



Career Coach Handbook



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Chapter 1

GETTING THE BIG PICTURE

Energy jobs offer promising opportunities to both experienced workers and those just starting their careers. The energy industry as a whole is projected to experience growth in the coming years, particularly with the increase in infrastructure investment in renewable energy and clean energy generation, energy efficiency, and Smart Grid technologies. The growth in demand for workers coincides with the large number of projected retirements in the industry. Energy employers will need skilled workers for energy-related generation, transmission, and distribution positions. These are jobs that are active, hands-on, rewarding, and available in every state. In addition, they are jobs in an industry where adding new skills translates into additional opportunities to advance and to make more money. As new technologies are created, workers will need new skills to install and operate the new energy systems and this means new job opportunities in a stable and growing industry.

The Center for Energy Workforce Development (CEWD) has developed a forward-thinking energy career pathways model. Formed in March 2006, CEWD is a non-profit consortium of electric, natural gas, and nuclear utilities and their associations - Edison Electric Institute, American Gas Association, Nuclear Energy Institute, and National Rural Electric Cooperative Association. CEWD was formed to help utilities work together to develop solutions to the coming workforce shortage in the utility industry. It is the first partnership between utilities, their associations, contractors and unions to focus on the need to build a skilled workforce pipeline that will meet future industry needs.

The Get Into Energy (GIE) Career Pathways Model is built on the principles of targeted outreach to clients, defined career pathways that are supported by a portfolio of credentials and degrees, and active employer involvement in all phases of the program. The model provides a roadmap for entry into skilled, utility technician positions in the energy industry with pathways to higher-level jobs in a variety of work settings. The model focuses on the needs of three stakeholder groups: clients and potential applicants, educators, and employers. The system is divided into key modules supporting these stakeholders, including Outreach and Career Coaching, Career Pathways Curriculum and Stackable Credentials, and Employer Collaboration and Support.

The Pathways Model is built on the philosophy that the supply of talent through education and training must be balanced with the demand for workers with real jobs and a sustainable career path. The State Energy Workforce Consortia provide the structure and linkage to industry, education and government at the state level for successful implementation. State Energy Workforce Consortia focus on the needs of individual states in developing an energy workforce tailored to the economic, demographic, and specific workforce requirements for their respective states. The consortia have been instrumental in implementing regional solutions to critical industry issues. The State Energy Workforce Consortia will be responsible for the implementation and management of the Get Into Energy Career Pathways process.

In June, 2010, CEWD was awarded a grant from the Bill and Melinda Gates Foundation to fund a pilot test in eight states of this energy career pathways model with low-income, young adults, ages 16-26. However, the Pathways Model can be used for various audiences – high school, military, women, dislocated workers – to create a workforce development process for the energy industry.

Purposes of the **Get Into Energy Project**

Within this context, the Get Into Energy project has several purposes, as follows. We will consider each individually.

PURPOSE 1: To attract young people in the age range of 16-26 who have completed high school or a GED certificate to energy careers.

There is a large population of young people in the range of 16-26 years of age, many disadvantaged and from low-income homes, who are unemployed, underemployed, or drifting from one low-paying, dead-end job to another. Many of these young people have not had the guidance and support needed to make good choices. The Get Into Energy project is focused on finding this population, making its members aware of energy careers, and guiding, motivating, and supporting them toward appropriate career pathways. Those invited to participate in the project must, however, have either achieved high school graduation or a GED certificate.

In order to find and communicate with members of this target population, CEWD has chosen to make collaborative agreements with five well-established nonprofit organizations that work with this population on a day-to-day basis. These organizations are as follows:

YouthBuild - www.youthbuild.org

This organization serves youth from ages 16-24, supporting them through the completion of a GED or high school diploma. Youth learn job skills through building affordable housing for low-income families in their community. Strong emphasis is placed on leadership development and community service. Participants spend six to 24 months in the program, allocating half of their time at a construction site and half in an alternative school. The alternative schools are small enough to provide one-on-one attention. Youth also receive personal counseling and participate in support groups.

The Corps Network - www.nascc.org

This organization offers a second chance to young people who have broken the law and become incarcerated. These young people learn to work in the area of conservation and improving the environment, usually in their own community. They are offered assistance in completing the GED, career counseling, and job training. Some receive financial aid for education. Corps members earn minimum wage for their work and may receive a certificate of basic training after six months or a certificate of advanced training after one year.

Job Corps - www.jobcorps.gov

Job Corps is a free education and training program that helps young people learn a career, earn a high school diploma or GED, and find and keep a job. For eligible youth at least 16 years of age, Job Corps provides the all-around skills needed to succeed in a career and in life. Job Corps is administered by the U.S. Department of Labor and helps young people ages 16-24 improve the quality of their lives through vocational and academic training.

Jobs for America's Graduates (JAG) - www.jag.org

The primary objective of the JAG program is to keep participants in high school through graduation during the in-school phase of the program and to improve the rate of success in achieving their education and career goals. In order to reach these goals, the JAG program includes career guidance, employability skills training, adult mentors, advisement and support, summer employment training, leadership training, job and postsecondary school placement, 12-month follow-up service, and linkages to community-based services.

Hard Hatted Women - www.hardhattedwomen.org

A primary goal of this organization is to encourage and prepare women for nontraditional employment through outreach, education, training, support, and job placement assistance. The youth education programs are designed to counteract the damage to emotional development and self-esteem that poverty can create, at a critical time in a girl's development. Young girls are challenged to develop new areas of physical confidence, expand their math and science skills through concrete applications, and push past preconceived limitations.

The Target Population

Given the sources of the candidates who will be referred by these organizations to Get Into Energy Career Coaches, it is expected that candidates will:

- Be between the ages of 16-26.
- Have a high school diploma or GED.
- Possess or be in the process of getting a valid driver's license.
- Have not been convicted of a felony.
- Have income that falls at 200% of the Department of Labor's definition of poverty level or below. See the graph below for further information regarding this standard.

YOUR FEDERAL POVERTY LEVEL		
FAMILY SIZE (Household)	ANNUAL 200% of Poverty Guidelines	MONTHLY 200% of Poverty Guidelines
1	\$21,660.00	\$1,805.00
2	\$29,140.00	\$2,428.33
3	\$36,620.00	\$3,051.67
4	\$44,100.00	\$3,675.00
5	\$51,580.00	\$4,298.33
6	\$59,060.00	\$4,921.67
7	\$66,540.00	\$5,545.00
8	\$74,020.00	\$6,168.00
For each additional member, add	\$7,480.00	\$623.33

Due to the collaborative arrangements made by CEWD with each of these organizations, staff in programs they sponsor in each of the eight pilot states will refer young people to you using a Referral Form (included in **Appendix A**). To properly check the boxes, double click on the box and select Checked under Default Value). Besides the flow of applicants from these sources, others may come due to information gained from other local organizations that focus on this population.

While a general process has been laid out for this project as a whole, your state Pipeline Project Lead may have additional details for how the referral process will work for you. For a full list of the contacts for each state/region see **Appendix B**. Because of the screening that must be applied to the population that this project will attract, Career Coaches should view the process as a funnel – i.e., there may be many who enter at the top of the funnel, but a large percentage of those will be screened out or referred out as the steps of the process are implemented.

PURPOSE 2: To assess the skills and interests of “attracted” young people to determine if careers in energy are appropriate for them.

The jobs included in the GIE program require specific basic skills of both a technical and soft-skill nature. Thus, candidates for the program will be asked to take two measures of skills – ACT’s *WorkKeys* and *SkillsUSA Energy Industry Employability Skills Assessment* – and to pass them at a specified level. If candidates do not pass these assessments after the first administration, they may engage in remediation activities and take them again.

Candidates who pass these two skills assessments at or above the designated level will be asked to take Kuder’s interest assessment called the *Kuder® Career Search*, online in *Kuder® Journey*, a web-based career planning system that will be made available for this project. Those applicants whose interest assessment results confirm interest in energy careers or related careers in manufacturing or construction will remain in the “funneled” list of applicants. Others will be referred out as explained in **Chapter 3**.

PURPOSE 3: To refer those whose skills, interests and/or background do not support their entry into energy careers to other opportunities.

There is a referral process set up in each state for those individuals whose skills qualify them as candidates but whose interests appear to lie in a related career in manufacturing or construction. For information on how this process is to work in your state, contact the Pipeline Project Lead.

PURPOSE 4: To assist those who qualify for energy careers to select a specific occupation and program of education/training.

The energy industry offers career ladders within a number of occupations, specifically Lineworker, Maintenance and Repair Technician, Nuclear Power Plant Operator, Reactor Operator, Power Plant Control Room Helper, Pipefitter/Pipelayer, Chemical Engineer, Civil Engineer, Electrical or Power Engineer, Nuclear Engineer, Mechanical Engineer, Solar Photovoltaic Installer, and Energy Auditor. Through the results of assessment, applicant choice, and your guidance, program participants will choose one of the entry-level occupations in this group and move toward the required training or education.

PURPOSE 5: To provide the opportunity for qualified candidates to succeed in obtaining stackable credentials.

Project goals include the establishment and implementation of high standards of readiness and skill (both employability skills and technical skills) for those in the Career Pathways program. Thus, as described in detail later in this handbook, participants will acquire three credentials -- the ACT National Career Readiness Certificate, the Energy Industry Employability Skills Certificate, and the Energy Industry Fundamentals Certificate – as well as entrance into a pre-apprentice boot camp (with community college credit for related coursework) or an associate degree. These education and training programs will be described in detail in **Chapter 3** of this handbook.

PURPOSE 6: To provide access to jobs with local employers for candidates who achieve these credentials.

Program participants who successfully persist through the screening processes and academic requirements of the project will be rewarded by your active assistance in gaining interviews with employers in their geographic area who have agreed to collaborate on the project.

PURPOSE 7: To provide support for development of an action plan and progress through it.


Though getting some training and that first job is important, the long-term goal is to assist young people to enter an energy occupation that has the potential to offer career progression as the participant gains work experience and perhaps additional training or education. Thus, the development of an action plan, called the Career and Support Services Plan, that includes both short-term and long-term goals is critical. Your ongoing support, including at least a six-month follow-up period after job placement, is also critical.

The Responsibilities of Career Coaches

By now you have already identified many of the responsibilities of Career Coaches as these are inherent in the purposes of the project. Some of you have assumed similar responsibilities in your previous work, while for some of you these responsibilities may be new. It is the goal of this handbook and its related webinars to give you the information and tools that you need to perform these responsibilities well. Grouping them all together, expected responsibilities include:

- Track client's progress in reporting spreadsheet. (Under GIE Resources in *Journey ADMS*)
- Pre-registering clients in the *Journey* system (**Chapter 1**)

- Conducting intake interviews, using the prescribed intake interview form. **(Chapter 1)**
- Providing access to required skills assessments: *WorkKeys* and *Energy Industry Employability Skills Assessment*. **(Chapter 2)**
- Working with clients who did not pass one or both of these skills assessments to complete remediation and retake. **(Chapter 2)**
- Introducing clients to the *Journey* system and how to use it. **(Chapter 5)**
- Directing appropriate clients to take the career interest assessment (called the *Kuder Career Search*) online in *Journey*. **(Chapter 2)**
- Interpreting three assessments: *WorkKeys*, *Energy Industry Employability Skills Assessment*, and *Kuder Career Search* interest assessment. **(Chapter 2)**
- Determining which career path each client will follow. **(Chapter 3)**
- Referring some clients out to other programs due to criminal record, lack of interest in energy careers, or lack of availability of specific energy jobs in their geographic region. **(Chapter 3)**
- Developing a Career and Support Services Plan with qualified energy clients. **(Chapter 3)**
- Placing qualified energy clients into the curriculum for the Energy Industry Fundamentals Certificate. **(Chapter 3)**
- Assisting qualified energy clients to enter either a boot camp or associate degree program. **(Chapter 3)**
- Linking qualified energy clients with employers in their geographic area. **(Chapter 3)**
- Following through with program completers for at least six months after employment. **(Chapter 4)**

In order to accomplish these duties and responsibilities, the directors of the Career Pathways project have defined a step-by-step approach that should be followed by all Career Coaches in order to provide consistency of service to clients. 

STEP ONE -

Intake (30-60 minutes)

After receiving an intake form, you will meet with a prospective client for the first time, preferably face-to-

face. During this session, there is basic sharing of information for agency/organization records, a general discussion of the individual's career goals, and rapport-building to establish what will be an ongoing relationship. It is during this session that you will consider whether the individual is appropriate for the Get Into Energy program based on stated career interests, background, attitude, etc. You will describe the required assessments and also consider whether there is anything in the individual's learning path that could be considered for prior learning assessment (e.g., military training, an internship, etc.). An intake interview form, discussed later in this chapter, is to be completed during this session. Further, you should create a client account within *Journey* prior to or during this interview even if you or the candidate have decided that the program is not a good fit. The purpose in doing so is to keep track of all referrals and to be able to determine how many of them continued.

