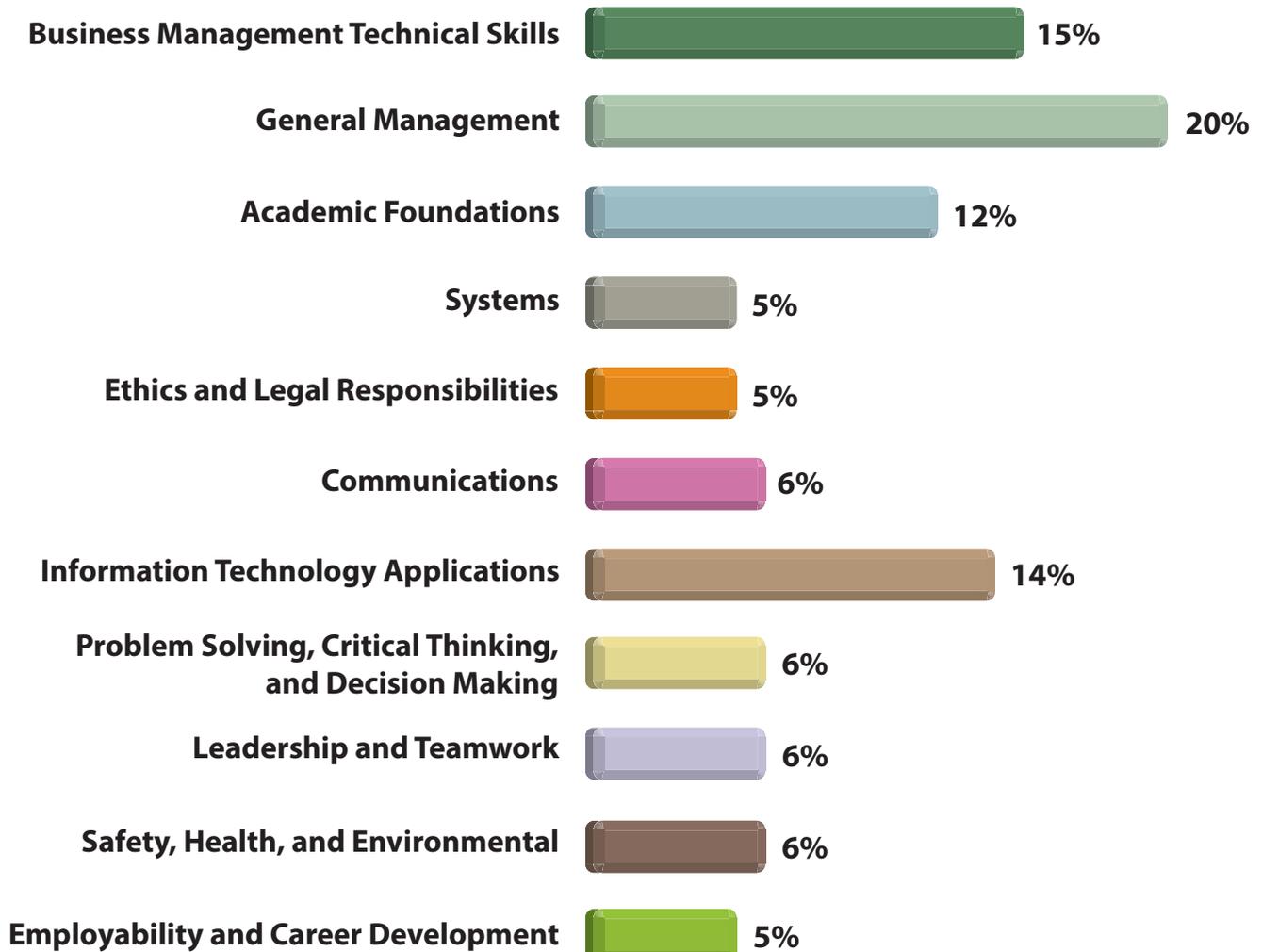
Specific Standards and Competencies Included in this Assessment

Business Management Technical Skills
- Define and differentiate among various types of businesses (e.g., corporation, limited liability, partnership)
- Use planning tools to guide and manage an organization's business activities
- Apply marketing techniques to foster business growth
- Plan and evaluate the use of financial resources to effectively manage a business
- Demonstrate understanding of doing business in a global environment

General Management
- Supervise, direct, motivate, and evaluate employees
- Develop, implement, and monitor tactical/strategic plans to manage growth, meet goals, and organizational needs
- Facilitate change and implement improvement processes to optimize organizational effectiveness
- Manage projects, staff schedules, and departmental budgets

Academic Foundations
- Apply reading skills in a business environment
- Apply writing skills in a business environment
- Apply mathematical skills in a business environment
- Apply economic skills in a business environment

Systems
- Demonstrate understanding of the role of government and other regulatory bodies in business
- Demonstrate understanding of company hierarchies and roles within company structures

Specific Standards and Competencies (continued)

Ethics and Legal Responsibilities
- Apply business laws and regulations to business situations
- Exhibit ethical standards in conducting business negotiations and making business decisions

Communications
- Locate, organize, and reference written information from reliable sources to communicate with coworkers and clients
- Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences
- Apply listening skills and interpret verbal and nonverbal behaviors to enhance communication with coworkers and clients

Information Technology Applications
- Use software such as word processors and spreadsheets to perform common business applications
- Use software such as databases to track and maintain business information
- Use social media and mobile technology appropriately
- Interpret and use tables and charts

Problem Solving, Critical Thinking, and Decision Making
- Use problem solving and critical thinking skills to locate good sources of information about problems and determine appropriate methods for investigating causes
- Use problem solving and critical thinking skills to determine root causes of problems and suggest solutions

Specific Standards and Competencies (continued)

Leadership and Teamwork
- Exhibit leadership practices to improve productivity and quality of the working environment
- Work effectively in a team environment to accomplish company goals and improve quality of the working environment

Safety, Health, and Environmental
- Identify and practice appropriate health and safety procedures for business occupations
- Apply appropriate emergency procedures for business occupations

Employability and Career Development
- Demonstrate employability skills related to a career in business
- Pursue career development skills to advance in business careers

Sample Questions

A sales forecast can help a retailer
- A. accurately plan for the upcoming holiday season
- B. maintain accurate purchasing records
- C. determine the cost of goods sold
- D. determine past profits

Select the sentence below that is correctly written.
- A. The stock was to expensive for me to buy.
- B. I think she said she worked their.
- C. Jim's patients was wearing thin by the end of the day.
- D. I left the correspondence on the manager's desk.

One benefit of teamwork is
- A. less responsibility
- B. higher raises and bonuses
- C. greater work efficiency
- D. less training is required

The best way to disseminate company policies and forms is to
- A. email them to department managers who will pass them out to their employees as they see fit
- B. post them on a company bulletin board so all employees can read them
- C. place them in one location on the company intranet
- D. leave a copy in the break room so the employees can read it during their breaks

Participation in continuing education classes is a good way to
- A. develop business-related career skills
- B. ensure a job promotion
- C. research and gather resources
- D. develop a close relationship with supervisors

Sample Questions (continued)

Which act regulates the federal minimum wage for interstate commerce?
- A. Fair Labor Standards Act
- B. Taft Hartley Act
- C. Federal Insurance Contributions Act
- D. Federal Unemployment Tax Act

An employee believes he or she was unfairly fired due to discrimination. Which agency would he or she contact to file a complaint?
- A. Better Business Bureau
- B. Equal Employment Opportunity Commission
- C. Occupational Safety and Health Administration
- D. Office of Federal Contract Compliance Programs

The most efficient software to use for business correspondence is
- A. spreadsheet
- B. presentation
- C. financial
- D. word processing

When a group is brainstorming possible solutions for a problem, one of the first steps is to
- A. only write down correct ideas
- B. critique all comments and suggestions
- C. discuss and rank each item
- D. record all comments and suggestions

Motivational praise should be
- A. general and work related
- B. general and personal
- C. specific and personal
- D. specific and work related

Notes

SCSD CTE Student Portfolio

Definition: Student portfolios are a collection of personal documents, which showcase an individual's learning experiences, goals and achievements. Student portfolios are created and controlled by the student, facilitated by the instructor, and evaluated by outside entities.

Purpose: Students should be able to leave a program with as many tools in their toolbox as possible. Student portfolios are a way to assist students in marketing themselves in future interviews, by using the portfolio to illustrate his or her skills and/or talents.

SCSD CTE Student Portfolio Requirements

☐	**Table of Contents:**	This should list each section and piece of the portfolio in the order it appears
☐	**Cover letter**	A cover letter introducing the student to a potential employer about a specific job in his or her chosen pathway. Should focus on why the student is the best candidate for the job. It should compliment the resume, not repeat it.
☐	**Resume**	Should be professionally formatted. Usually a one-page document listing the student's name, personal information (address, phone, and email), an objective, work history or extracurricular/community involvement, education, certifications/credentials, personal skills/interests, and references.
☐	**Letters of Recommendation**	Students must include at least two (2) reference letters, provided by people outside the school who are familiar with his or her work or character. The reference letters can be employment-related, personal, or they can attest to the character of the student.
☐	**Certifications/Credentials**	Students should include copies of any credentials and/or certifications they have earned as a result of their program.
☐	**Transcript**	Student provides a copy of his or her full academic transcript.
☐	**Employability Profile**	Per NYSED: The work skills employability profile is intended to document student attainment of technical knowledge and work-related skills. Documents to validate skills reported on the profile could include, but are not limited to, an employer/teacher review of student work based on learning standards and expectations in the workplace, performance evaluations and observations. Students must have at least one employability profile completed within one year prior to school exit. If a student is involved in a number of work-based learning experiences and/or is employed part time, he/she may also have additional employability profiles as completed by others knowledgeable about his or her skills (e.g.,

		employer and/or job coach).
☐	**College Research**	A written research assignment focusing on three colleges offering programs in the student's chosen career pathway.
☐	**Career Plan**	Per NYSED: "Career Plans are an important mechanism to add relevance and meaning to learning experiences across subject areas. The career development model used to create the Career Plan aligns with the CDOS standards." A Career Plan document can be found here: http://www.p12.nysed.gov/cte/careerplan/docs/SecondaryCommencLvl.pdf
☐	**Student Awards**	This section is completely open ended. Students should use this section to illustrate any awards, projects, exemplars, service learning, or scholarships, they participated or earned during their high school years. They can show evidence through pictures, project documentation, news articles, program agendas, meeting minutes, videos, etc.
☐	**Work Samples**	Examples highlighting *only the student's best work*, demonstrating the skills and competencies he or she has mastered. These should be presented professionally and be clearly captioned. *Should not be thought as a scrapbook.* Potential employers are only interested in the very best examples.

.

D. Postsecondary Articulation

> *The self-study team reviews the postsecondary articulation agreement for the program seeking approval. Postsecondary articulation agreements help students prepare for the transition from high school to advanced study in a particular career area. Articulation agreements provide direct benefits to students such as dual credits, college credits, advanced standing, or reduced tuition at a postsecondary institution. Articulation agreements may include several school districts and/or BOCES and multiple postsecondary institutions. The school district or BOCES may enter into multiple articulation agreements for a program seeking approval.*

Process

- Reviewers confirm that the postsecondary articulation agreement is designed to prepare students for the transition from high school study to postsecondary study in the career area of the program seeking approval.

- Reviewers confirm that a postsecondary articulation agreement has been obtained that offers direct benefits to students in the program seeking approval.

- Reviewers confirm that the postsecondary articulation agreement includes the

  - prerequisite skills, knowledge, or coursework required of students to participate in the agreement
  - roles and responsibilities of each institution
  - duration of the agreement
  - endorsement by officials of each institution

- Signed articulation agreements must be on file within the school district or BOCES.

Documentation

Documentation of the postsecondary articulation agreement is maintained by the school district or BOCES and updated whenever modifications are made. Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee. A copy of the signed postsecondary articulation agreement must be attached to the Application for Career and Technical Education Program Approval.

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

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ARTICULATION AGREEMENT
Between
BRYANT & STRATTON COLLEGE
And
SYRACUSE CITY SCHOOL DISTRICT- BARBERING

****

In its effort to better prepare high school students for life after graduation, the traditional high school can no longer be treated as a self-contained unit. To meet the challenges of the 21st Century, high schools must collaborate with career & technical centers, universities, and colleges to improve the Rigor, Relevance, and Relationships of the high school experience.

In this agreement between Bryant & Stratton College and SCSD:

> **Rigor** means that the basic high school curriculum is augmented with themed, small-learning communities (Career Pathways) that prepare students for the transition from high school to college to career.

> **Relevance** stresses the importance of career pathway curricula that serve as foundations for post-high school majors, jobs, and careers.

> **Relationships** deal with collaborations between high schools and institutions of higher education.

Partnerships with local colleges benefit high school students by:

> **Supporting students** in the acquisition of core knowledge, skills, habits and attitudes needed for success in postsecondary education and the high-skilled workplace.

> **Engaging students** in specific, career-related learning experiences that equip them to make well-informed decisions about their post-high school plans.

> **Preparing students,** who may choose to enter the workforce directly after high school, with levels of skill and knowledge in a particular career pathway that is valued in the local marketplace.

Benefits of Articulation between SCSD and B&S College:

For SCSD Students:

1. Earning both high school and college credits for the successful completion of a Career Pathway experience
2. Earning college credits without any tuition cost to students or parents
3. Easing the transition from high school to college via expedited admission to B&S College
4. Enhancing self-esteem and self-confidence by accelerating the student's college experience

For SCSD:

1. Meeting the NY State requirement of articulation agreements that have direct benefits to students
2. Creating the opportunity for expanded program scope and content by linking Career Pathway experiences with expedited admission to a related program of study in a career college
3. Providing for improved guidance, student placement and tracking of graduates

For Bryant & Stratton College:

1. Allowing the college to present its programs to SCSD students in the SCSD classroom
2. Providing an opportunity for the college to participate in New York State Career & Technical Education reform

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SYRACUSE CITY SCHOOL DISTRICT- BARBERING

Statement of Purpose:

The purpose of this articulation agreement is to provide an instrument that:

1. Enables students enrolled in selected SCSD CTE programs:
   A. To earn articulated Bryant & Stratton College credits.
   B. To make a smooth transition from high school to Bryant & Stratton College.
   C. To exit the experience better prepared for the transition from high school to college to career.
2. Allows Bryant & Stratton College staff to interact with students in SCSD classrooms.

Definition of Articulation:

1. Articulation is the process of mutually agreeing on high-school core competencies and performance levels transferable to college.
2. Articulation enables high school students to receive articulated college credit for achieving specific skills, knowledge, and competencies.
3. Articulation of competencies is agreed upon between the high school and the college.

Type of Agreement:	Articulated Program Completion
High School Programs:	SCSD
	See signing page for articulated SCSD programs
Bryant & Stratton Programs:	Business, Criminal Justice, Graphic Design, Information Technology, Interactive Media Design, Medical Administrative Assisting, Health Service Management, Networking Technology, Office Information Technology, Security Technology, Other programs as appropriate
Bryant & Stratton Degrees:	Associate of Applied Science

College Credit:

This document allows qualified students to apply for up to **NINE (9) hours of** Bryant & Stratton College **articulated course credit** upon enrollment at Bryant & Stratton College **and** successful completion of one college semester.

Criteria:

Cayuga-Onondaga SCSD students, who have successfully completed an articulated CTE program **and** who have achieved a B average or better in the articulated program's CTE courses, are eligible to apply for articulated college credits by meeting the following criteria:

1. Students must provide a Letter of Recommendation from a CTE teacher.
2. Students must meet Bryant & Stratton College admissions requirements.
3. Students must enroll in a two-year **Associate of Applied Science** program as approved by the college.

Articles of Agreement:

1. For the purpose of this agreement, "Articulation" refers to the process that facilitates the transition of a student from high school to college.

2. Bryant & Stratton College agrees to grant appropriate college credit consistent with its current policies.

3. All articulating students shall meet the entrance requirements of Bryant & Stratton College and the intended college program of study.

4. SCSD will provide a Competency Record (or Transcript) for articulating students certifying completion of the articulated CTE program.

5. A student must enroll at Bryant & Stratton College within 15 months following high school graduation in order to be eligible for articulated college credit under this Agreement.

6. Articulated credits for the appropriate college course(s) will appear on the student's Bryant & Stratton College transcript upon the student's successful completion of one college semester.

7. **The college will not charge tuition or fees for the articulated credits.**

8. This Articulation Agreement shall be valid for the school years 2016 – 2017 through 2020 – 2021.

9. **A student must have successfully completed the articulated SCSD program with a B average or higher in the articulated program's CTE courses.**

10. Bryant & Stratton College will provide a personal interview to each student interested in exploring this articulation. The interview will provide an overview and details of the following:

    A. The college application process.
    B. The financial aid application process.
    C. Scholarship information (See Appendix B.)

    See Appendix A for Bryant & Stratton College courses eligible for articulation.

Articulation Agreement Review and Changes:

Both parties will conduct a review of this Articulation Agreement and its procedures at least biennially (or more often if either party deems it necessary) by a review committee comprised of representatives from SCSD and Bryant & Stratton College.

After review by the committee, this agreement may be:

1. Maintained as originally structured, **OR**
2. Re-structured as agreed to by both parties, **OR**
3. Terminated at the request of either party.

Articulation Process:

1. SCSD students who have successfully completed articulated SCSD CTE programs become eligible to apply for articulated college credits for stipulated Bryant & Stratton College courses.

2. To apply for articulated credits:
    A. The student must complete a Bryant & Stratton College Application for Admission.
    B. The student must provide a Certificate of Program completion and an official transcript listing all articulated program courses.
    C. The high school counselor must send the Application for Admission and final High School Transcript to the college admissions office.

3. When a student successfully completes a semester at Bryant & Stratton College, credits for articulated courses will become part of the student's college transcript.

4. Students must have articulation paperwork completed and enroll at Bryant & Stratton College within 15 months after high school graduation; otherwise this articulation agreement does not apply.

5. **Bryant & Stratton College will not charge tuition or fees for articulated credits.**

SCSD students, who successfully complete an articulated SCSD program, may apply for college Credit at Bryant & Stratton College under the terms set forth in this agreement.

- Some credits will be **Articulated** College Credits.
- Some credits will be **Transcripted** College Credits.
- Please see definitions below.

ARTICULATED COLLEGE CREDIT: up to twelve (12) credit hours

Bryant & Stratton College (B&SC) may grant **up to twelve (12) hours** of Articulated College Credit for an articulated SCSD program, *Certificate of Program Completion*.

A student who receives a SCSD *Certificate of Program Completion* in an articulated SCSD program **and** who achieves grades of 80% of higher (or a letter grade of B or higher) in that program's courses is eligible to apply **for Articulated College Credits** in the appropriate Bryant &Stratton College courses below.

Many B&SC programs do not have open electives. The college will grant credit only for courses that are part of a student's degree program. The two courses below are currently eligible for articulation. Course offerings may vary by year and semester. A campus dean and Registrar will determine which courses are appropriate to the student's degree program.

BUSS100	Business Principles	(3 hours)
COMM104	Learning Communities	(3 hours)
ENGL102	Workplace English	(3 hours)
SOSC115	Career Development & Theory I*	(3 hours)

Students will complete SOSC modules while at BSC in order to receive articulated credit

SCSD graduates may be eligible for **six (6) additional Articulated Credits** in the course below. A campus dean and Registrar will evaluate the student's transcripts to determine eligibility for the following course or recommend a proficiency exam:

INFT124	Computing Skills	(3 hours)
MATH102	Workplace Mathematics	(3 hours)

TRANSCRIPTED COLLEGE CREDIT:

Bryant & Stratton College (B&SC) will offer the opportunity for SCSD juniors and seniors to **enroll, tuition-free**, in selected Bryant & Stratton College courses taught on one of our campuses.