STEP TWO - Assessments

Assuming that the individual has been determined appropriate for employment in the energy industry (based on the intake session), you will request that he or she take three assessments: *WorkKeys*, the *Energy Industry Employability Skills Assessment*, and, after achieving acceptable scores on these, the *Kuder Career Search* interest assessment. You need to work with the individual to schedule these and also set a time to review the results.

STEP THREE – Assessment Interpretation (1-2 hours)

While the results of assessment may be available to clients immediately after administration, they will still require some interpretation by you. It is important that the results of all assessments be considered together to create a “big picture” view for the individual of the challenges he or she may face in preparing for a career. Such challenges may include the amount of training or remediation indicated by the assessment results, or an indication that manufacturing or construction (or some other area) would be more in line with the individual's interests. If the latter is the case, you will make a referral to the identified manufacturing or construction lead, or work with the individual outside of the Get into Energy advising model to identify next steps.

Assuming that the person is a fit for Get Into Energy, you should discuss the challenges with the individual and help create a strategy to meet those challenges. For example, if the individual will require a great deal of training, you could help by identifying an apprenticeship program that would provide income while training, or grants that might be available based on the individual's income level.

STEP FOUR –

Career and Support Services Plan *(1 hour)*

For the majority of individuals, it is anticipated that there will be a need for education and training. You will work with the individual to identify a specific career objective and, based on this objective, help to identify training providers or special programs provided by the industry or labor unions that could help meet those needs. The result from this session should be a written action plan that spells out the steps the client must take to satisfy the requirements for the chosen career path, including specific courses or programs of study, stackable credentials to be sought, ideas for financial assistance, and other supportive services such as childcare and transportation.

STEP FIVE –

Identification of Education Provider *(Two half-hour sessions)*

Once the learning plan has been developed, the client will be tasked with doing research on the available education and training options. This is part of the empowerment of the advising process. It is important to remember that the decision on an education provider or training path must be the individual's, not yours. It is anticipated that the client will do some legwork but then have questions for you before a final decision is made. For this reason, it is recommended that this step be broken into two half-hour sessions. For some, both half hours will not be needed.

STEP SIX –

Ongoing Support *(15-30 minute sessions through first six months of employment)*

Ongoing support will be a vital component for this population. Many are entering the workforce for the first time; others have had unsuccessful attempts at jobs; others may be reaching beyond what they have ever considered possible for themselves before. For this reason, you must be available on an ongoing basis to provide a connection, encouragement, and/or to serve as a general resource about all things career-related. We recommend monthly contact for the first three months, either in person or by phone for 15-30 minutes. After that, periodic contact through the first six months of employment can help to assure success.

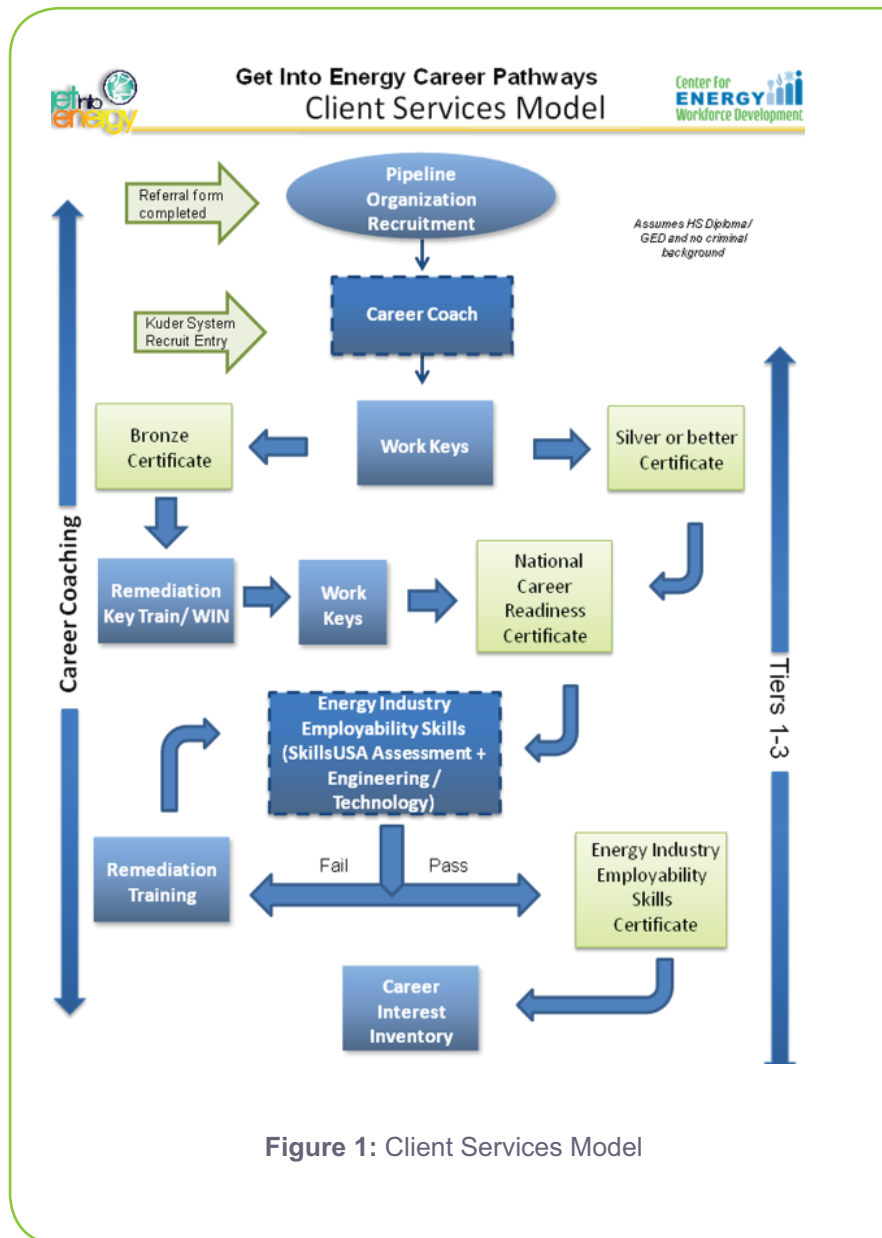
While these steps are described as one-on-one sessions, you may consider the use of group sessions. Group sessions allow for a greater transfer of knowledge and sharing of experience and may make some individuals feel more comfortable and supported.

The Process and the End Goals

So far in this chapter you have learned about the purposes of the Get Into Energy project, its collaborating organizations, the characteristics of its target population, and the responsibilities of Career Coaches. A brochure that summarizes all of this information is included as **Appendix C**. The process of receiving candidates for the program and of the sequence of services is summarized in **Figure 1**. A step by step checklist is also included in **Appendix M**.

Note that the receipt of a referral form from one of the collaborative agencies described at the beginning of this chapter initiates the process and gets the client to you. In order to begin the process, you will register the client, using the information from the referral form, for use of *Journey*, a web-based career planning system that will be very helpful to clients. The system also has an *Administrative Database Management System* which will allow you to complete forms, collect and review assessment results, and make ongoing case notes as the client progresses through the program. Instructions for registering clients are provided in the next section of this chapter.

After the registration of the client into the *Journey* system, using the referral form as the source of information, contact the client to set up the intake interview. You may choose to set up the interview first and then to do the registration online during the intake interview session. After the completion of the intake interview, the next step for a continuing client is to take ACT's *WorkKeys* assessment. The client must pass the three



tests in this assessment at the Silver Certificate level at first pass, or after remediation, and acquire ACT's National Career Readiness Certificate (NCRC).

Having passed this hurdle, the client must take and pass, at first pass or after remediation, the *Energy Industry Employability Skills Assessment*, which measures both technical skills and soft skills. When clients achieve the cut-off score on this assessment, they acquire the Energy Industry Employability Skills Certificate. It is only after having achieved the required scores on both of these assessments that clients are then asked to take a career interest assessment as a means to determine which career choices may become possible for them. Details about these assessments, how users will take them, and how you will interpret them are provided in **Chapter 2**.

The intended end-result of this sequence of assessments is to measure and increase the baseline skills that clients need in order to enter specified occupations in the fields of energy, manufacturing, and construction. These skills will be documented by the credentials shown in Tiers 1-3 of **Figure 2**. These tiers will be more fully described in **Chapter 2**, and Tiers 4-8 will be described in **Chapter 3**.



Getting the Process Started: The Client Intake Interview

The collaborating organizations will refer individuals to you who are interested in learning more about the Get Into Energy Career Pathways program. Once you have registered the client in *Journey*, call them and set the time and place for an intake interview, or plan to do the registration during the interview. This interview is very important because in it you will create the first impression of the Career Pathways program, which will either attract and motivate clients or turn them off. It is also your prime opportunity to create a collaborative rapport with a client, and that rapport will serve you well many times as you move forward through the steps of the program.

There are several purposes for this 30-60-minute interview, including:

- Establishing rapport with the client.
- Explaining the Get Into Energy Career Pathways project.
- Explaining the basic qualifications of candidates who will be accepted into the program.
- Describing the components of the screening process.
- Describing the three assessments and the requirement to pass the first two at a specified level.
- Determining whether to proceed with the next steps in the process.
- Detailing the next steps for the client, including scheduling administration of the two skills assessments.
- Providing information about resources, especially *Journey* and the Career Pathways web site (www.getintoenergy.com).

A form, called the Intake Interview Summary located in **Appendix D**, must be completed for each client. There are four main parts to this summary sheet after recording of demographic data – Educational Experience, Work Experience, Current Educational and Career Goals, and Next Steps. In the Educational Experience section, record the date of the client’s high school graduation or completion of the GED certificate. Also record any kind of additional education or training that the client has had since that time. In the next section, record all part-time and full-time work experience that the client has had from the high school years until the present, including employers, dates, and type of job. In the Educational and Career Goals section, record any career preferences that the client may be able to express. In the Next Steps section, assuming that you believe that this client has the motivation needed and the baseline requirements (age range between 18-26, no record of a felony, completion of high school or GED), list the next steps that this client should take. Most

likely the next step will be to go to a place that you designate to take *WorkKeys*.

The Intake Interview Summary form is available in electronic version on the special website created for this project – www.getintoenergy.kuder.com. You can access the form from a right-hand widget titled **Get Into Energy Resources**. To access the form, follow these steps:

- 1 Go to www.getintoenergy.kuder.com.
- 2 Enter your administrator user name and password.
- 3 Scroll to the bottom right-hand corner of the screen. You will see a **Get Into Energy Resources** box that contains the **Intake Interview Form**.

The form, provided in Word, allows you to enter the data collected from a client as the interview is taking place. Notice that there is a variable length “notes” section which will serve as a very convenient place to add information and notes about progress or change as you continue to work with a given client. After the initial completion of the form during the intake interview, save it to a file on your machine.

A second task that you need to accomplish during the intake interview, if you have not done so already, is to assist clients to register in *Journey* and enter information about themselves to initiate an electronic portfolio. This process needs to be accomplished for two reasons. First, it will become the basis for all future uses of *Journey* by the client. Such uses will include taking the interest assessment, researching multiple occupations, finding schools and training programs to attend, learning about financial aid, preparing cover letters and resumes, and posting an e-Portfolio for viewing by employers. Second, registering the client at this point will build the electronic portfolio, which serves as a repository of clients’ assessment results, scanned credentials, and uploaded documents. These items can be viewed there both by clients and by you. Follow these steps to register a client for use of *Journey*:


- 1 Access www.getintoenergy.kuder.com.
- 2 Select **New Users** from the Login box.
- 3 Complete the registration process with as much information as you have available based on the referral form and the intake interview.
- 4 Create a user name and password for each client by following this formula:
User name: first name + middle initial + last name (i.e. johnsmith)
Password: getintoenergy

It is essential that clients know their user name and password and that they use the exact same name and password each time they access the system. For that reason, it would be prudent for you to provide the user name and password to each client in written form.

The first item that you will want to store in each client's electronic portfolio is a copy of the Intake Interview Summary form that you have just completed. Either you or the client can upload the completed form into the portfolio by following these steps:

- 1 Access www.getintoenergy.kuder.com.
- 2 Enter the client's user name and password.
- 3 Click on the **Job Search Tools** tab and then **Manage My Documents**.
- 4 Select the file to upload.
- 5 Choose **Other** for Document Category and **Word Document** for Document Type.
- 6 Enter a Title and/or Description.
- 7 Click **Upload**.

Access to electronic documents will also be provided under the **Recommended Links** section of each client's homepage within *Journey*.

In addition to completing the forms throughout the process, it will be important that the Career Coach continually takes notes on their client's progress. The purpose of this is to capture information that cannot be captured elsewhere on the Kuder system. Some of the areas where you can enter information in the Notes feature are highlighted throughout your manual. Also, please note that the information captured in this area should be factual and not subjective or behavioral. All information included on this screen is deemed discoverable. Please do not use subjective terms, such as "client is not motivated." Enter facts, such as "client does not have a vehicle and will need transportation," or "Client was interviewed three times and has been unsuccessful. I referred him to Interviewing Skills Workshop." 

Summary

This first chapter has laid a foundation for understanding the Get Into Energy Career Pathways program and its intended target population and goals. It has also defined the roles and responsibilities of Career Coaches and the process you will follow as you work with clients. Further, it has described an intake interview and provided instructions for completing some necessary tasks during that interview.



Chapter 2

THE ROLE OF ASSESSMENT

in the Get Into Energy Career Pathways Program

The Career Pathways program is designed to attract young adults in significant numbers and to filter them through a number of criteria in order to identify those who have motivation, baseline knowledge and skills, and interests to qualify them to enter training for energy occupations. Assessment is a primary tool in this process.

There are two kinds of assessment: **informal** and **formal**. You will be using **informal assessment** when you conduct the intake interview, as you make some judgments about a candidate's level of motivation and interest in moving forward in this program. In other words, **informal assessment** is any method used to gain information about a person – such as interviews, checklists, and questionnaires – that has not been subjected to the scientific rigor of item development, norming, and studies of reliability and validity.

In the Career Pathways program, three **formal** assessments are being used – i.e., instruments that have been developed by organizations that specialize in the development of assessments. For each of these three assessments, professionals have given great care to ensure that the items posed to clients are not culturally or gender-biased, that the assessment tool measures what it is supposed to measure (called **validity**), and that if the same assessment were taken a second or third time, it would provide the same results (called **reliability**) unless some intervention was introduced that was designed to improve skills or knowledge. The leaders of the Get Into Energy Career Pathways project have been careful to select assessment tools that meet professional standards in these areas as well as measure the attributes of each person that are relevant to the project's goals.

It is critical that the screening process in this project include measures of skills. A **skill** can be defined as the knowledge and practical application needed to perform a given task. So, the Career Pathways project offers two formal assessments that are designed to measure foundational knowledge and skills in specific areas. These two assessments are ACT's *WorkKeys* and the SkillsUSA *Energy Industry Employability Skills Assessment*. For these assessments, there are correct answers to each of the items.

One good predictor of an individual's satisfaction in a given occupation is that person's interests. The *Kuder® Career Search* interest assessment has been selected as the measure of interests for this project. An *interest* is a preference for doing one kind of activity over another. Thus, there are no "right" or "wrong" interests. Individuals have their own unique pattern of interests. So, an interest assessment will be used in the program to answer the question "Is this person interested in doing the kind of daily work tasks that energy occupations require?" In the funnel process that has been described in **Chapter 1**, clients will take and have to pass both of the skills assessments (*WorkKeys* and then the *Energy Industry Skills Assessment*), with remediation if necessary, prior to taking the interest assessment.

Preparing Clients for Assessment

Clients will be more relaxed about taking these assessments and will perhaps do a better job if you spend some time preparing them for the process. Such preparation consists of at least the following items:

- Explain the purpose of taking the assessment.
- Describe how, where, and when to take the assessment.
- Explain what the items on the assessment will be like.
- Explain how to prepare, if relevant.
- Explain when the results will be available and who will see them.
- Explain what happens to the results.

So, let's look at each of those items individually.

THE PURPOSE OF TAKING THE ASSESSMENTS

The first global purpose of the assessments is to provide information to the client and to you that will guide decisions about the client's entry into the program in general and also about the specific occupations and training opportunities within the program. A second important global purpose of the assessments is to determine if and what kind of additional training and support may be needed in order to give clients the foundational skills they need to acquire credentials, degrees, and/or certifications necessary to reach their goals.

The purpose of taking ACT's *WorkKeys* assessments is to determine at what level clients possess three foundational work skills: Locating Information, Reading for Information, and Applied Mathematics. Scores on these three assessments are provided as levels, specifically Level 3 through Level 7. The level of these scores determines which of four certificates of career readiness, called the National Career Readiness Certificate and described in **Figure 1**, a client may apply for from ACT. You will have the capability to refer clients who don't achieve the score they desire to sources of training that would serve to improve the level of knowledge in any of these three areas. The meaning and criteria for the four levels of certificate are included in the box below. The goal for participants in general for the Get Into Energy program is to achieve the Silver level, that is, at least level 4 in each of the three core areas. The Gold level, however, is required for those who want to qualify for the nuclear energy industry.



Figure 1: Levels of the National Career Readiness Certificate

The *Energy Industry Employability Skills Assessment* is designed to document that potential employees have the employability skills needed for entry-level employment in energy industry careers. The *Energy Industry Employability Skills Assessment* is being used to determine the level of skill that clients have in two areas: 1) specific technical skills needed for entry into energy occupations, and 2) general employability skills, including areas like how to find a job, how to behave and collaborate in the workplace, and how to communicate appropriately in a business environment. Determining the level of these skills will provide information that you can use both to decide whether to admit an applicant into the program and to guide your referral of clients to available training programs that can impact the further development of these skills.

To discover the knowledge and skills measured on this assessment, read the assessment blueprint for Employability Skills and Engineering and Technology (**Appendix E**). The assessment blueprint is similar to a construction blueprint in that it describes the components used in building the final product. It is useful

to print off the assessment blueprint and review it with clients prior to their taking the *Energy Industry Employability Skills Assessment*.

Clients that pass the assessment can receive a certificate, called the Energy Industry Employability Skills Certificate, to add to their resume and e-Portfolio and use when seeking employment. The assessment is a part of the larger collection of assessments offered through SkillsUSA as part of its Workforce Ready System (see www.skillsusa.org).

The *Kuder Career Search* interest assessment is used to determine the clients' interest in work within three different industry-based areas as briefly described below:

- **Architecture and Construction:** Careers in designing, planning, managing, building, and maintaining the built environment. People employed in this cluster work on new structures, restorations, additions, alterations, and repairs.
- **Manufacturing:** Careers in planning, managing, and performing the processing of materials into intermediate or final products, and related professional and technical support activities such as production planning and control, maintenance, and manufacturing engineering.
- **Science, Technology, Engineering, and Mathematics:** Careers in planning, managing, and providing scientific research and professional and technical services (such as physical science, social science, and engineering) including laboratory and testing services, and research and development services.

If a given client has high interest in any of these three clusters, specific titles of energy, construction, and manufacturing jobs included in this project will be displayed for exploration. In short, the interest assessment is used to counsel the client out of the program (if he or she has little or no interest in any of these clusters though having the necessary skills foundation) or to help clients decide whether to plan toward energy, construction, or manufacturing jobs. If, with the coach's involvement, the client chooses construction or manufacturing, he or she will be referred to other programs in these industries. Further information is provided in **Chapter 3** of this handbook.

DESCRIBE HOW, WHERE, AND WHEN CLIENTS CAN TAKE THE ASSESSMENTS

Clients will take ACT's *WorkKeys* assessments through a variety of avenues, dependent upon the state. Most, however, will take the assessments through a local one-stop center. The cost of taking them varies dependent upon the site of administration. That expense may be covered through funding available at the

One-Stop Center. If clients do not get acceptable scores (at least level 4 on each of the three assessments) at first administration, you may refer them to online work designed to improve their knowledge, and therefore their scores, at a successive administration. There may be a cost associated with the online study course, and after its completion clients may retake the *WorkKeys* tests. You will need to follow these steps in order to determine how your clients can take *WorkKeys*:

- 1 Find out where *WorkKeys* is offered by talking with your Pipeline Project Lead. Also find out if there is a cost to the client for taking the assessments and/or remediation that may be necessary.
- 2 Find out the date(s) on which the assessments will be administered and how and when clients need to register. Communicate this information to clients by phone, e-mail, or by posting a message in their *Kuder* portfolios.

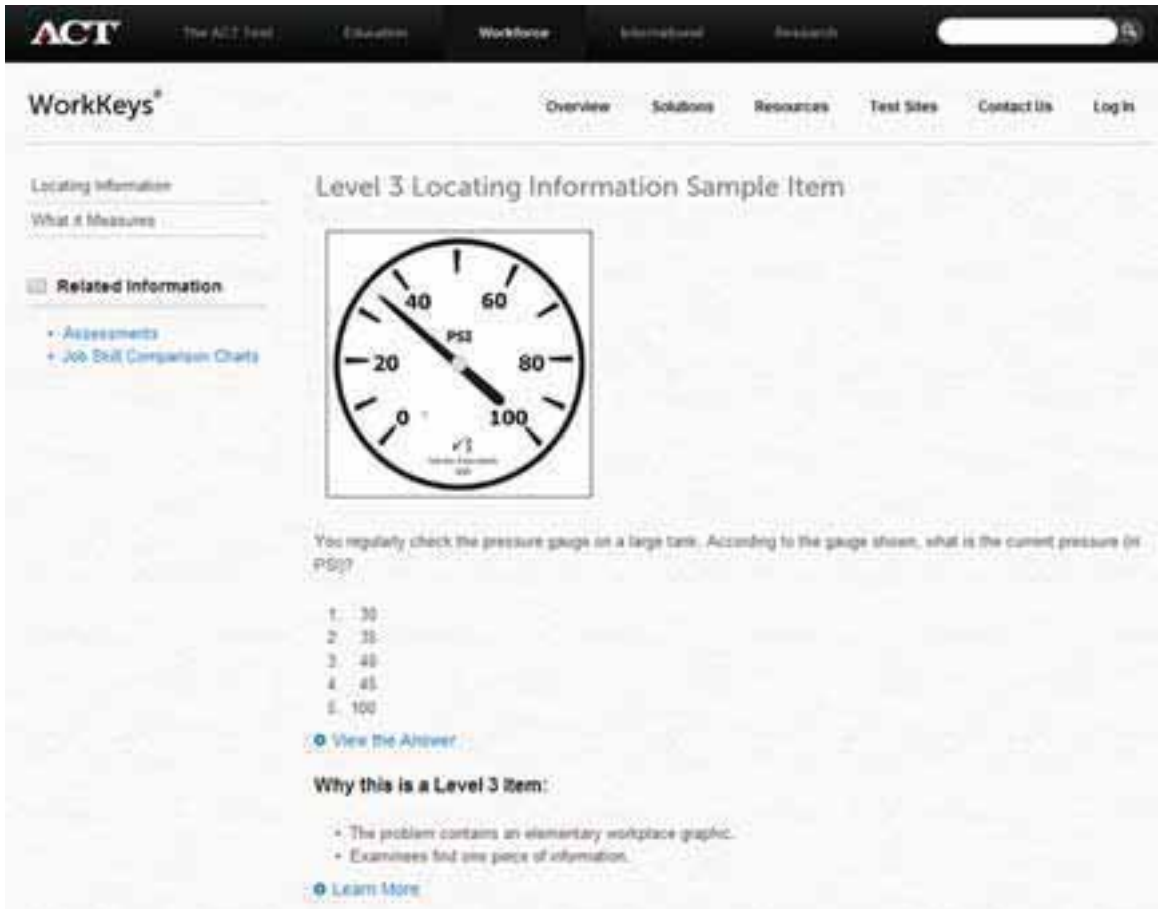
If the local One Stop does not offer and pay for *WorkKeys*, please contact your state's Pipeline Project Lead. Please see **Appendix B** for a list of these contact persons for the states participating in the Career Pathways program.

Clients will also take the *Energy Industry Employability Skills Assessment* at a local One-Stop Center, or you can administer it as the Career Coach. The cost of the assessment and potential remediation/retake may be covered as part of the project. Please check with your Pipeline Project Lead for more information on the process in your state. Refer to the Get Into Energy contact list in **Appendix B** and contact that individual. As with *WorkKeys*, there will be an opportunity for you to refer clients for course work if their scores are unacceptably low. See **Appendix F** for lesson plans to help clients increase their score.

Clients will take the *Kuder Career Search* interest assessment within the *Kuder® Journey* career planning system after they have taken the other two assessments. You will provide them with information about how to sign on to this system. To do so, login to your *Kuder® Administrative Database Management System* and select the **Tools and Resources** tab. From there select ***Kuder Journey Individual Login Instructions***. You may print these out for the student so they can remember their user name and password as well as the link to visit to re-log in. They may take this interest assessment at any time and from any place that they have access to the Internet. Most people complete the assessment within about 20 minutes.