CTE Themed Courses and/or General Education Courses in our *Jump Start* program

- Offered at varying times during the school year
- Offered during summer sessions
- Course offerings will vary by year and semester.

Successful completion of courses, taught on a Bryant & Stratton College campus, earns B&S College Transcripted Credit.

DEFINITIONS:

Definition: Articulated College Credit is granted **after** a SCSD graduate:

➤ Applies to, is accepted into, and enrolls in Bryant & Stratton College, and
➤ Successfully completes one semester in an approved Bryant & Stratton College degree program.

Definition: Transcripted College Credit is granted **after** a SCSD graduate:

➤ Enrolls in a Bryant & Stratton College course, and successfully completes that course.

SCHOLARSHIPS

To demonstrate its commitment to SCSD students, Bryant & Stratton College will offer the following scholarships:

Early Acceptance Scholarship:

The Bryant & Stratton College campuses can award one-time scholarships of $500 each to students who complete the entire enrollment process by the last day in February. To be eligible for the award, a student must:

- Meet with an admissions representative for a personal interview to determine program selection;
- Complete an application for enrollment in the spring or fall semester;
- Submit an essay that should address the questions:

    - "Why are you interested in Bryant & Stratton College?"
    - "Why are you the best candidate for the scholarship?"
    - "How do you plan on using your Bryant & Stratton College education?"

The selection of winners will be based on the highest evaluation scores and the strength of application as determined by the Admissions Committee.

Matching Scholarships:

Bryant & Stratton College will match the dollar value of any scholarship awarded to any student from a professional organization that has a valid academic scholarship program. The organization cannot be connected with Bryant & Stratton College or the Bryant & Stratton College Foundation. Organizations may include but are not limited to, unions, civic or fraternal groups, philanthropic societies, educational entities and local or national professional groups and business firms. Please see a Bryant & Stratton Admissions Representative for more specific information.

Academic Excellence Scholarships:

Tuition scholarships are awarded at most Bryant & Stratton College campuses on a competitive basis. Awards are based upon academic promise and the quality of materials submitted to the Scholarship Committee. See an Admissions Representative for more specific information and details.

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SINCE 1854

ARTICULATION AGREEMENT
Between
BRYANT & STRATTON COLLEGE
And
SYRACUSE CITY SCHOOL DISTRICT
Articulated Programs

BARBERING

APPROVALS:

BRYANT & STRATTON COLLEGE

Michael Sattler (signature)

Michael Sattler
Syracuse Campus Director

Date: *March 28, 2017*

SYRACUSE CITY SCHOOL DISTRICT

Jaime Alicea (signature)
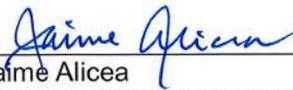
Jaime Alicea
Syracuse City School District Superintendent

Date: *4/4/17*

6

Articulation Agreement
between
Syracuse City School District (SCSD)
725 Harrison St, Syracuse, NY
and
Onondaga Community College
4585 West Seneca Turnpike, Syracuse, NY

The signatories of this articulation agreement, Syracuse City School District (SCSD) and Onondaga Community College (OCC), declare their intention to participate in a partnership for the purpose of delivering educational instruction to eligible students. The parties to this agreement have reached the following understanding:

1. **Term**
   The term of this agreement shall be for four years from July 1, 2017-June 30, 2021 and subject to the following conditions:

   - Both parties have the option to extend this Agreement for one (1) additional four year period giving written notice to the College no later than ninety (90) days prior to the expiration date.

2. **Modification and Waiver**
   No waiver or modifications shall be valid unless it is in writing and signed by OCC and SCSD.

3. **Curriculum and Courses**
   - Students who have enrolled in the Barbering program at Syracuse City School District will be eligible to enroll in courses and earn credit for:
     - ENG 103 and ENG 104: Freshman Composition and Literature I and II, subject to an annual Memorandum of Understanding and the identification of an OCC faculty member to teach the course on-premises at the Public Service Leadership Academy at Fowler High School; and;
     - BUS 102: Mathematics of Business & Finance, through the Onondaga Community College, College Credit Now Program.
   - The above courses offered through the OCC College Credit Now Program are required for the Business Technology, A.A.S. degree at OCC.
   - Tuition for concurrent enrollment courses will be incurred according to all applicable requirements in place by the State University of New York. For courses taught by Onondaga Community College faculty, the Syracuse City School District will additionally incur the cost set by annual Memorandum of Understanding between SCSD and OCC.
   - Students will be assisted in the course registration process by OCC. Students will also be supported in the admission process to Onondaga Community College through a specialized workshop and the Office of Student Recruitment.

4. **Students**
   Each student must enroll and remit payment as required by SUNY for the course(s) with OCC through the College Credit Now registration process as

directed by the Director of Concurrent Enrollment and Secondary School Programs.

5. **Entire Agreement**

This Agreement Constitutes the entire Agreement between the College and SCSD with respect to the subject matter hereof. This Agreement supersedes any and all other agreements, whether oral or in writing, between parties with respect to the subject matter hereof.
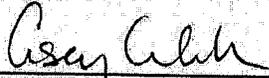
Casey Crabill, Ed.D.
President
Onondaga Community College

Jaime Alicea
Superintendent
Syracuse City School District

3/27/17
Date

4/3/17
Date

E. Work-based Learning

> *Work-based learning (WBL) is the "umbrella" term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students to develop broad, transferable skills for postsecondary education and the workplace. A quality WBL experience can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations.*
>
> *Time requirements that students in an approved program may devote to work-based learning experiences are set by administrators of the approved program. This time should be an outcome of the self-study report and external review phases of the approval process. Work-based learning experiences must be sufficient in length and rigor to contribute to student achievement of the State learning standards as well as specific technical competencies.*

Process

- The school district/BOCES and the employer cooperatively plan all work experiences.

- The school district/BOCES set up a formal procedure for the supervision/coordination of all work-based learning experiences and must ensure that work-based learning coordinators are appropriately certified.

- The school district/BOCES provide work-based learning experiences for students with disabilities

- The school district/BOCES and employer must ensure compliance with federal and state labor laws, and the State Department of Labor regulations and guidelines.

- The school district/BOCES must explore and develop work-based learning experiences in settings that are relevant to the program.

- The school district/BOCES must comply with Commissioner's Regulations and Department policy where credit towards graduation is being awarded.

Documentation

Recommendations for work-based learning should be included in the self-study report and reviewed by the external committee.

Resources

New York State Education Department Work Experience Manual **http://www.emsc.nysed.gov/cte/wbl/**

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

SYRACUSE CITY SCHOOL DISTRICT
Career and Technical Education

CTE

Internship Handbook

Preparing today's students for tomorrow's careers.

Syracuse City School District
Career and Technical Education Internship

Forms are available on SCSD CTE website www.syracusecityschools.com/cte

Introduction

Syracuse City School District Career and Technical Education Work Based Learning

Learning in the workplace is not a new concept. Informal, on-the-job training is an integral part of all workforce development. Work based learning (WBL) provides structured learning experiences for students through exposure to a range of occupations. The Harvard University report, Pathways to Prosperity (February, 2011) suggested that "Work-linked learning should play an especially important role in the new American system of pathways to prosperity. There is mounting evidence that this would be an effective strategy for encouraging young adults to complete both high school and post-secondary degrees. Co-operative education is a tested model that provides students with extensive work experience that is monitored by the school."

Learning in the workplace is connected to and supports learning in the classroom. Work based learning also helps students achieve established academic standards. Properly developed and supported, work based learning provides a practical context for school subject matter and enhances the traditional classroom learning. Work based learning activities promote the development of broad, transferable skills and are a key element of a rigorous and relevant education for students. It enables students to acquire the attitudes, skills and knowledge needed to succeed in today's workplace.

Employer partners can develop and support work based learning experiences that promote the attainment of workplace knowledge and skills. In doing so, they can support academic achievement and personal growth by designing, structuring, supporting and connecting work based learning experiences. Work based learning also supports professional, technical, and work-readiness skills development. Quality work based learning should:

- Be designed to enhance the learning of skills and workplace knowledge in all aspects of the industry
- Be structured to be safe, legal and measurable
- Be developmentally appropriate
- Have identified learning objectives and assess student performance
- Develop career ready practices and provide opportunities for reflection
- Be supported and documented by appropriate planning and training; and
- Comply with State and Federal labor laws

Syracuse City School District Career and Technical Education Internship

A Career and Technical Education Internship provides an important link between the classroom and the workplace for students age 16 and older. It is a structured, time-limited, career preparation activity in which students are assigned to a workplace for a defined period of time to participate in and observe firsthand within a given industry. The internship enhances and adds relevance to classroom learning. The internship may provide the opportunity to work in teams, rotate through a number of departments and job functions, or work on a project of interest to the student. It is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students are given the opportunity to apply, and thereby enhance, the knowledge and skills obtained in the classroom. The internship is related to the student's CTE program of study, with the primary goals of promoting:

- The exploration of and experience in a field of interest
- Exposure to a wide range of careers and jobs within an industry
- Opportunities to develop, practice and demonstrate new skills
- The acquisition of occupational knowledge and awareness of the skills and education needed to be successful in the industry

Career & Technical Program/ Teacher Guidelines

Legal Requirements of SCSD CTE Internship Program

All Career and Technical Education Internship Programs have the common objective of providing opportunities for students to develop and demonstrate job skills at a supervised worksite. They are supported by training plans developed cooperatively by the employer, instructor, and student. There should be ongoing communication between the job mentors and the CTE teacher or work based learning coordinator concerning students' performance and needs.