EXPLAIN WHAT THE ITEMS ON THE ASSESSMENT WILL BE LIKE

The items on *WorkKeys* are typically multiple-choice items from which clients would choose the one best answer. Sample items for each of the three tests are shown in **Figures 2-4**. The answer to each of these items is either right or wrong.



The screenshot shows the WorkKeys website interface. At the top, there is a navigation bar with the ACT logo and links for 'The ACT Test', 'Education', 'Workforce', 'International', and 'Research'. Below this is the WorkKeys logo and a secondary navigation bar with links for 'Overview', 'Solutions', 'Resources', 'Test Sites', 'Contact Us', and 'Log In'. The main content area is titled 'Level 3 Locating Information Sample Item'. On the left, there is a sidebar with 'Locating Information' and 'What it Measures' sections, and a 'Related Information' section with links to 'Assessments' and 'Job Skill Comparison Charts'. The main content area features a pressure gauge with a needle pointing to 45 PSI. Below the gauge, the question reads: 'You regularly check the pressure gauge on a large tank. According to the gauge shown, what is the current pressure (in PSI)?'. The multiple-choice options are: 1. 30, 2. 35, 3. 45, 4. 45, and 5. 100. There is a 'View the Answer' link below the options. A section titled 'Why this is a Level 3 item:' lists two bullet points: 'The problem contains an elementary workplace graphic.' and 'Examinees find one piece of information.' There is also a 'Learn More' link at the bottom.

Figure 2: Locating Information Sample Item from *WorkKeys*

www.act.org/workkeys/assess/locate/sample3.html

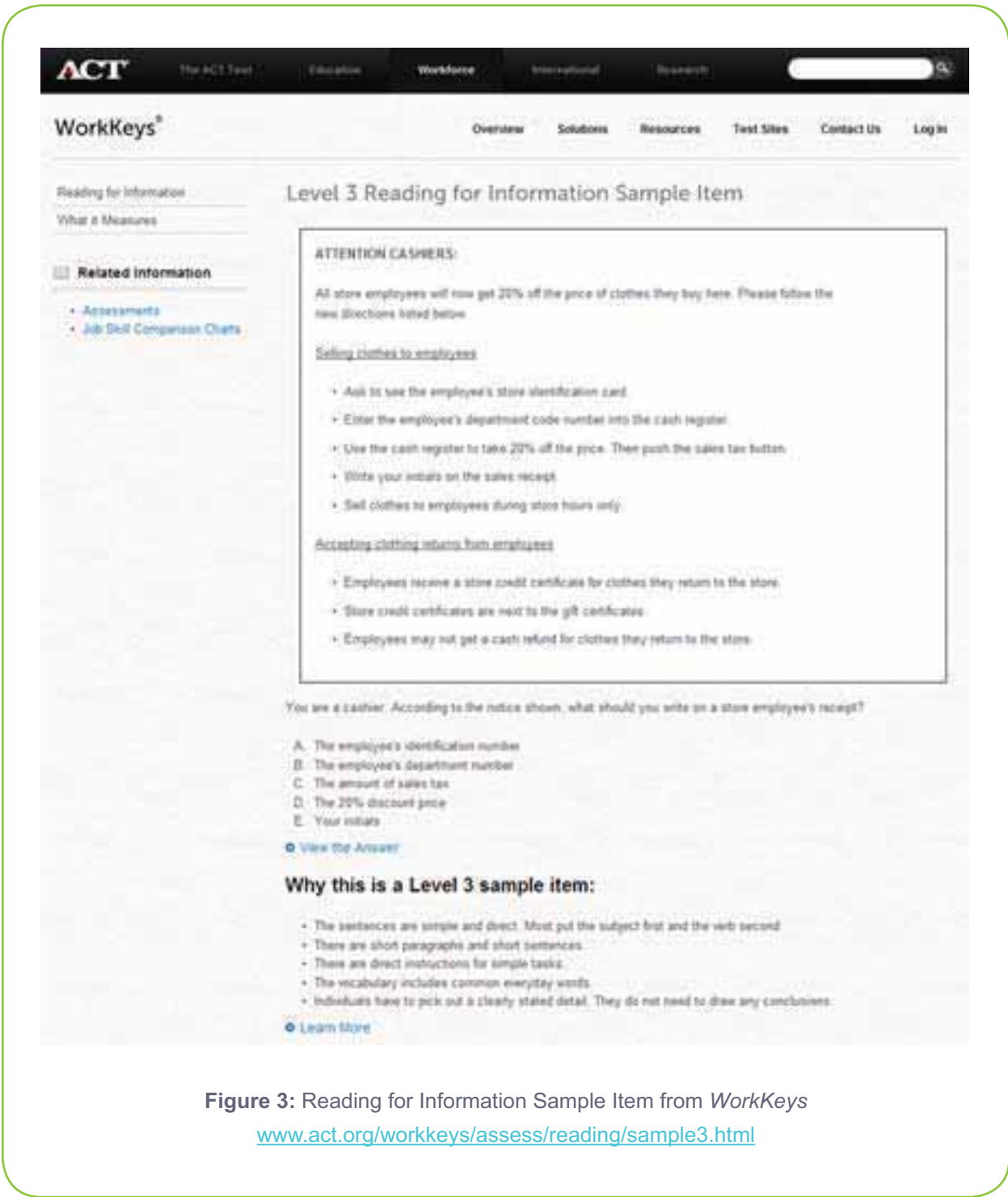


Figure 3: Reading for Information Sample Item from *WorkKeys*
www.act.org/workkeys/assess/reading/sample3.html

The screenshot shows the ACT WorkKeys website interface. At the top, there are navigation links for 'The ACT Test', 'Education', 'Workforce', 'International', and 'Research'. Below this, the 'WorkKeys' logo is prominent, with sub-links for 'Overview', 'Solutions', 'Resources', 'Test Sites', 'Contact Us', and 'Log In'. The main content area is titled 'Level 3 Applied Mathematics Sample Item'. It presents a word problem: 'In your job as a cashier, a customer gives you a \$20 bill to pay for a can of coffee that costs \$3.84. How much change should you give back?'. Five multiple-choice options are listed: 1. \$16.26, 2. \$16.16, 3. \$16.24, 4. \$16.84, and 5. \$17.16. A 'View the Answer!' link is provided. Below the question, a section titled 'Why this is a Level 3 item:' lists three bullet points: 'Examinees must perform a single subtraction operation', 'Numbers are presented in the logical order (\$20 - \$3.84)', and 'Number of dollars must be converted to a decimal (dollars and cents: \$20.00)'. A 'Learn More' link is also present.

Figure 4: Applied Mathematics Sample Item from *WorkKeys*
www.act.org/workkeys/assess/math/sample3.html

Complete sample tests for *WorkKeys* are available from ACT (www.act.org) for \$5.50 per test.

The items on the SkillsUSA *Energy Industry Employability Skills Assessment* are also multiple choice. An example of an item is shown in **Figure 5**. Answers to each item are either right or wrong.

The screenshot shows the 'LearnMate' interface for the SkillsUSA assessment. The header includes the 'LearnMate' logo and the 'SkillsUSA' logo. Below the header, there is a navigation bar with 'EMPLOYABILITY - ATTEMPT 1' and 'Attempt 1'. The main content area is titled 'Employability - Attempt 1'. It features a 3D pie chart with the following segments: 'Car Payment 10%', 'Car-Associated Gas 8%', 'Rent 22%', 'Groceries 17%', 'Car Insurance 10%', 'Car Wash 5%', 'Car Maintenance 10%', and 'Car Wash 5%'. The question asks: 'Analyze the budget shown to determine the percentage of car-associated costs to total expenses.' Below the chart, there are four multiple-choice options: A. 1,000, B. 4.76, C. 200, and D. 179.

Figure 5: Sample Item from the *Energy Industry Employability Skills Assessment*



Figure 6: Sample Item from the *Kuder Career Search* Interest Assessment

The *Kuder Career Search* interest assessment has 60 sets of items, three in each set. The person taking the assessment is asked to rate these three items in the order in which he or she would like to do them – even if some seem totally undesirable. On this assessment, there are no right or wrong answers.

EXPLAIN HOW TO PREPARE

Besides doing well in courses related to the content of *WorkKeys*, clients can prepare for the assessment by paying a \$5.50 fee (for each of the three content areas) and taking practice versions of the assessments online at www.act.org/workkeys/practice. After users have completed each of the three tests they will receive an estimated score. They have up to 24 hours to view the correct answers and justifications. Once they click **Quit** they will no longer have access to the practice test. Clients will need to set aside sufficient time to take these assessments, whose length in the online version – whether a sample test or real – is 55 minutes per test, thus requiring a minimum of three hours.

If you will be the administrator of the *Energy Industry Employability Skills Assessment*, here's a very helpful tip: start preparing to administer it at least a week before you actually need to administer it. Preparation is not difficult, but it does require attention to detail to ensure success. All of the information you need to prepare for administering the assessment can be found here at www.workforcereadysystem.org/technical_support.shtml.

Here's what you'll find on that site:

- **Skill Connect Assessment Getting Started Guide** - Technical preparation guide and assessment.
- **Administration Instructions** - Includes a checklist of hardware and software requirements and configuration for Text-to-Speech.

- **Testing Policies for SkillsUSA** – Required testing procedures for Career Coaches and proctors.
- An **e-Checklist**.
- **Proctor Checklist**.
- **Proctor Agreement** - Instructions regarding proctor responsibility and confidentiality during the testing session.
- **Proctor Client Oral Instructions** - Directions that are to be read to the clients by the proctor just before the test is administered.

As with any assessment, it's best if you invest some time to help the client prepare as well. Here are a few suggestions:

- Review the assessment blueprint together.
- Review the rules of assessment – i.e. not punished for guessing on an answer.
- Encourage the client to get a good night's sleep and eat breakfast that day.
- This assessment uses advanced interaction. Practice taking the assessment together by using the demonstration assessments found at www.workforcereadysystem.org/demo.shtml.

It is not necessary to prepare to take the *Kuder Career Search* interest assessment as there are no right or wrong answers. Interests are formed by way of both heredity and environment (experiences that are positively reinforced) during one's whole lifetime. The best preparation is to be sure that the applicant has 30 minutes of access to *Journey* on the Internet, though the assessment itself may not take more than 20 minutes. It is desirable, however, to complete it during one sitting.

WHEN THE RESULTS WILL BE AVAILABLE AND HOW TO ENTER THEM INTO THE PERSONAL PORTFOLIO

The *WorkKeys* tests will be scored immediately at the time of administration, and typically, examinees will receive a score report from someone at the testing center. In order to create a National Career Readiness Certificate and make the results of *WorkKeys* available to employers, clients will need to follow these steps:

- 1 Twenty-four hours or later after having taken *WorkKeys* the examinee should access the WorkKeys website at www.myworkkeys.com.

- 2 Log in by selecting the words **Log in Now** under the title Individuals.
- 3 If clients have received their certificates, they will have an assigned user id and password on the back of the certificate. In that case, they should login with this user id and password. If the client has not received a certificate, and therefore does not have a user id and password, they should choose **Create a New Account** when using this site.
- 4 Complete the requested contact information, being sure to use exactly the same first and last name, date of birth, and examinee number as when they took the tests. Also, they must fill in all other requested information and create a new user id and password (if they have not already received one). In addition, they need to select a security question and respond to it.
- 5 Activate the account. After completing the required fields, a Registration Confirmation will appear. An e-mail (which clients can view by opening their mail in a separate window) will be sent to the e-mail address the client provided. That e-mail will contain the activation code that must be entered.
- 6 From the left-hand menu, choose **Certificate Management** in order to see which level of National Career Readiness Certificate they qualify for and to make the Certificate public so that potential employers can view it. Clients will need to share the URL of their page with you or give you their certificate ID number. Employers can view the certificate by entering the certificate ID at www.act.org/certificate/verify.html. If clients wish to get a print copy of their certificates, they can also do that from this location by choosing **Order Certificates**. The print version costs \$16.00, and it may take 3-4 weeks to receive it.

The process described above allows clients and their prospective employers to view the results of the *WorkKeys* assessments and the resultant certificate. However, it is also important that you be able to see the results of *WorkKeys*. It is also important that clients keep all information relevant to job-seeking in one easy-to-view place – their portfolios. For those reasons, ask your clients to record their *WorkKeys* scores in their portfolios by following this process:

- 1 Sign on to *Journey* with the same user id and password they used on previous visits.
- 2 From the tabs at the top of the screen, choose **Assessments**.

- 3 From the menu that follows, choose **Enter Assessment Scores**.
- 4 Select the plus (+) sign across from the title *WorkKeys* Assessment.
- 5 Enter the Level Scores for Applied Mathematics, Locating Information, and Reading for Information. Also, enter the month, day, and year on which they took these tests. Clients can print the *WorkKeys* scores and date of administration from www.myworkkeys.com, or they may already have them because they received a printout immediately after taking the assessments.
- 6 Click on **Save**.

Once the *WorkKeys* scores are saved in the clients' *Journey* account, they can be viewed by you, along with everything else in the portfolio, through the *Administrative Database Management System* capabilities.

Site administrators will order licenses for clients to take the *Energy Industry Skills Employability Assessment*. When they do so, they will enter the names, e-mail addresses, and phone numbers of career coach(es) who will work with their clients. When a client has completed the assessment, an e-mail will be sent to you which provides instructions and access information that will allow you to view your clients' scores online. These scores will then be entered into the clients' *Journey* accounts by you or the client, using the instructions below.

- 1 Sign on to *Journey* with the same user id and password they used on previous visits.
- 2 From the tabs at the top of the screen, choose **Assessments**.
- 3 From the menu that follows, choose **Enter Assessment Scores**.
- 4 Select the plus (+) sign across from Other.
- 5 Enter the percentage score. Also, enter the month, day, and year on which they took these tests.
- 6 Click on **Save**.

The results of the *Kuder Career Search* interest assessment will be available immediately after the user completes it online. The client can view the results and receive an interpretation. The results are then automatically stored in the client's portfolio, under the Assessment section, from which both the client and you can view the results at any time.

EXPLAIN WHAT HAPPENS TO THE RESULTS

You will use this collection of assessment results to guide clients through the sequential process of determining whether they have the skills and interest to enter a pathway of training for an energy occupation, be referred to programs in manufacturing or construction, or pursue other career possibilities. **Chapter 3** provides information about how the scores will be used in guiding these decisions. In all cases you should interpret the scores to clients so that they gain self-information and also have some basic data for considering career options. The scores will remain in each client's portfolio for the client's lifetime unless he or she makes a request through Kuder's Customer Support Department to have the scores or the entire portfolio removed.

INTERPRETATION OF THE ASSESSMENTS

WorkKeys

Clients will receive a score from < 3 to 7 on each of the three *WorkKeys* tests – i.e., Locating Information, Reading for Information, and Applied Mathematics. This number, called a **level**, is based on the number of questions on each test that the client answers correctly. The score report looks like that in **Figure 7**.

Note that this person's skill level in Applied Mathematics is assessed at 5, with 7 being the highest possible level. In addition, a scale score is provided. For the three *WorkKeys* tests taken by your clients, the range of scale scores is 65-90. This score is simply a more detailed measure of the client's performance within a level, in this case, Level 5. The position of the scale

score for a given level indicates the relative strength of the score within this level. The scale score is most useful as a way to measure whether a person has made progress within a level through, for example, taking a remediation course. As an example, if a client received a Level 4 score with a scale score of 75 in Reading for Information at the first administration of this test, then took a Reading course, and then took the Reading for Information test again with a scale score of 78 (though still Level 4), the test indicates that

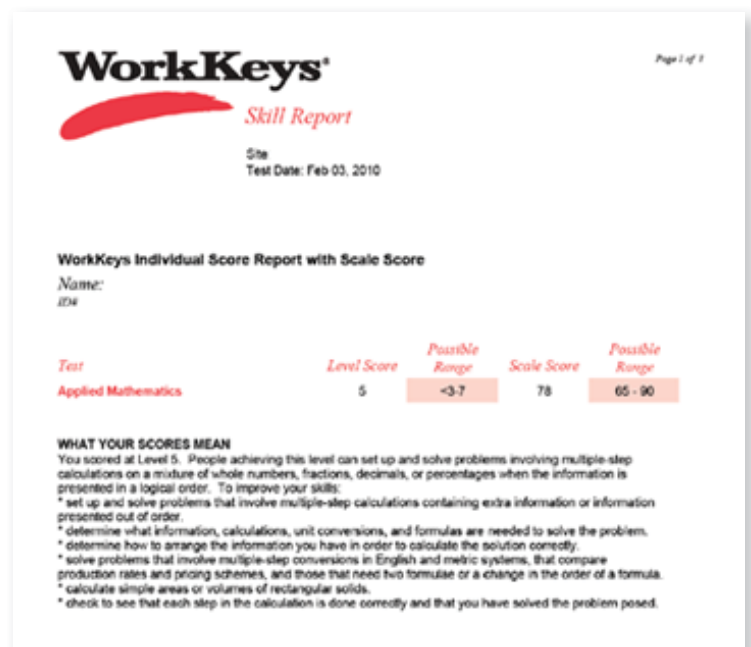


Figure 7: Sample Applied Mathematics *WorkKeys* Score Report
www.act.org/workkeys/assess/pdf/IndividualScoreReport.pdf

a gain in Reading has been achieved.

The ranges of scale scores related to the levels for each of the *WorkKeys* tests are as follows:

Reading for Information		Applied Mathematics		Locating Information	
Scale Score	Level	Scale Score	Level	Scale Score	Level
65-62	< 3	65-70	< 3	65-71	< 3
73-74	3	71-74	3	72-74	3
75-78	4	75-77	4	75-79	4
79-81	5	78-81	5	80-86	6
82-84	6	82-86	6	87-90	6
85-90	7	87-90	7		

There are five levels of difficulty. Level 3 is the least complex, and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. Descriptions of each level and the skills associated with it for each of the three tests are provided on ACT’s *WorkKeys* web site at www.act.org/workkeys/assess/math/levels.html. **Figure 8** provides an example of the extensive information that can be found on that site.

The required levels for the Get Into Energy Career Pathways programs have been determined based on the knowledge and skills needed to move into occupation-specific training after the review of a large number of job profiles related to the energy industry. For example, one would need to understand fractions in general before being able to do the measurements required in line work. By requiring potential students to meet the Silver or Gold (for nuclear) levels, they are more likely to be successful in their job-specific training, which would translate to being better prepared for employment.

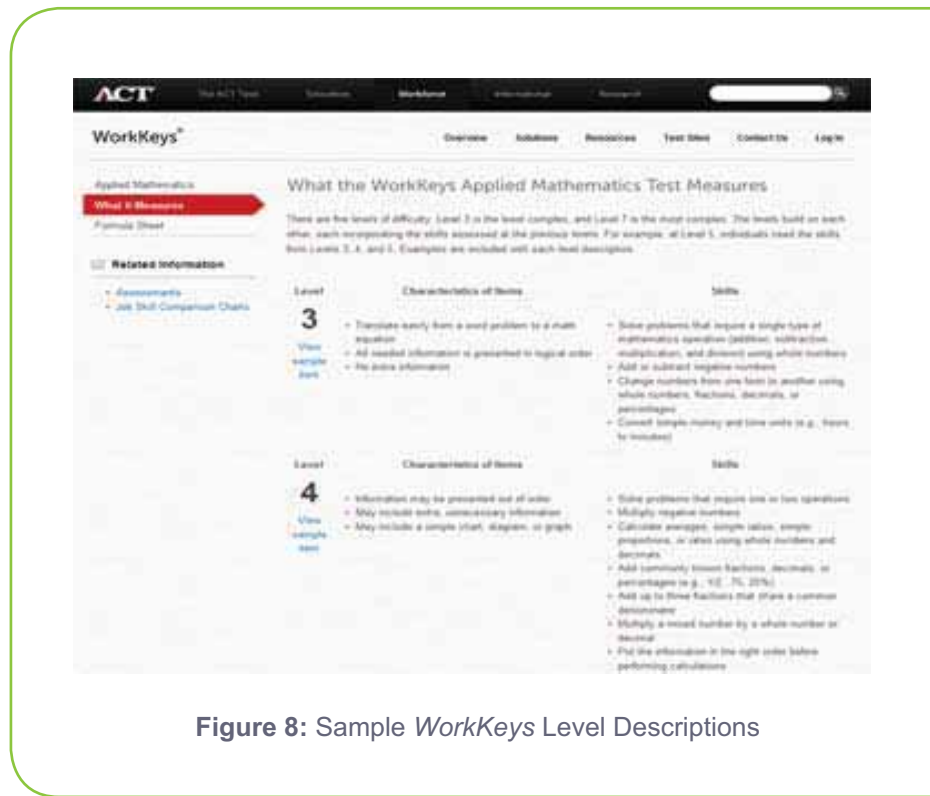


Figure 8: Sample *WorkKeys* Level Descriptions

ACT has also profiled hundreds of occupations in general and provided that information at www.act.org/workkeys/skillsearch.html. The information available there looks like that in **Figure 9**.

Job Title	Applied Mathematics	Locating Information	Reading for Information
Accountants	5	5	5
Adjustment Clerks	4	4	4
Administrative Services Managers	4	4	4
Advertising Sales Agents	3	4	4
Agricultural Crop Farm Managers	5	5	4
Aircraft Body and Bonded Structure Repairers	5	5	5
Aircraft Structure Assemblers, Precision	4	4	5
Airframe and Power Plant Mechanics	4	4	4
Architectural Drafters	4	4	5
Artillery and Missile Crew Members	3	4	4


Figure 9: WorkKeys Score Levels for Occupations

Energy Industry Employability Skills Assessment

There are two reports for this assessment. The first – the Grade Report – provides information on the overall scores for all clients assigned to you. Use this report to determine if the client met the cut score (75%) to pass the assessment and receive the certificate. Clients not meeting the cut score on their first attempt should be encouraged to take the remediation training and re-take the assessment. The remedial training for the employability skills section of the assessment is available at the same site where the client took the assessment and is completely online. At this time, there is no

remedial training available for the Engineering and Technology portion of the assessment. Use tips in the coaching guide to help improve their chances of success when retaking this part of the assessment.

The second report – the Competency Score Report – is generated for each client who takes the assessment. Use this report to learn which areas the client excelled in and which areas should be targeted for improvement. Learn how to access both reports in the Getting Started Guide, page 25. The Guide is provided at www.workforcereadysystem.org/media/support/skill_connect_assessment_getting_started_guide.pdf.

Clients' scores are reported as percentiles compared to populations, such as other clients in the Get Into Energy program or other individuals in a state or national sample. The standard "cut score" (pass/fail criterion) is 75 percent. When a candidate qualifies for a specific occupation via this score, a certificate, called the Energy Industry Employability Skills Certificate, is awarded and will display immediately for the client or Career Coach to save or print. 

The Grade Report

The Grade Report contains the overall score for all clients assigned to your group as illustrated in Figure 10. Besides the notes on this figure, there is material on the website referenced above that will help you with understanding the report.

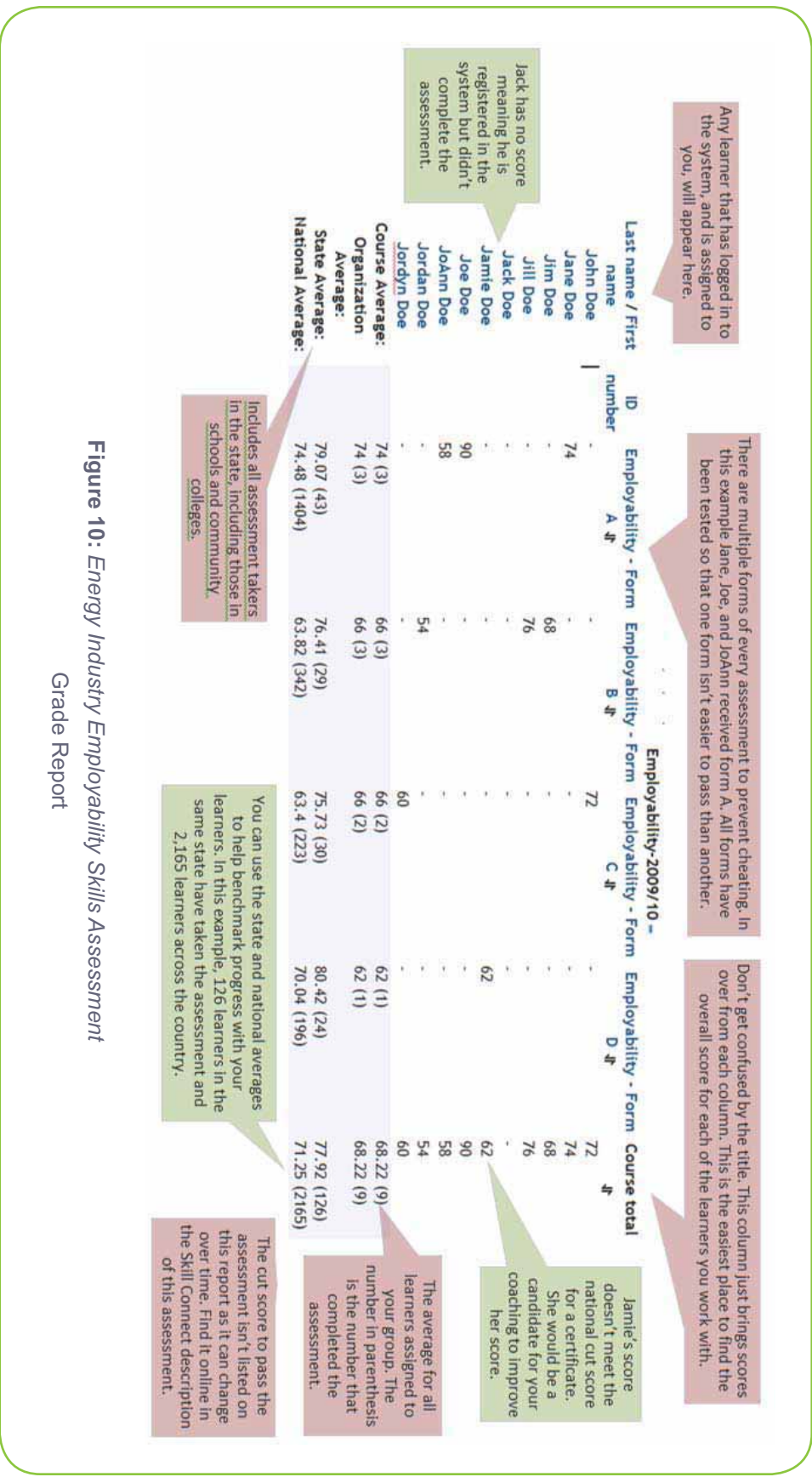


Figure 10: Energy Industry Employability Skills Assessment Grade Report

The Individual Competency Score Report

The notations on the figure below describe the fields of data on the Competency Report. The figure uses the word learner to refer to your clients. This report is produced for every client that completes the *Energy Industry Employability Skills Assessment*.