Each internship program needs to have the following:

- New York State Education Department (NYSED) approval of the CTE program

- The employer understands that the student placement is governed by NYSED, New York State Workers' Compensation Board (NYSWCB), New York State Department of Labor (NYSDOL), and United States Department of Labor (USDOL) labor laws and regulations

- Employer is provided a Certificate of Insurance from school where school liability insurance protects the employer from any damage student may do in the workplace

- Students are given written notification that this program is unpaid and they are not due any wages per NYSDOL regulations

- Per NYS, students are required to receive coverage under the employer's Workers' Compensation Insurance if student is interning for a for-profit company. If student is interning at a non-profit entity, the student is required to be covered by the employer's visitors or volunteer insurance.

- Worksite must be in compliance with Occupational Safety and Health Administration (OSHA) regulations. Health and safety instruction/training appropriate for the job is provided by the SCSD and employer specific training is provided by the employer on the worksite.

- Memorandum of Agreement is in effect between the cooperating business and the education agency and outlines the responsibilities of the student, employer, parent/guardian, and school/coordinator, all of whom must sign to confirm their support of the agreement.

- Students complete an Internship Application indicating their understanding of, and agreement to, all rules and regulations of the program.

- Students receive instruction embedded within their CTE curriculum relating to the technical and career ready practices.

- An Internship Training Plan (ITP) is developed and used for each participating student. The plan identifies the general and specific job tasks the student will perform on the job, the desired learning outcomes of the experience, and the time frame the student will spend at each task. The training plan should be designed to ensure that the student will have a progressive learning experience.

- All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects. No students on academic probation will participate in the internship.

- Employment Certificate (Working Papers) for students provide verification that a student under age 18 is eligible for employment. The student, employer, and school must complete the form. Employment certificates are obtained at the high school – typically the main office, health office, or guidance office.

- Time Log/Record of Attendance provides an official record of the weekly and cumulative hours the student has worked during the experience. It must be maintained for each student.

- An intern evaluation will be done by the CTE teacher before the internship, at the midpoint of the internship and at the end of the internship. This same form will be completed by the on-site supervisor in the midpoint and at the end of the internship.

SCSD CTE Internship Program Checklist
(To be completed by CTE teacher or WBL coordinator)

☐ NYSED has approved the CTE program

☐ The employer understands that the student placement is governed by NYSED, NYSWCB, NYSDOL, and USDOL labor laws and regulations

☐ NYSED Application for Employment certificate (working papers, usually available in school counseling office) has been verified (NYSED form attached)

☐ Employer is provided with a Certificate of Insurance from school to cover liability (sample attached)

☐ A written Memorandum of Agreement is in effect between the cooperating business and the education agency (**Form #1**)

☐ Students complete an Internship Application indicating their understanding of, and adherence to all rules and regulations set forth by the program. (**Form #2**)

☐ Students receive instruction embedded within their CTE curriculum relating to the technical and Career Ready Practices. The CTE teacher and the student have completed the SCSD CTE Internship Ready to Work Assessment (**Form #3**)

☐ An Internship Training Plan (ITP) is developed and used for each participating student (**Form #4**)

☐ Students are given written notification that this program will be unpaid and they are not due any wages per NYS DOL regulations (**Form #5**)

☐ All SCSD internship candidates have received appropriate safety certification for the industry provided by the school before internship and employer specific training and orientation is provided by the employer on the worksite (**Form #6 & Form #7**)

☐ All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects

☐ Review Time Log/Record of Attendance which serves as an official record of the hours the student has worked during the experience (**Form #8**)

REQUIRED FORMS

NYSED Application for Employment Certificate

Certificate of Insurance

SCSD Memorandum of Agreement (Form #1)

SCSD Internship Program Application (Form #2)

SCSD Internship Ready to Work Assessment (Form #3)

SCSD Internship Training Plan (Form #4)

SCSD Notification of unpaid internship (Form #5)

SCSD Internship Safety Certification (Form #6)

SCSD Worksite Orientation (Form #7)

SCSD Weekly Time Log/Record of Attendance (Form #8)

Forms are available online at the SCSD CTE website : www.syracusecityschools.com/cte

_____
CTE Teacher/WBL Coordinator

_____
Date

Employer Internship Partner Guidelines

SCSD CTE Internship Employer Requirements

Safety

At all times, both school personnel and the employment site personnel must take appropriate steps to ensure that safe practices are stressed and followed. However, it is impossible to guarantee that no injuries resulting in medical expenses and liability will occur. The following prudent steps are encouraged:

1. In-school course content must include training related to safety at the worksite. Appropriate safety certification should be offered if possible. SCSD internship candidates will have received appropriate safety training before beginning their internship.

2. Any sites used for SCSD CTE internships will be reviewed by school personnel prior to placing a student at the worksite.

3. Employers must provide safety training information to interns as they would a new employee. Safety training must be provided if the employer engaged in a particularly hazardous occupation for minors as defined by the USDOL.

4. Provisions for student safety must be included as part of the training agreement signed by the employer, student, parent, and school representative.

Types of Liability Insurance and Risk Management

Workers' Compensation and Employer Liability Insurance

All employers will have a policy that provides coverage for the Workers' Compensation statutory benefits as well as liability coverage for certain employment-related situations. Verification of employer's Workers Compensation insurance will be included in the Memorandum of Agreement. The SCSD will also have insurance that covers the student participating in a school-related internship experience.
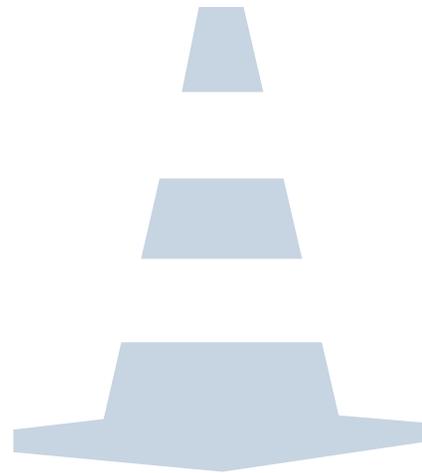
SCSD CTE Internship Expectations & Responsibilities of Employer

Before
- Determine projects or activities that would be appropriate for your student intern
- Communicate with staff that an intern will be at the workplace and identify mentors
- Designate one employee, the on-site supervisor, to work with coordinator/teacher to develop and define successful student objectives and experiences and record on the student Internship Training Plan

During
- Provide student with a Work Site Orientation to organization and any required training
- Train student intern for your work site, including all work site safety training
- Maintain a quality, safe and legal learning experience; provide effective supervision
- Use the Internship Training Plan as a guide for the internship; hold intern to employee standards/expectations; oversee, direct, and provide adequate tasking to maximize learning
- Meet with coordinator/teacher and student to decide on an ongoing communications strategy
- Evaluate intern work and provide constructive criticism
- Assist student in working toward learning outcomes
- Coordinate student schedule, approve weekly timesheets
- Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections
- Complete a student evaluation midway through internship and discuss with student

After
- Complete a final evaluation of the student
- Hold debriefing session and review performance with the student and teacher
- Complete a Program Evaluation

SCSD CTE Internship Employer Internship Partner Checklist
(To be completed by On-Site Supervisor/Mentor)

☐ Meet with coordinator/teacher and student to agree on ongoing communication strategy (e-mail, text, telephone, etc.)

☐ A written Memorandum of Agreement is in effect between the cooperating business and the education agency (**Form #1**)

☐ Work with coordinator/teacher to develop and define successful student objectives and experiences and record on the student Internship Training Plan (**Form #4**)

☐ Coordinate student schedule, approve weekly time log/record of attendance (**Form #8**)

☐ Communicate with staff that an intern will be at the workplace and identify on-site supervisor and/or mentor

On-Site Supervisor _____

Mentor Name _____

☐ Provide student with Work Site Orientation to organization and any required training (Form #7)

☐ Create and maintain a quality, safe and legal learning experience

☐ Hold intern to employee standards/expectation; provide student support and candid feedback

☐ Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections

☐ Complete an interim SCSD CTE Internship Ready to Work Assessment of student performance and discuss with student (**Form #3**)

☐ Provide effective supervision

☐ Complete a final assessment of the student (**Ready to Work Assessment, Form #3 and Student Training Plan, Form #4**)

☐ Complete a program evaluation (**Form #10**)

REQUIRED FORMS

SCSD Memorandum of Agreement (Form #1)

SCSD Internship Ready to Work Assessment (Form #3)

SCSD Internship Training Plan (Form #4)

SCSD Worksite Orientation (Form #7)

SCSD Weekly Time Log/Record of Attendance (Form #8)

SCSD Mentor Program Evaluation (Form #10)

Forms are available online at the SCSD CTE website : www.syracusecityschools.com/cte

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Employer/ Mentor   Date

Student Intern Guidelines

Expectations and Responsibilities of Students

Before
- Obtain working papers (if under 18)
- Return Internship Application and all permission slips with appropriate signatures
- Meet with your teacher/coordinator and worksite supervisor to finalize an Internship Training Plan

During
- Attend Orientation at the worksite
- Observe all workplace rules and regulations particularly those applicable to safety and security concerns
- Perform all duties, jobs and assigned tasks; treat internship like a real job
- Maintain regular work schedule and notify supervisor in advance of any vacation/appointments
- Track you hours as instructed on Weekly Timesheet
- Develop skill specific learning outcomes with your worksite supervisor
- Participate in ongoing reflection journal activities and skill building classroom assignments
- Communicate with your teacher/coordinator and worksite supervisor if issues arise
- Keep copies of all necessary paperwork (work journal, training plan, Weekly Time Log/Record of Attendance, and evaluations)