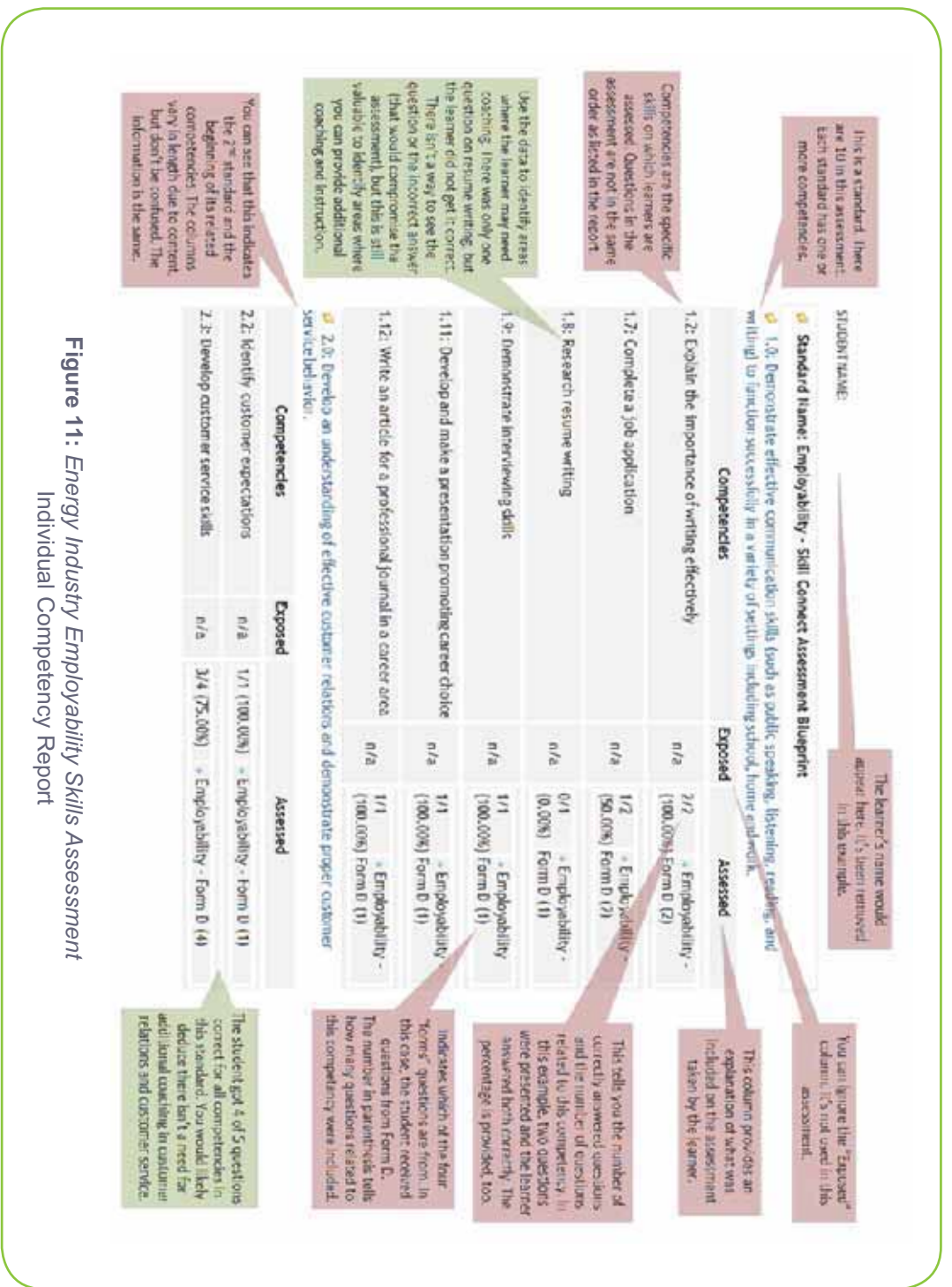


Figure 11: Energy Industry Employability Skills Assessment Individual Competency Report

What the Competency Scores Mean

The results of any assessment should be used as a tool to guide decisions. High scores don't always mean that the individual will demonstrate these skills in real life, and low scores don't always mean that knowledge is lacking. No assessment is perfect. However, this assessment was field tested with a large number of subjects and has been found to be an accurate predictor of behavior. Use the competency scores to help clients identify areas of strength upon which to build even if they passed the assessment. Also use the scores to identify 3-5 areas that need improvement and would make the largest contribution toward job success. An area might be all the competencies for a standard, or it might be one competency. You may be able to suggest ways that this improvement can be supported.

The Kuder Career Search Interest Assessment

This assessment measures the interests of individuals in 16 different industry-related clusters. However, for the purpose of this project, individuals' interest scores will only be displayed for the three clusters that contain energy, manufacturing, and construction occupations, as these are the only occupational areas for which this project will provide training, referrals, and/or job placement. Either the printed or electronic version of the interest score report will appear like that in **Figure 12**.



Figure 12: Kuder Career Search Assessment Sample Score Report

Notice that the three clusters – Science, Technology, Engineering and Mathematics; Architecture and Construction; and Manufacturing -- are displayed in the order, from highest to lowest, of the client's degree of interest in each. Notice the length of the bar graph provided to the right of the title of the cluster that also indicates their interest level. The numbers provided there are percentiles. In other words, they indicate the percentage of a large national sample of people who have taken the assessment who score with lower interest than this individual on each of these industry-based clusters. Percentile scores above 75 indicate high interest (in the top quarter of the population). Percentile scores between 40 and 60 indicate average interest.

Given other supporting data, you may choose to retain clients in the Get Into Energy Career Pathways program who have interest above the 60th percentile in the Science, Technology, Engineering, and Mathematics (STEM) cluster, to which many energy-related occupations belong. You will refer those who have interest above the 60th percentile in Manufacturing to other sources to acquire these jobs, and those who have interest in that same range in Architecture and Construction to additional sources to acquire jobs in that area. You will probably refer clients who do not have interest at or above the 60th percentile in any one of these three clusters out of the program.

IF THE ANSWER IS NOT INCLUDED IN THIS CHAPTER

As you can imagine there are different conditions related to administration of assessments, their costs, how to get remediation, the referral of clients, and many other details that vary state by state. Thus, if you do not find the answer you need in this chapter, you should ask your local Pipeline Project Lead. The chart on the following page some questions to which you may need to get answers. You may want to record the answers you get in the space provided on the chart.



Questions Career Coaches May Need to Ask

Career Coaches can get answers to these questions from their immediate leader and/ or from the Pipeline Project Lead.

Questions	Answers
1. Where will the WorkKeys assessment be administered?	
2. How is the cost for WorkKeys covered?	
3. Where will KeyTrain /WIN be administered?	
4. How is the cost for Key Train / Win covered?	
5. Where will the <i>Energy Industry Employability Skills Assessment</i> be administered?	
6. How is the cost for the <i>Energy Industry Employability Skills Assessment</i> covered?	
7. Where will the remediation and re-take of the <i>Energy industry Employability Skills Assessment</i> be held and how is that cost covered?	
8. To whom should clients who are candidates for manufacturing be referred to?	
9. To whom should clients who are candidates for construction be referred to?	
10. Where is the Energy Industry Fundamentals (EIF) course being held?	
11. Who will cover the cost of the Energy Industry Fundamentals course?	
12. Where will the EIF be administered?	
13. How is the cost of the EIF assessment covered?	
14. Which specific programs will be offered in our region/county?	
15. What schools will be a part of this project?	
16. If someone is not a candidate for the specific 4 job classifications or programs being offered in the region, who should they be referred to?	

Summary

This chapter has described the three assessments that candidates for the Get Into Energy Career Pathway program will take. Clients must pass *WorkKeys* at the Silver level or above and must pass the *Energy Industry Employability Skills Assessment* with an overall percentage score of at least 75%. If these scores are not achieved at first administration, you may refer clients to appropriate remediation prior to taking the two assessments a second time. It is not recommended that clients take the tests more than twice, though you may allow that in rare cases where scores are very close to passing and/or motivation is very high. Only those who pass both of these tests will be asked to take the *Kuder Career Search* interest assessment, which will serve to help you guide clients into one of the three programs (Science, Technology, Engineering, and Mathematics; Manufacturing, or Architecture and Construction), or perhaps out of the project altogether. Further information is provided in **Chapter 3** about the specific training programs and jobs available in these pathways.



Chapter 3

DEVELOPING CAREER AND SUPPORT SERVICES PLANS

By this time, clients have passed some preliminary screening and have taken three major assessments – the *WorkKeys* tests, the *Energy Industry Employability Skills Assessment*, and the *Kuder® Career Search* interest assessment. You have the results of these three assessments in each client’s electronic portfolio, from which the client or you can print reports.

Now the question is, “What do I do next?” From this point on, clients may go in any of five different directions. The criteria that you will use to guide the choice of options are as follows, and the options are listed below.

Option	High Interest Area	Occupation Interest
1	Low in all clusters.	None.
2	Architecture & Construction	Non-energy related job.
3	Manufacturing	Non-energy related job.
4	STEM, Architecture & Construction, and Manufacturing	Energy related job not included in GIECP program.
5	STEM, Architecture & Construction, and Manufacturing	Energy related job included in GIECP program.

Option 1

Cease contact with you entirely because they do not qualify for any of the services or jobs provided by this program.

Option 2

Be referred to occupations and training in the Architecture and Construction cluster. They will no longer receive service from you after the referral.

Option 3

Be referred to occupations and training in the Manufacturing cluster. They will no longer receive service from you after the referral.

Option 4

Be referred to energy-related occupations in the Science, Technology, Engineering, and Mathematics (STEM) cluster that are not included in the Career Pathways program. In this case, clients will be referred to the state consortia and will no longer receive service from you.

Option 5

Move forward as a participant in the Career Pathways program (occupations in **Figure 1** below) receiving assistance with needed remediation, training, and/or education to enter one of the program’s energy-relat-

ed occupations – with a high level of continuing service from you.

You will take the lead role, in collaboration with each client, in determining which of these five options will be possible. Of course, for all of Options 2-5, the client must exhibit motivation and desire to commit the time and energy needed to follow the steps that you will offer for each.

Please note that not all occupations listed below are available for entry in all states/regions. For a complete list of the occupations available in your geographic area, contact your Get Into Energy Project Lead listed in **Appendix B**.