After
- Participate in self-evaluation and reflection activities
- Update your resume based upon new skills and experiences gained
- Send thank you note to employer
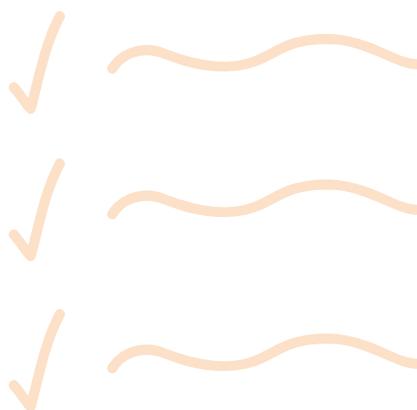
SCSD CTE Internship Student Checklist
(To be completed by student)

- ☐ Obtain NYSED Application for Employment Certificate (usually available in school counseling office, application attached)

- ☐ A written Memorandum of Agreement is in effect between the cooperating business, the education agency, and signed by student and parents (**Form #1**)

- ☐ Return Internship Application (**Form #2**) and all permission slips with appropriate signatures

- ☐ Develop skill specific learning outcomes with your worksite supervisor

- ☐ Meet with your teacher/coordinator and worksite supervisor to finalize an Internship Training Plan for the internship (**Form #4**)

- ☐ Attend orientation at the worksite (**Form #7**)

- ☐ Observe all workplace rules and regulations particularly those applicable to safety and security concerns

- ☐ Perform all duties, jobs and assigned tasks; treat internship like a real job

- ☐ Maintain regular work schedule and notify supervisor in advance of any vacation/appointments

- ☐ Track you hours as instructed on time log/record of attendance (**Form #8**)

- ☐ Participate in ongoing reflection activities and skill building classroom assignments

- ☐ Communicate with your teacher/coordinator and worksite supervisor, if issues arise and keep copies of all necessary paperwork (work journal, training plan, Weekly Time Log/Record of Attendance, and evaluations)

- ☐ Participate in self-evaluation and reflection activities (**Forms #3 & #9**)

- ☐ Update your resume based on new skills and experiences gained

- ☐ Send thank you note to employer

REQUIRED FORMS

**SCSD Memorandum of Agreement
(Form #1)**

**SCSD Internship Program Application
(Form #2)**

**SCSD Internship Ready to Work Assessment
(Form #3)**

**SCSD Internship Training Plan
(Form #4)**

**SCSD Worksite Orientation
(Form #7)**

**SCSD Weekly Time Log/Record of Attendance
(Form #8)**

**SCSD Student Evaluation
(Form #9)**

Forms are available online at the SCSD CTE website : www.syracusecityschools.com/cte

_____   _____
Student   Date

SCSD CTE Internship Forms

NYSED Application for Employment Certificate

SCSD Certificate of Insurance to Cover Student Liability (Sample)

Form #1   SCSD Memorandum of Agreement

Form #2   SCSD Internship Program Application

Form #3   SCSD Internship Ready to Work Assessment

Form #4   SCSD Internship Training Plan

Form #5   SCSD Notification of unpaid internship

Form #6   SCSD Internship Safety Certification

Form #7   SCSD Worksite Orientation

Form #8   SCSD Weekly Time Log/Record of Attendance

Form #9   SCSD Student Evaluation

Form #10   SCSD Mentor Program Evaluation

Forms are available on SCSD CTE website at www.syracusecityschools.com/cte

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NY 12234
APPLICATION FOR EMPLOYMENT CERTIFICATE
See reverse side of this form for information concerning employment of minors.
All signatures must be handwritten in ink, and applicant must appear in person before the certifying official.

THIS APPLICATION DOES NOT AUTHORIZE EMPLOYMENT

PART I – Parental Consent – (To be completed by applicant and parent or guardian)

Parent or guardian must appear at the school or issuing center to sign the application for the first certificate for full-time employment, unless the minor is a graduate of a four-year high school and presents evidence thereof. For all other certificates, the parent or guardian must sign the application, but need not appear in person to do so.

Date.......................

I, ... Age ....…..
   [Applicant]

Home Address ...., apply for a certificate as checked below
                [Full Home Address including Zip Code]

☐   Nonfactory Employment Certificate – Valid for lawful employment of a minor 14 or 15 years of age enrolled in day school when attendance is not required.

☐   Student General Employment Certificate – Valid for lawful employment of a minor 16 or 17 years of age enrolled in day school when attendance is not required.

☐   Full-Time Employment Certificate – Valid for lawful employment of a minor 16 or 17 years of age who is not attending day school.

I hereby consent to the required examination and employment certification as indicated above.

....
[Signature of Parent or Guardian]

PART II – Evidence of Age – (To be completed by issuing official only)

.... – Check evidence of age accepted – Document # (if any) ....
            [Date of Birth]

Birth Certificate   State Issued Photo   I.D Driver's License   Schooling Record   Other....................
                                                                                                 [Specify]

PART III – Certificate of Physical Fitness

Applicant shall present documentation of physical exam from a school or private physician, physician's assistant or nurse practitioner licensed to practice within New York State. Said examination must have been given within 12 months prior to issuance of the employment certificate. Date of physical exam on file with school .... If physical exam is over 12 months, provide student with certificate of physical fitness to be completed by school medical director or private health care provider.

If the physical exam or Certificate of Physical Fitness is limited with regards to allowed work/activity, the issuing official shall issue a Limited Employment Certificate (valid for a period not to exceed 6 months unless the limitation noted by the physician is permanent, then the certificate will remain valid until the minor changes jobs. Enter the limitation on the employment certificate. THE PHYSICIAN'S CERTIFICATION SHOULD BE RETURNED TO THE APPLICANT.

PART IV – Pledge of Employment – (To be completed by prospective employer)

Part IV must be completed only for: (a) a minor with a medical limitation; and (b) for a minor 16 years of age or legally able to withdraw from school, according to Section 3205 of the Education Law, and must show proof of having a job.

The undersigned will employ .... residing at ....
                                        [Applicant]

as .... at ....
      [Description of Applicant's Work]   [Job Location]

for .... days per week .... hours per day, beginning .... a.m. .... p.m.

....   Factory   ending.......................... a.m. ....p.m.
[Name of Firm]

                                         Nonfactory   ....
                                                         [Address of Firm]

....   Starting date ....
[Telephone Number]   [Signature of Employer]

PART V – Schooling Record – (To be completed by school official)

Part V must be completed only for a minor 16 years of age who is leaving school and resides in a district (New York City and Buffalo) which require a minor 16 years of age to attend school, according to Section 3205 of the Education Law.

I certify that the records of ....
                                 [Name of School]   [Address]

Show that .... whose date of birth is ....
              [Name of Applicant]

Is in grade...   ....
                                                             [Signature of Principal or Designee]

PART VI – Employment Certification – (To be completed by issuing official only)

Certificate Number ....   Date Issued ....

....
[School or Issuing Center]   [Address]   [Signature of Issuing Officer]

GENERAL INFORMATION

An employment Certificate (Student Nonfactory, Student General, or Full Time) may be used for an unlimited number of successive job placements in lawful employment permitted by the particular type of certificate.

A Nonfactory Employment Certificate is valid for 2 years from the date of issuance or until the student turns 16 years old, with the exception of a Limited Employment Certificate. A Limited Employment Certificate is valid for a maximum of 6 months unless the limitation noted by the physician is permanent, then the certificate will remain valid until the minor changes job. It may be accepted only by the employer indicated on the certificate.

A new Certificate of Physical Fitness is required when applying for a different type of employment certificate, if more than 12 months have elapsed since the previous physical for employment.

An employer shall retain the certificate on file for the duration of the minor's employment. Upon termination of employment, or expiration of the employment certificate's period of validity, the certificate shall be returned to the minor. A certificate may be revoked by school district authorities for cause.

A minor employed as a Newspaper Carrier, Street Trades Worker, Farmworker, or Child Model, must obtain the Special Occupational Permit required.

A minor 14 years of age and over may be employed as a caddy, babysitter, or in casual employment consisting of yard work and household chores when not required to attend school. Employment certification for such employment is not mandatory.

An employer of a minor in an occupation which does not require employment certification should request a Certificate of Age.

PROHIBITED EMPLOYMENT

Minors 14 and 15 years may not be employed in, or in connection with a factory (except in delivery and clerical employment in an enclosed office thereof), or in certain hazardous occupations such as: construction work; helper on a motor vehicle; operation of washing, grinding, cutting, slicing, pressing or mixing machinery in any establishment; painting or exterior cleaning in connection with the maintenance of a building or structure; and others listed in Section 133 of the New York State Labor Law.

Minors 16 and 17 years of age may not be employed in certain hazardous occupations such as: construction worker; helper on a motor vehicle, the operation of various kinds of power-driven machinery; and others listed in Section 133 of the New York State Labor Law.

HOURS OF EMPLOYMENT

Minors may not be employed during the hours they are required to attend school.

Minors 14 and 15 years of age may not be employed in any occupation (except farmwork and delivering, or selling and delivering newspapers):

When school is in session:
— more than 3 hours on any school day, more than 8 hours on a nonschool day, more than 6 days in any week, for a maximum of 18 hours per week, or a maximum of 23 hours per week if enrolled in a supervised work study program approved by the Commissioner.
— after 7 p.m. or before 7 a.m.

When school is not in session:
— more than 8 hours on any day, 6 days in any week, for a maximum of 40 hours per week.
— after 9 p.m. or before 7 a.m.

This certificate is not valid for work associated with newspaper carrier, agriculture or modeling.

Minors 16 and 17 years of age may not be employed: --

When school is in session:
— more than 4 hours on days preceding school days; more than 8 hours on days not preceding school days (Friday, Saturday, Sunday and holidays), 6 days in any week, for a maximum of 28 hours per week.
— between 10 p.m. and 12 midnight on days followed by a school day without written consent of parent of guardian and a certificate of satisfactory academic standing from the minor's school (to be validated at the end of each marking period).
— between 10 p.m. and 12 midnight on days not followed by a school day without written consent of parent or guardian.

When school is not in session:
— more than 8 hours on any day, 6 days in any week, for a maximum of 48 hours per week.

EDUCATION LAW, SECTION 3233

"Any person who knowingly makes a false statement in or in relation to any application made for an employment certificate or permit as to any matter by this chapter to appear in any affidavit, record, transcript, certificate or permit therein provided for, is guilty of a misdemeanor."

ACORD® CERTIFICATE OF LIABILITY INSURANCE

	DATE (MM/DD/YYYY)

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	
	PHONE (A/C, No, Ext):	FAX (A/C, No):
	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A :	
INSURED	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY						EACH OCCURRENCE	$
	COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
	☐ CLAIMS-MADE ☐ OCCUR						MED EXP (Any one person)	$
	500,000 Retained						PERSONAL & ADV INJURY	$
							GENERAL AGGREGATE	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						PRODUCTS - COMP/OP AGG	$
	☐ POLICY ☐ PROJECT ☐ LOC							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	☐ ALL OWNED AUTOS ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	☐ HIRED AUTOS ☐ NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$
								$
	☐ UMBRELLA LIAB ☐ OCCUR						EACH OCCURRENCE	$
	☐ EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$
	☐ DED ☐ RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? ☐ (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A					☐ WC STATUTORY LIMITS ☐ OTHER	
							E.L. EACH ACCIDENT	$
							E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER	CANCELLATION
	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

ACORD 25 (2010/05) The ACORD name and logo are registered marks of ACORD

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

Memorandum of Agreement

(Form #1)

Type of Work Based Learning Experience: Non-Paid Internship

This Work Based Learning Experience Agreement is entered into by and between the Syracuse City School District (SCSD) _____ (Student), his/her Parents/Guardian, _____ (Parent/Guardian), and his/her Work Experience Employer, _____ (Employer), on the date indicated below, whereby the Student will participate in a CTE Internship (Program at the Employer's place of business located at _____ , on _____ , during the hours of _____ .

THE STUDENT UNDERSTANDS THAT HIS/HER CONDUCT IS A REFLECTION UPON THE SCHOOL NAME AND AGREES THAT HE/SHE WILL:

1. Provide his/her own transportation to and from the Employer's place of business (the SCHOOL, the Student's home school, the SCHOOL and the Employer are in no way responsible for providing the Student with transportation to and/or from the Employer's place of business at any time or for any incidents or accidents which may occur while the Student is on route to or from the Employer's place of business)

2. Demonstrate a conscientious attitude and be honest, punctual, cooperative, courteous and willing to learn while at the Employer's place of business.

3. Keep regular attendance as agreed upon with the Employer, excluding Employer-observed holidays, days on which the Employer's place of business is closed or other legal absences and understands that his/her attendance will be taken from his/her weekly attendance reports.

4. Keep regular attendance at his/her home school.

5. Give the Employer as much advance notice as possible if unable to report for work or to do so in a timely manner and contact the CTE teacher at (315) _____.

6. Report to SCHOOL if the Internship location is closed for any reason during at time in which the student is scheduled to be at the Internship location and SCHOOL is in session.

7. Complete weekly time log/record of attendance (Form # 8) reports as required by SCHOOL.

8. Engage in only those work based learning experiences approved by the supervisor at the work-site.

THE EMPLOYER AGREES THAT IT WILL:

1. Not permit the Student to replace any paid employee (in the case of an Internship).

2. Advise the Student of all company rules, regulations and policies which relate to the Student.

3. Explain to the Student the responsibilities and duties of his/her internship and shall correlate on-the-job training with safety instructions given by the SCHOOL.

4. The work of the Student in occupations declared particularly hazardous by the U.S. Department of Labor shall be (i) incidental to the Student's training; (ii) intermittent and for short periods of time; and (iii) under the direct and close supervision of a qualified and experienced person.

5. Provide direct supervision by an authorized employee to the Student as needed.

6. Complete an accident report form and return to SCHOOL in the event of an accident.

7. Review the Student's performance with him/her on a weekly basis and sign a weekly time sheet, complete an evaluation of the Student on forms provided by the SCHOOL.

8. Inform the SCHOOL Instructor/Coordinator when the Student is absent or not performing adequately by calling (315)_____ .

Teacher

Employer

Student

9. Observe any and all laws that may relate to the Student's work experience.

THE SCHOOL AGREES THAT IT WILL:

1. Carry the insurance listed for students during class activities including internships, job experiences and work placement.

2. Accident Insurance: SCHOOL carries tertiary accident insurance to cover medical expenses as a result of an accident. The parent's health insurance is primary and the home school district would be secondary. General Liability Insurance: SCHOOL carries general liability insurance to cover up to one million dollars for a single event. As added protection, a ten million dollar umbrella policy is also in effect.

3. Assist the Student in securing internship placement regardless of his/her sex, race, color, national origin or disability (all inquiries and/or complaints regarding discrimination should be directed to the compliance officer, Patty Clark, SCSD Central Office, 725 Harrison Street, Syracuse, New York   13210. Telephone: (315) 435-4131.

4. Provide the STUDENT with safety instructions correlated by the EMPLOYER with on-the-job training.

5. Review with the Student and the Employer their respective responsibilities and obligations while participating in the Program.

The parties/signatories hereby agree that good communication and understanding between them is vital if the objectives of this Program are to be met and that joint conferences between the Student, Employer, Parent/Guardian, Instructor, and others may be scheduled from time to time in order to discuss:

1. the student's progress

2. any misunderstandings

3. the reason for termination of the Agreement

This Agreement is not in effect until signed by all parties. This Agreement may be terminated at any time by any party upon written notice to the other parties.

We the undersigned, have reviewed and agreed to the terms and conditions set forth herein.

Date   ____/____/_____   _____ Student

Date   ____/____/_____   _____ Parent/ Guardian

Date   ____/____/_____   _____ Daytime Phone

_____ Evening Phone

Date   ____/____/_____   _____ Employer/ Supervisor

Date   ____/____/_____   _____ CTE Teacher

Date   ____/____/_____   _____ Home School Principal

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

CTE Internship Program Application Form

(Form #2)

Personal Information

Last Name	First Name	Age	Date of Birth
Street		Home Telephone Number	Cell Phone Number
City, State, Zip		Emergency Contact Name	Telephone Number
Email Address		Relationship to Emergency Contact	
Primary Parent/ Guardian Name		Parent/ Guardian's Telephone Number Home Cell	
Primary Parent/ Guardian Email			
Secondary Parent/ Guardian Name		Secondary Parent/ Guardian's Telephone Number Home Cell	
Secondary Parent/ Guardian Email			
Working Papers Certificate Number		SCSD Student schedule should be attached to this form School Counselor	

School Year Training/ Work Schedule Availability
Please list the hours you can work during a typical weekly schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Please check applicable box: ☐ Fixed Schedule   ☐ Schedule will vary

Sports, Clubs, and Other Activities

Transportation
Please check the appropriate response

Do you have a license? ☐ Yes ☐ No	If YES, which license do you have? ☐ Full License ☐ Junior License
Do you drive to school? ☐ Yes ☐ No	License Number:

If you do not have a license, how do you plan on getting to and from your internship?
☐ Public Transportation   ☐ Other

INSURANCE COVERAGE IN CASE OF INJURIES TO STUDENT AT INTERNSHIP:

EMPLOYER'S WORKER'S COMPENSATION MUST COVER THE STUDENT IN CASE OF INJURIES AT TRAINING SITE.
PROGRAM AWARENESS STATEMENT <u>TO BE CHECKED BY STUDENTS</u>:

☐ In order to receive credit for my work-based learning experience, I must be training at a legal site approved by the school's CTE Teacher or work-based learning coordinator.

☐ I must notify my CTE teacher or work-based learning coordinator immediately if there is a change of work schedule or duties at the training site.

☐ Failure to report any disciplinary action, termination, or proper documentation of hours may result in the student not earning school credit.

☐ Students must present all daily attendance records to CTE teacher or work-based learning coordinator weekly and complete all assignments related to the program.

☐ I must immediately notify my work-based learning coordinator if I have or develop any medical condition(s) which affects my ability to participate in training, such as allergies, lifting heavy items, movement, standing, sitting, migraine headaches, etc. If there are any current conditions, please state them below. The presence of such a condition will not necessarily preclude me from participating in the internship and accommodations may be provided.

PARENTAL/GUARDIAN PERMISSION AND PICTURE/NEWS STORY RELEASE:

I give my child,_____ permission to participate in the work-based learning internship at the Syracuse City School District. By signing the parental permission form, it is understood that:

- All the information is accurate.
- In order to receive credit, students must work a minimum of 150 hours during the school year.
- All students must report to CTE teacher or work-based learning coordinator in the case of any change in employment.
- Failure to report any disciplinary action, termination, or proper documentation may result in the student not earning school credit.
- Students must present all daily attendance records to CTE teacher or work-based learning coordinator weekly and complete all assignments related to the program.
- A student with a junior license must only drive to school if they go directly to work following the school day and they must carry with them the proper paperwork as directed by the work-based learning coordinator.

In addition to agreeing with the above statements, please check off one:

☐ I give permission for my child's photograph or name to be used to promote the Work Experience Program.

☐ I do <u>not</u> want my child's photograph or name to be used to promote the Work Experience Program.

_____   _____ ___/___/___
Parent/ Guardian's Name   Parent/ Guardian's Signature   Date

_____
Relationship to Student

_____   _____ ___/___/___
Student's Name   Student's Signature   Date

The Syracuse City School District hereby advises students, parents, employees and the general public that it is committed to providing equal access to all categories of employment, programs and educational opportunities, including career and technical education opportunities, regardless of actual or perceived race, color, national origin, Native American ancestry/ethnicity, creed or religion, marital status, sex, sexual orientation, age, gender identity or expression, disability or any other legally protected category under federal, state or local law. Inquiries regarding the District's non-discrimination policies should be directed to: Executive Director of Student Support Services, Civil Rights Compliance Officer, Syracuse City School District, 725 Harrison Street • Syracuse, NY 13210/ (315) 435-4131, Email: CivilRightsCompliance@scsd.us

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

CTE Internship Ready to Work Assessment
(Form #3)

Syracuse City
School District

_____ _____ ___/____/_____
Name   Program   Date

Scale
1 = Seldom. 2 = Occasionally. 3 = Usually. 4 = Always.