Job Category	CIP	CIP Name
Lineworkers	46.0301	Electrical and Power Transmission Installation/ Installer General
	46.0303	Lineworker
	46.0399	Electrical and Power Transmission Installers, Other
Pipefitter/Pipelayers	46.0503	Plumbing Technology/Plumber
	46.0502	Pipefitting/Pipefitter and Sprinkler Fitter
	46.0508	Welding Technology/Welder
Plant/Field Operators	41.0205	Nuclear/Nuclear Power Technology/Technician
	15.0903	Petroleum Technology/Technician
	41.0301	Chemical Technology/Technician
	15.0303	Electrical, Electronic & Communications Engineering Technology/Technicians
Technicians	41.0301	Chemical Technology/Technician
	15.1401	Nuclear Engineering Technology/Technician
	41.0204	Industrial Radiologic Technology/Technician
	41.0205	Nuclear/Nuclear Power Technology/Technician
	41.0299	Nuclear and Industrial Radiologic Technologies/ Technicians, Other
	51.0916	Radiation Protection/Health Physics Technician
	49.0202	Construction/Heavy Equipment/Earthmoving/ Equipment Operator
	49.0206	Mobil Crane Operation/Operator
	49.0302	Electrician
	46.0301	Electrical and Power transmission Installation/ Installer, General
	46.0399	Electrical and Power Transmission Installers, Other
	47.0105	Industrial Electronics Technology/Technician
	47.0303	Industrial Mechanics and Maintenance Technology

Figure 1: Occupations Included in the Career Pathways Program

Career and Support Services Plans

A Career and Support Services Plan is a document that records the goals and specific steps that clients following Options 2-5 will take. A blank sample copy is provided in **Appendix G**. Note that these plans not only list specific action steps, but also list target dates and who has primary responsibility for completing each step. There are multiple purposes for requiring you to complete such a document for each of the clients following Options 2-5, such as to:

- Establish and place in writing realistic goals with concrete steps and timelines.
- State whether a client will remain in the Career Pathways program or be referred out.
- Specify the referral and next steps related to it, if relevant.
- Specify the career goal within the energy industry, if relevant.
- Detail next steps related to education, training, and acquiring financial aid.
- Identify barriers that may impact the plan and possible ways to minimize them.
- Serve as a document for the monitoring of progress and follow-through.

PURPOSE 1: Establish and place in writing realistic goals with concrete steps and timelines.

The first step in accomplishing any goal in life is to clearly define that goal and then identify the steps needed to reach it. Actually, there are always **long-range goals** and **short-range goals**. The **long-range goals** are global, such as “become a heating, air-conditioning, and refrigeration mechanic” or “get a Silver National Career Readiness Certificate.” **Short-range goals** detail the steps that must be accomplished before reaching the long-range goal. For example, one short-range goal related to becoming a heating, air-conditioning, and refrigeration mechanic might be to find schools that offer training for that specialty. Other short-range goals might include

- Learn about each of the schools or training programs that is within 25 miles of where I live.
- Compare the schools, their curricula, and cost and select 2-3 that seem best.
- Visit the selected schools and talk with an admissions person, a financial aid person, and teachers in the HVAC program.

- Select the school of highest priority.
- Apply for admission.
- Complete the program successfully.
- Etc.

Often we do not make progress toward our short- and long-range goals unless we assign some dates by which we should accomplish each. Further, especially since clients will have you as a very valuable resource and helper, it is important to be clear about who has responsibility for each of the steps in the plan. For example, with the list of short-range goals listed above, you may give the client total responsibility for “Learn about each of the schools” after supplying a Web address or directions about where to find this information in *Kuder® Journey*. You may take on some responsibility for the second short-range goal by providing a work form to clients on which they can record and compare the characteristics of various schools. Clearly, the third and fourth goals are the client’s responsibility, but you may assist him or her to complete the application.

PURPOSE 2: State whether a client will remain in the Career Pathways program or be referred out.

The Career and Support Services Plan will serve as a running account of your clients’ goals and accomplishments and of your referrals and services on their part. Within that context, the Plan for a given client will state which of the above five options have been followed and why. Thus, it is beneficial for the client to have a copy, for you to have an official copy as the record of this client’s progress through the GIE Career Pathways Program, and for the persons to whom you refer the client to also have a copy as a summary document of the client’s goals, achievements, and next needed steps. It is also very important that you enter notes into the electronic version of the form so that you can remember details from past decisions and conversations.

To access the electronic form, follow these instructions:

- 1 Go to www.getintoenergy.kuder.com.
- 2 Enter your administrator **user name** and **password**.
- 3 Scroll to the bottom right-hand corner of the screen. You will see a **Get Into Energy Resources** box which contains the **Career and Support Services Plan**.

The form is a Word document that will accept your input. Upon completion of the document, save it and upload or have your client upload it into his or her portfolio. Follow the steps below:

- 1 Go to www.getintoenergy.kuder.com.
- 2 Enter the client's **user name** and **password**.
- 3 Click on the **My Portfolio** tab and then **Manage My e-Portfolio**.
- 4 Select **Step 3**, then **Add Other Section**, then **Add Section**, and finally **Upload Another Document**.
- 5 Browse and select the document that you want to upload.

PURPOSE 3: Specify the referral and next steps related to it, if relevant.

Clients who voluntarily select Options 2, 3, or 4; are counseled to select Options 2, 3, or 4; or must choose one of those options because the energy jobs that they want are not available in their geographic area will still require your assistance. In these cases your assistance may not be as detailed or long term as that which you will provide for those who enter Option 5. Options 2, 3, and 4 assume that clients who have passed preliminary screening via the intake interview and have passed assessment requirements will be referred to collaborating employers or organizations that will support them through their career plan. Nonetheless, as you work with such clients, you will need to become very knowledgeable about the referral process that has been developed by your Process Lead. Your clients will need to have you refer them to specific individuals within organizations and will need your follow-through with these individuals to assure that the goals stated on the Career and Support Services Plan are being met. A flow chart of how referrals should be made is included in **Appendix H**.

PURPOSE 4: Specify the career goal(s) within the energy industry.

Those clients who are qualified to select Option 5 will be required to select a specific occupational goal from the list of occupations in **Appendix I**. The Career and Support Services Plan will list three occupations, in priority order, that the client has selected. As the goal of the training and support provided is to assure that the client gets a job, some of the occupational choices that clients make will not be possible to implement if local employers are not likely to have openings in those occupations. Clients may change the priority order of their choices in this case. Once a choice is agreed upon, however, the Plan will list the specific steps that the client needs to follow to train for and get a job in that occupation.

PURPOSE 5: Detail next steps related to education, training, and acquiring financial aid.

One section of the plan for all clients selecting Options 4 or 5 will list the next steps that the client needs to take in order to acquire financial aid, if needed, and complete the required training or education for the specific occupation chosen as the goal. This section will include the education or training needed to achieve the desired credentials, and coursework or apprenticeships needed to be prepared for specific job tasks.

PURPOSE 6: Identify barriers that may impact the action plan and possible ways to minimize them.

Members of the target population for this program are likely to face many potential needs and barriers as they embark on a plan that may be the most ambitious of their lives. It will be essential to identify these needs and barriers up front in the intake interview and then to address some possible solutions in the Career and Support Services Plan. Typical needs or barriers may be English language proficiency, child care, transportation, housing, or clothing.



Figure 2: Journey Needs and Barriers Access

When users register to use *Journey*, they are asked to select any needs or barriers that they have. The system then provides Web links to external agencies in the client's state that may be able to address a given need or barrier. The system will also provide referrals for financial aid. In addition, you should develop relationships with various local referral agencies. A client's Plan should list these needs and/or barriers and some possible referrals or solutions to address them.



Figure 3: Journey Needs and Barriers Display

PURPOSE 7: Serve as a document for the monitoring of progress and follow-through.

While clients are in training and for six months after they enter a job, you will continue to support them in all of the steps included in their goals on the Career and Support Services Plan. As such, the document is designed to allow you to indicate when clients have completed a specific step and/or when the Plan is modified. It also allows you to record contacts you have made during the follow-through period. To complete this process, work with clients to update their Plans and re-upload them into their portfolios (directions to re-upload found on page 17). Given that you cannot directly change the Plan and upload it, you can make a note in your Note Taker or send any updates to the client through the *Kuder® Administrative Database Management System* Message Center to have them make the appropriate changes and re-upload. This Plan will then be viewable within the client's User Details.

Helping Clients Make Occupational Choices

Following is a long list of occupational titles, drawn from the U.S. Department of Labor’s O*Net database that belong to the STEM (related to energy field), Architecture and Construction, and Manufacturing clusters. This list will be very helpful as you work with clients related to Options 2-5. Clients who select or are counseled into Option 1 will need assistance in choosing other occupations not on this list. Lengthy descriptions of all O*Net occupations—including work tasks, education and training needed, employment outlook, and salary – are provided in *Journey* under the tab **Occupations**.

ENERGY JOBS THAT FIT INTO GET INTO ENERGY PROJECT

Architecture and Construction Cluster	
Pathway	O*Net Title
Construction	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay
	Electrical Power-Line Installers and Repairers
	Electricians
	Heating and Air Conditioning Mechanics and Installers
	Heating, Air Conditioning, and Refrigeration Mechanics and Installers
	Helpers--Electricians
	Helpers--Installation, Maintenance, and Repair Workers
	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters
	Maintenance and Repair Workers, General
	Mechanical Engineering Technicians
	Pipe Fitters and Steamfitters
	Pipelayers
	Plumbers, Pipefitters, and Steamfitters
	Plumbers
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	
Design/Pre-construction	Electrical Drafters
Maintenance/Operations	Heating and Air Conditioning Mechanics and Installers
	Heating, Air Conditioning, and Refrigeration Mechanics and Installers

Manufacturing Cluster	
Pathway	O*Net Title
Maintenance, Installation and Repair	Electric Motor, Power Tool, and Related Repairers
	Electrical and Electronic Engineering Technicians
	Electrical and Electronic Equipment Assemblers
	Electrical and Electronics Repairers, Commercial and Industrial Equipment
	Electrical Engineering Technicians
	Electronics Engineering Technicians
	First-Line Supervisors/Managers of Mechanics, Installers, and Repairers
	Helpers--Installation, Maintenance, and Repair Workers
	Installation, Maintenance, and Repair Workers, All Other
	Maintenance and Repair Workers, General
	Maintenance Workers, Machinery
	Nuclear Equipment Operation Technicians
	Nuclear Monitoring Technicians
	Nuclear Power Reactor Operators
	Nuclear Technicians
Manufacturing Production Process Development	Boilermakers
	Electrical Engineering Technicians
	Electrical Engineering Technologists
Production	Machinists
	Nuclear Power Reactor Operators
	Plant and System Operators, All Other
	Power Distributors and Dispatchers
	Power Plant Operators
	Welders, Cutters, and Welder Fitters
	Welders, Cutters, Solderers, and Brazers
	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders
Quality Assurance	Quality Control Analysts
	Quality Control Systems Managers

ENERGY JOBS THAT DO NOT FIT INTO GET INTO ENERGY PROJECT

Architecture and Construction Cluster	
Pathway	O*Net Title
Construction	Operating Engineers and Other Construction Equipment Operators
	Solar Energy Installation Managers
	Solar Photovoltaic Installers
	Solar Thermal Installers and Technicians
Design/Pre-construction	Mechanical Drafters
	Mechanical Engineering Technicians
Maintenance/Operations	Stationary Engineers and Boiler Operators
Manufacturing Cluster	
Pathway	O*Net Title
Health, Safety, and Environmental Assurance	Industrial Safety and Health Engineers
Maintenance, Installation and Repair	Civil Engineering Technicians
	Computer Software Engineers, Applications
	Computer Support Specialists
	Mapping Technicians
	Mechanical Engineering Technicians
	Millwrights
Manufacturing Production Process Development	Automotive Engineering Technicians
	Environmental Science and Protection Technicians, Including Health
	Forest and Conservation Technicians
	Industrial Engineering Technicians
	Industrial Engineering Technologists
	Mechanical Engineering Technicians
	Mechanical Engineering Technologists
	Millwrights
Nuclear Monitoring Technicians	
Production	Biofuels Production Managers
	Biomass Production Managers
	Hazardous Materials Removal Workers
	Hydroelectric Production Managers
Quality Assurance	Environmental Engineering Technicians
	Occupational Health and Safety Specialists
	Regulatory Affairs Managers
	Validation Engineers

Science, Technology, Engineering, and Mathematics Cluster	
Pathway	O*Net Title
Engineering and Technology	Automotive Engineers
	Biofuels/Biodiesel Technology and Product Development Managers
	Chemical Engineers
	Civil Engineers
	Computer Hardware Engineers
	Cost Estimators
	Drafters, All Other
	Electrical and Electronic Engineering Technicians
	Electrical and Electronics Drafters
	Electrical Drafters
	Electrical Engineering Technicians
	Electrical Engineers
	Electro-Mechanical Technicians
	Electronic Drafters
	Electronics Engineering Technicians
	Electronics Engineers, Except Computer
	Engineering Managers
	Engineering Teachers, Postsecondary
	Engineering Technicians, Except Drafters, All Other
	Engineers, All Other
	Environmental Engineers
	Fuel Cell Engineers
	Fuel Cell Technicians
	Geographic Information Systems Technicians
	Health and Safety Engineers, Except Mining Safety Engineers and Inspectors
	Materials Engineers
	Mechanical Drafters
	Mechanical Engineers
	Nuclear Engineers
	Nuclear Equipment Operation Technicians
Nuclear Monitoring Technicians	
Nuclear Technicians	
Science and Math	Network Systems and Data Communications Analysts
	Nuclear Equipment Operation Technicians
	Nuclear Monitoring Technicians
	Nuclear Technicians
	Physicists