ZEST		Student	Teacher	Onsite Supervisor
1	Actively participates			
2	Shows enthusiasm			
3	Invigorates others			
GRIT				
4	Finishes whatever he or she begins			
5	Tries very hard even after experiencing failure			
6	Works independently with focus			
SELF CONTROL SCHOOL WORK				
7	Comes to class prepared			
8	Pays attention and resists distractions			
9	Remembers and follows directions			
10	Gets to work right away rather than procrastinating			
SELF-CONTROL INTERPERSONAL				
11	Remains calm even when criticized or otherwise provoked			
12	Allows others to speak without interruption			
13	Is polite to adults and peers			
14	Keeps his/her temper in check			

OPTIMISM		Student	Teacher	Onsite Supervisor
15	Gets over frustrations and setbacks quickly			
16	Believes that effort will improve his or her future			
GRATITUDE				
17	Recognizes and shows appreciation for others			
18	Recognizes and shows appreciation for his/her opportunities			
SOCIAL INTELLIGENCE				
19	Is able to find solutions during conflicts with others			
20	Demonstrates respect for feelings of others			
21	Knows when and how to include others			
CURIOSITY				
22	Is eager to explore new things			
23	Asks and answers questions to deepen understanding			
24	Actively listens to others.			
ACADEMIC PERFORMANCE				
25	Completes all assignments with quality and timeliness			
26	Uses tools appropriately and safely			
COMMITMENT				
27	Attends class with one or less absences per quarter			
28	Demonstrates loyalty and appreciation to the program and instructors			

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

CTE Internship Training Plan
(Form #4)

Student's Name	Email	
Student's Address	Telephone	Date of Birth
CTE Program Career Cluster	Working Papers Certificate #	

School Coordinator
Phone Number
Fax Number
Email
Employer
Phone Number
Fax Number
Email
Immediate Job Supervisor
Phone Number
Email
Corporate Address

Training Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Insurance Coverage

☐ Student is a non-paid intern – Worker's Compensation

☐ Student is a non-paid observer – Worker's Compensation

Transportation Provided by

☐ Student/parent will provide own transportation

☐ School district will provide transportation during school hours

Goals for this Work-Based Learning Student:

1. To explore, learn and develop the skills necessary for this career.
2. To develop the Career Ready Practices necessary for success in the global, competitive world.
3. To be trained in the safe operations of this job title.
4. To be able to demonstrate positive behavior and appropriate dress.

JOB TASKS AND LEARNING OUTCOMES (Determined by the Employer and Coordinator)	ACHIEVEMENT LEVEL AND COMMENTS 1. Mastered skill 2. Needs more training at the work site. 3. Needs more training at school. 4. Has not reached this training area.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

CAREER READY PRACTICES	Always	Frequently	Occasionally	Rarely
1. Student works cooperatively as a team member?	☐	☐	☐	☐
2. Student is able to read instructions for information and application.	☐	☐	☐	☐
3. Student can calculate and measure for information and application.	☐	☐	☐	☐
4. Student can behave in a responsible manner without supervision.	☐	☐	☐	☐
5. Student can communicate verbally and in writing to evoke clear understanding.	☐	☐	☐	☐
6. Student demonstrates good listening and follow through skills.	☐	☐	☐	☐
7. Student demonstrates critical thinking and problem solving skills.	☐	☐	☐	☐
8. Student can locate and manage resources for problem solving.	☐	☐	☐	☐
9. Student demonstrates a positive work ethic.	☐	☐	☐	☐
10. Student demonstrates computer literacy.	☐	☐	☐	☐

Teacher

Employer

Student

Syracuse City School District CTE Internship Form

Teacher

Employer

Student

SAFETY TRAINING	DATE OF SAFETY TRAINING	ACHIEVEMENT LEVEL AND COMMENTS 1. Mastered safety training instruction. 2. Needs more safety training at work site. 3. Needs more safety training at school. 4. Has not reached this training area.
1. Safety precautions related to stairs, floors, office equipment and furniture.		
2. Safety precaution related to proper dress apparel, shoes, gloves, head, eye and ear protection.		
3. Safety precaution related to use of tools, machines, and chemicals.		
4. Safety precautions related to fire, weather and other natural disasters.		
5. Safety precautions related to sexual harassment and workplace violence.		

DRESS AND BEHAVIOR CODE FOR POSITION	ACHIEVEMENT LEVEL AND COMMENTS 1. Dresses/behaves appropriately 2. Needs to modify dress/behavior. 3. Needs personal consultation.

_____   _____   ___/___/___
Employer Name   Employer Signature   Date

_____   _____   ___/___/___
Work-based Learning Coordinator Name   Work Based Learning Coordinator Signature   Date

_____   _____   ___/___/___
Parent/ Guardian Name   Parent/Guardian Signature   Date

_____   _____   ___/___/___
Student Name   Student Signature   Date

If you have any questions please do not hesitate to contact me at (315) 435-_____.

Thank you for your cooperation! _____ , CTE Teacher

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD CTE Internship
Notification of Unpaid Internship
(Form #5)

This form serves as notification that the Syracuse City School District CTE Internship is an unpaid internship and students are not due any wages per New York State Department of Labor.

_____   _____/_____/_____
Student   Date

_____   _____/_____/_____
CTE Teacher/ WBL Coordinator   Date

_____   _____/_____/_____
Worksite Representative/ Mentor   Date

Syracuse City
SCSD
School District

SCSD Internship Safety Certification
(Form #6)

_____   _____/_____/_____
Student   Date

_____   _____
Mentor or Supervisor   CTE/ WBL Teacher

Student CTE Program SCSD Career and Technical Program:

_____

SAFETY CERTIFICATIONS		Date
OSHA 10	☐	/ /
Safe Serv	☐	/ /
First Aid	☐	/ /
CPR	☐	/ /
Other	☐	/ /

SCSD

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD Internship Worksite Orientation
(Form #7)

_____   _____/_____/_____
Student   Date

_____   _____
Mentor or Supervisor   CTE/ WBL Teacher

Company Orientation

Directions: Be sure that your student employee obtains information about the factors listed below. Check the information on each item as it is completed. Return the completed form to the CTE Teacher or Work Based Learning Coordinator.

Tour of Workplace
- ☐ A tour of the workplace
- ☐ An overview of the company safety plan
- ☐ Introductions to co-workers

Tour of Employee Facilities
- ☐ Rest rooms
- ☐ Lunch room
- ☐ Where to store personal belongings

Other _____

Safety Plan
- ☐ Safety plan
- ☐ Stairwell/fire exits
- ☐ Fire Extinguishers
- ☐ Special hazards
- ☐ Accident prevention
- ☐ Safety Training Log, updated as needed

About the Company
- ☐ Discuss company organizational structure
- ☐ Review type of business, products, services
- ☐ Overview of who the customers are

Other _____

Department/Position Specifics
- ☐ Explanation of work schedule
- ☐ Review of dress and conduct code
- ☐ Review of hours, breaks and lunch policies
- ☐ Location of time clock or sign-in
- ☐ Attendance requirements, including procedures for calling in when absent
- ☐ Relationship to working with other departments or co-workers

Job Specific
- ☐ How to use the phones and office equipment
- ☐ Supplies, paper, pens, etc.
- ☐ Job description, Work-Based Learning Plan and evaluation process

Supervisors Expectations
- ☐ Dress code including clothing, hair and jewelry
- ☐ Work performance including productivity and work habits
- ☐ Company culture

Materials provided to intern
- ☐ Copy of personnel handbook
- ☐ Organizational charts
- ☐ Telephone directory
- ☐ Security procedures

_____   _____/_____/_____
Employer/training sponsor   Date

_____   _____/_____/_____
Student   Date

_____   _____/_____/_____
CTE Teacher/WBL Coordinator   Date

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

Weekly Time Log/Record of Attendance
(Form #8)

_____
Student

_____
Training Title

_____
Worksite Supervisor

Time Log for the Week of: _____/_____/_____

	Date	Start Time	End Time	Hours Worked
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Total Weekly Hours: _____

Student please list any new tasks performed this week: _____

_____

By signing this timesheet, you are certifying that it is correct and truthful.

_____
Student's Signature

_____/_____/_____
Date

_____
Supervisor Name

Phone

_____/_____/_____
Date

_____
Supervisor's Signature

Attention Worksite Supervisor:
If you have any questions or concerns, please contact: _____ _____

CTE Teacher

Phone

The Syracuse City School District hereby advises students, parents, employees and the general public that it is committed to providing equal access to all categories of employment, programs and educational opportunities, including career and technical education opportunities, regardless of actual or perceived race, color, national origin, Native American ancestry/ethnicity, creed or religion, marital status, sex, sexual orientation, age, gender identity or expression, disability or any other legally protected category under federal, state or local law. Inquiries regarding the District's non-discrimination policies should be directed to: Executive Director of Student Support Services, Civil Rights Compliance Officer, Syracuse City School District, 725 Harrison Street • Syracuse, NY 13210/ (315) 435-4131, Email: CivilRightsCompliance@scsd.us

Syracuse City
SCSD
School District

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD CTE Internship
Student Evaluation
(Form #9)

_____   _____
Name   CTE Program

_____ / ____ / _____ — _____ / ____ / _____   _____
 Dates of Internship   Year to Graduate

Please complete this form upon completion of your internship.

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Overall, I had a great experience	☐	☐	☐	☐	☐
I was actively involved in the team meetings and felt free to express my thoughts and opinions	☐	☐	☐	☐	☐
My mentors encouraged and responded to my questions	☐	☐	☐	☐	☐
I have an increased appreciation for teamwork	☐	☐	☐	☐	☐
I have a greater ability to ask good questions and synthesize information	☐	☐	☐	☐	☐
I was presented with opportunities to learn by doing	☐	☐	☐	☐	☐
I gained factual knowledge about careers throughout the internship	☐	☐	☐	☐	☐
I would recommend this opportunity to others	☐	☐	☐	☐	☐
My time was well spent	☐	☐	☐	☐	☐
I would consider this employer as a future employer	☐	☐	☐	☐	☐
My co-workers are generally positive about work	☐	☐	☐	☐	☐

The best thing about my experience was… _____

_____

The worst thing about my experience was… _____

_____

Any suggestions on how we could improve the intern experience? _____

_____

Other comments… _____

SCSD

Syracuse City
SCSD
School District

Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD CTE Internship
Mentor Program Evaluation
(Form #10)

Student Name

SCSD School

Interning Location

Supervisor/ Mentor Name

_____ / _____ / _____
Date

Internship Preparation
☐ Exceptional
☐ Adequate
☐ Inadequate

Modes of Communication with SCSD Personnel
☐ In-Person
☐ Email
☐ Phone

Amount of Communication with SCSD Personnel
☐ Exceptionally good
☐ Appropriate
☐ Too much
☐ Too little

Suggestions for improvement: _____

_____

_____

Additional comments: _____

_____

_____

Return to CTE teacher:_____
CTE Teacher Email

SCSD

NOTICE OF NON-DISCRIMINATION

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Inquiries regarding the District's non-discrimination policies should be directed to:

Assistant Superintendent for Student Support Services, Civil Rights Compliance Officer
Syracuse City School District
725 Harrison Street • Syracuse, NY 13210
(315) 435-4131

Email: CivilRightsCompliance@scsd.us

F. Employability Profile

> *The employability profile is a record of student achievement. That may include documentation of the student's attainment of technical knowledge and work-related skills, endorsements, licenses, clinical experience, work experience, performance on core academic Regent's examinations, performance on industry based assessments, attendance, student leadership honors and achievements and other honors or accolades of student success.*

Process

- An employability profile model is developed for the program
- A profile of student achievement is developed for each student in the program and is maintained in accordance with records and retention policies of the school district/BOCES.
- The profile of student achievement is reviewed and updated on a continuous basis by the student and the appropriate program/guidance personnel.
- The work skills to be mastered by students with disabilities should be aligned with the student's Individualized Education Program (IEP).

Documentation

Recommendations for the employability profile model should be included in the self-study report and reviewed by the external committee.

Source: http://www.p12.nysed.gov/cte/ctepolicy/guide.html

EMPLOYABILITY PROFILE

Barbering

Industry Based Skill Standards

Proficiency Definitions

NA = Not Applicable   1 = Developing   2 = Basic   3 = Proficient   4 = Mastery

	9th	10th	11th	12th		9th	10th	11th	12th
History of Barbering					**Advanced Haircutting**				
Understands the origin and development of barbering. Identify organizations responsible for developing the barbering profession					Explains the differences between a basic haircut and a blind/fade haircut, and the importance and proper techniques for both. Demonstrates an understanding of the safety precautions used in				
Personal and Professional Goal Setting and Success					**Shaving & Facial Hair Design**				
Defines principles that contribute to personal and professional success. Name characteristics of a healthy, positive attitude					Understands the safety precautions and sanitation procedures associated with street razor shaving. Demonstrates a facial shave, neck shave, and mustache and beard trims. Identifies the 14 shaving				
Communicating for Success					**Men's Facial Massage & Treatments**				
Demonstrates effective communication skills both verbally and in writing. Conducts client consultations effectively and politely. Understands how to deal with unsatisfied					Explains the benefits of a facial massage and treatment, the locations and stimulation points of facial muscles, and massage manipulation techniques. Demonstrate safe use of facial treatment equipment,				
Safety/Sanitation					**Properties & Disorders of the Skin**				
Understands how infectious materials are transmitted in the barbershop. Can identify potential safety hazards in the barbershop and can explain safety and sanitation					Identifies and recognizes the most common skin disorders found in the barbering field. Understands the structure and divisions of the skin, and functions of each.				
Tools and Equipment					**Properties & Disorders of the Hair & Scalp**				
Identify the principal tools that are used Barbering. Identify the parts of shears, clippers and barbering tools and razors. Demonstrate the correct techniques for holding combs,					Can describe the structures of the hair follicle the layers of the hair shaft and the growth cycle of hair. Can explain the characteristics of hair important to hair analysis, and identify different types of hair				
Men's Haircutting					**Treatment of the Hair & Scalp**				
Understand the art of haircutting. Identify facial shapes and features. Demonstrate various cutting techniques. Explian safety precautions used in haircutting and styling					Demonstrates an understanding of hair replacement systems, alternatives to hair replacement, and supplies needed to execute a Harry placement. Can measure a client creating a replacement template				
Blending and Fading					**Microbiology**				
Can define the difference between a basic haircut and a blend/fade cut. Demonstrates the ability to complete both procedures with various hair types. Follows safety and					Identifies bacteria associated with barbering, understands community and related terms, and recognizes the difference between bacterial and viral infections. Can explain the causes of bacteria				
Shampoo and Conditioning					**Anatomy and Physiology**				
Explian shampoo service, scalp massage techniques, and treatments Demonstrate proper shampoo and massage techniques.					Demonstrates an understanding of the structures of the skull, face, and neck and how they relate to barbering. Identifies important muscles and nerves that relate to the face, neck, and skull related to				
Men's Haircutting and Styling					**The Business of Barbering**				
Demonstrates an understanding of men's haircutting and styling related to facial shapes and features, using various cutting techniques. Demonstrates an understanding of safety					Demonstrates an understanding of the state board exam, identifying the primary objectives and the regulations surrounding barbering. Cannot define a business plan and communication strategies for				

Barbering
EMPLOYABILITY PROFILE

Student Name: _____   School Year: _____   Absences: _____

ID Number: _____   Teacher: _____   Final Grade: _____

Career Ready Practices / Career Development Standards

STANDARDS DEFINITIONS

NA = Not Applicable   1 = Developing   2 = Basic   3 = Proficient   4 = Mastery

	9th	10th	11th	12th
Acts as a responsible citizen/employee				
Is on time and prepared, follows workplace policies, demonstrates reliability and dependability, is polite and courteous to adults and peers, demonstrates appreciation, and is reliable and consistent in their actions				
Applies appropriate academic and technical skills				
Demonstrates an understanding of the academic knowledge and skills associated with their trade. Technical skills are developed with academic competencies including English language arts and science that are integrated within the CTE program.				
Attends to personal health and financial well-being				
Recognizes the benefits of physical, mental, social, and financial well-being to the importance of that success in their career. Accepts criticism and works towards self-improvement targets on a consistent basis.				
Communicates clearly, effectively, and with reason.				
Is able to communicate both verbally and in writing to express ideas and obtain information. Uses appropriate vocabulary to share information both verbally and in writing as well. Demonstrates active listening skills and verbal communication.				
Makes appropriate decisions				
Considers the environmental, social, and economic impacts of their decisions. Understands that their actions and decisions will impact other people directly. Works independently and responds positively to new ideas and suggestions.				
Demonstrates creativity and innovative thought				
Demonstrates creativity and new thinking to solve workplace problems as encountered. Is creative, innovative, and is eager to explore new ways of addressing issues and challenges that are encountered.				
Employs valid and reliable research strategies				
Seeks information to develop a deeper understanding of issues encountered. Uses technology as a tool to research, organize, and evaluate information critically incompetently. Interprets information and draws conclusions based on best analysis.				
Uses critical thinking skills and demonstrates perseverance				
Demonstrates problem-solving skills through the use of creative thinking, decision-making, and adaptability. Effectively reasons through difficult situations, and makes decisions even when faced with complex or challenging problems.				

	9th	10th	11th	12th
Models integrity, ethical behavior, and leadership				
Is accountable and transparent in all of their work and assignments. Consistently exhibits ethical behavior, and commitment to completing tasks as assigned. Develops and demonstrates leadership skills, assuming responsibility readily.				
Develops and implements a Career Plan				
Develops a career plan based on understanding of their personal goals and the career pathways that aligns to them. Develops resumes, cover letters, and examples of best work to aid in the job seeking process and/or entrepreneurial goals.				
Uses technology to enhance productivity				
Demonstrates an understanding of the use of technology related to their career pathway. Continually develops their ability to adapt to changing work environments using technology, including new tools and their associated applications.				
Works as a productive and respectful team member				
Actively participates as a member of a team recognizing and appreciating others skills and abilities. Adds to the collective value of the team, and invigorates others to add to the collective efforts and goals.				
Demonstrates reliability and dependability				
Regardless of tasks given, demonstrates reliable and dependable behaviors to meet the expectations as defined. Attendance and levels of participation meet expectations consistently. Take on additional responsibilities without prompting.				
Arrives on time and is prepared to work				
Consistently demonstrates promptness, reliability, and commitment to reporting for classes, work site experiences, and other assignments as defined. Reports prepared for work or education as requirements dictate, meets attendance requirements.				
Demonstrates safe working habits				
When engaging in worksite situations or learning labs, uses tools and equipment safely, observes general safety guidelines for material handling, and meets the expectations of maintaining a safe work environment for others.				
Demonstrates problem solving skills				
Addresses problems encountered using effective problem-solving strategies. Works to define potential solutions to problems, identifies and implements the best solution based on the information gathered and their skill and knowledge.				

Earned Technical Endorsement on Diploma   YES ☐   NO ☐

Industry Credential(s) Awarded _____

Special Recognitions or Scholarships _____

Student Leadership Organization _____