JOBS TO REFER TO CONSTRUCTION

Architecture and Construction Cluster	
Pathway	O*Net Title
Construction	Brickmasons and Blockmasons
	Carpenters
	Carpet Installers
	Cement Masons and Concrete Finishers
	Commercial Pilots
	Construction and Building Inspectors
	Construction Carpenters
	Construction Laborers
	Construction Managers
	Continuous Mining Machine Operators
	Cost Estimators
	Crane and Tower Operators
	Derrick Operators, Oil and Gas
	Dredge Operators
	Drywall and Ceiling Tile Installers
	Earth Drillers, Except Oil and Gas
	Electromechanical Equipment Assemblers
	Elevator Installers and Repairers
	Excavating and Loading Machine and Dragline Operators
	Explosives Workers, Ordnance Handling Experts, and Blasters
	Fence Erectors
	First-Line Supervisors/Managers of Construction Trades and Extraction Workers
	Floor Layers, Except Carpet, Wood, and Hard Tiles
	Floor Sanders and Finishers
	Glaziers
	Helpers, Construction Trades, All Other
	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters
	Helpers--Carpenters
	Helpers--Extraction Workers
	Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons
	Helpers--Roofers
	Highway Maintenance Workers
	Hoist and Winch Operators
Insulation Workers, Floor, Ceiling, and Wall	
Insulation Workers, Mechanical	

Construction, cont'd	Manufactured Building and Mobile Home Installers
	Mine Cutting and Channeling Machine Operators
	Painters, Construction and Maintenance
	Paperhangers
	Paving, Surfacing, and Tamping Equipment Operators
	Pile-Driver Operators
	Plasterers and Stucco Masons
	Railroad Conductors and Yardmasters
	Rail-Track Laying and Maintenance Equipment Operators
	Refractory Materials Repairers, Except Brickmasons
	Refrigeration Mechanics and Installers
	Reinforcing Iron and Rebar Workers
	Riggers
	Roofers
	Rotary Drill Operators, Oil and Gas
	Rough Carpenters
	Security and Fire Alarm Systems Installers
	Segmental Pavers
	Septic Tank Servicers and Sewer Pipe Cleaners
	Sheet Metal Workers
	Signal and Track Switch Repairers
	Stonemasons
	Structural Iron and Steel Workers
	Structural Metal Fabricators and Fitters
	Subway and Streetcar Operators
	Tapers
	Terrazzo Workers and Finishers
Tile and Marble Setters	
Design/Pre-construction	Architects, Except Landscape and Naval
	Architectural and Civil Drafters
	Architectural Drafters
	Architecture Teachers, Postsecondary
	Cartographers and Photogrammetrists
	Civil Drafters
	Civil Engineering Technicians
	Civil Engineers
	Computer Software Engineers, Systems Software
	Electrical and Electronics Drafters
	Electronic Drafters
	Energy Auditors
	Energy Engineers
	Engineering Managers
	Engineering Teachers, Postsecondary

Design/Pre-construction, cont'd	Interior Designers
	Landscape Architects
	Operations Research Analysts
	Petroleum Engineers
	Surveying and Mapping Technicians
	Surveying Technicians
	Surveyors
Maintenance/Operations	Coin, Vending, and Amusement Machine Servicers and Repairers
	Construction and Related Workers, All Other
	Control and Valve Installers and Repairers, Except Mechanical Door
	Highway Maintenance Workers
	Home Appliance Repairers
	Mechanical Door Repairers
	Refrigeration Mechanics and Installers
	Security and Fire Alarm Systems Installers
	Weatherization Installers and Technicians

JOBS TO REFER TO MANUFACTURING

Manufacturing	
Pathway	O*Net Title
Health, Safety, and Environmental Assurance	Brownfield Redevelopment Specialists and Site Managers
	Human Factors Engineers and Ergonomists
Logistics and Inventory Control	Production, Planning, and Expediting Clerks
Maintenance, Installation and Repair	Automotive Specialty Technicians
	Biological Technicians
	Camera and Photographic Equipment Repairers
	Coil Winders, Tapers, and Finishers
	Coin, Vending, and Amusement Machine Servicers and Repairers
	Computer, Automated Teller, and Office Machine Repairers
	Electromechanical Equipment Assemblers
	Elevator Installers and Repairers
	Engine and Other Machine Assemblers
	Fabric Menders, Except Garment
	Farm and Home Management Advisors
	Fence Erectors
	Hazardous Materials Removal Workers
	Home Appliance Repairers
Industrial Engineering Technicians	

Maintenance, Installation and Repair, cont'd	Industrial Machinery Mechanics
	Inspectors, Testers, Sorters, Samplers, and Weighers
	Interior Designers
	Jewelers
	Jewelers and Precious Stone and Metal Workers
	Locksmiths and Safe Repairers
	Medical Equipment Repairers
	Musical Instrument Repairers and Tuners
	Precious Metal Workers
	Precision Instrument and Equipment Repairers, All Other
	Rail Car Repairers
	Refractory Materials Repairers, Except Brickmasons
	Roustabouts, Oil and Gas
	Security and Fire Alarm Systems Installers
	Segmental Pavers
	Semiconductor Processors
	Telecommunications Line Installers and Repairers
	Textile Cutting Machine Setters, Operators, and Tenders
	Textile Knitting and Weaving Machine Setters, Operators, and Tenders
	Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders
Timing Device Assemblers, Adjusters, and Calibrators	
Watch Repairers	
Manufacturing Production Process Development	Chemical Equipment Operators and Tenders
	Chemical Plant and System Operators
	Chemical Technicians
	Electromechanical Engineering Technologists
	Electromechanical Equipment Assemblers
	Electronics Engineering Technologists
	Fabric and Apparel Patternmakers
	Farm and Home Management Advisors
	Fashion Designers
	Manufacturing Engineering Technologists
	Manufacturing Engineers
	Manufacturing Production Technicians
	Mechatronics Engineers
	Microsystems Engineers
	Photonics Engineers
	Photonics Technicians
	Purchasing Agents, Except Wholesale, Retail, and Farm Products

Manufacturing Production Process Development, cont'd	Robotics Engineers
	Robotics Technicians
	Upholsterers
Production	Assemblers and Fabricators, All Other
	Cabinetmakers and Bench Carpenters
	Cementing and Gluing Machine Operators and Tenders
	Chemical Equipment Operators and Tenders
	Chemical Plant and System Operators
	Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders
	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders
	Coil Winders, Tapers, and Finishers
	Computer-Controlled Machine Tool Operators, Metal and Plastic
	Conveyor Operators and Tenders
	Cooling and Freezing Equipment Operators and Tenders
	Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders
	Cutters and Trimmers, Hand
	Cutting and Slicing Machine Setters, Operators, and Tenders
	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic
	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic
	Electrical and Electronic Equipment Assemblers
	Electromechanical Equipment Assemblers
	Engine and Other Machine Assemblers
	Etchers and Engravers
	Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic
	Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers
	Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders
	Fabric and Apparel Patternmakers
	Fiberglass Laminators and Fabricators
	First-Line Supervisors/Managers of Production and Operating Workers
	Forging Machine Setters, Operators, and Tenders, Metal and Plastic
	Foundry Mold and Coremakers
	Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders

Production, cont'd	Furniture Finishers
	Gem and Diamond Workers
	Geothermal Production Managers
	Glass Blowers, Molders, Benders, and Finishers
	Grinding and Polishing Workers, Hand
	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic
	Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic
	Helpers--Production Workers
	Industrial Production Managers
	Jewelers
	Jewelers and Precious Stone and Metal Workers
	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic
	Lay-Out Workers, Metal and Plastic
	Machine Feeders and Offbearers
	Metal Workers and Plastic Workers, All Other
	Metal-Refining Furnace Operators and Tenders
	Methane/Landfill Gas Collection System Operators
	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic
	Mixing and Blending Machine Setters, Operators, and Tenders
	Model Makers, Metal and Plastic
	Model Makers, Wood
	Molders, Shapers, and Casters, Except Metal and Plastic
	Molding and Casting Workers
	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic
	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic
	Numerical Tool and Process Control Programmers
	Packaging and Filling Machine Operators and Tenders
	Packers and Packagers, Hand
	Painters, Transportation Equipment
	Painting, Coating, and Decorating Workers
	Paper Goods Machine Setters, Operators, and Tenders
	Patternmakers, Metal and Plastic
	Patternmakers, Wood
	Photographic Processing Machine Operators
	Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic

Production, cont'd	Potters, Manufacturing
	Pourers and Casters, Metal
	Precious Metal Workers
	Production Workers, All Other
	Recreational Vehicle Service Technicians
	Rolling Machine Setters, Operators, and Tenders, Metal and Plastic
	Sawing Machine Setters, Operators, and Tenders, Wood
	Semiconductor Processors
	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders
	Sewers, Hand
	Sewing Machine Operators
	Sheet Metal Workers
	Shoe and Leather Workers and Repairers
	Shoe Machine Operators and Tenders
	Solderers and Brazers
	Stone Cutters and Carvers, Manufacturing
	Structural Metal Fabricators and Fitters
	Tank Car, Truck, and Ship Loaders
	Team Assemblers
	Textile Bleaching and Dyeing Machine Operators and Tenders
	Textile Cutting Machine Setters, Operators, and Tenders
	Textile Knitting and Weaving Machine Setters, Operators, and Tenders
	Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders
	Textile, Apparel, and Furnishings Workers, All Other
	Timing Device Assemblers, Adjusters, and Calibrators
	Tire Builders
	Tool and Die Makers
	Tool Grinders, Filers, and Sharpeners
	Upholsterers
	Weighers, Measurers, Checkers, and Samplers, Recordkeeping
	Woodworkers, All Other
	Woodworking Machine Setters, Operators, and Tenders, Except Sawing
	Quality Assurance

You will be expected to spend less time with Option 1 individuals than with those in Options 2-5 due to the fact that they will leave the program. These individuals will continue to be able to use the *Journey* system and it may be the most valuable resource available to them. In order to get further guidance, urge them to do the following:

- Take the other two assessments (the *Kuder® Skills Assessment* and the *Super's Work Values Inventory*) under the **Assessments** tab.
- Go to the **Occupations** tab and choose **By Assessment Results** as a way to identify occupations that they should explore seriously. Choose a level of education or training they desire to complete or have completed, and view the list of occupations that appears on the screen. If any of the occupational titles are marked with an asterisk (*) under Interests, Skills, and Values, consider these first. Move on down the list to any occupations that are suggested by two of the three assessments.
- From this same list, research these occupations by clicking on their titles and looking at a complete job description. Store the title of any occupations that they want to consider further in their portfolios by clicking on the star that appears on the descriptions.
- Select the **My Portfolio** tab, and the **Career Goals** section of the portfolio. Select any two or three occupations on the list and then the **Compare** button. Information about each topic included in the descriptions will be displayed side by side for the selected occupations. Through this kind of comparison, clients may be able to eliminate some occupations.
- Assuming that a list of three or more occupations has been saved in the portfolio, go to the **Occupations** tab and select **View Saved List**. Then select a desired salary level and/or level of employment demand. These choices will remove occupations from the list that do not meet these criteria and may provide a realistic list for more in-depth exploration.

If your time allows, you can view the portfolios of these clients in order to assess their progress. Through the *Administrative Database Management System*, you can also send messages to them via cell phone or e-mail, assuming that they have entered the necessary data when they registered in the system.

Clients who pursue Options 2-5 will have to make one or more occupational choices from the list of occupations above. There are various ways you can assist clients in this process:

- Use exactly the same approach detailed above. As clients in Options 2-5 will have high interest in one or more of the three target clusters (Architecture/Construction, Manufacturing, and STEM), the list of occupations suggested for them will already include occupations in these clusters (and any other high ones). Their selection of a target educational level as well as their skills assessment scores, work values assessment scores, desired salary range, and desired employment demand level can all be applied to shortening an otherwise long list of alternatives. Once clients have shortened the list to a small number and stored these occupations in their portfolios, use the **Compare** feature to compare and contrast them.
- Once clients have zeroed in on one to three possible occupational choices, attempt to set up one or more of the following “reality-testing” experiences for them:
 - An informational interview with someone who works in occupation of their preference, in person (preferably) or by telephone.
 - An opportunity to spend a day “job shadowing” a person who works in an occupation of his or her choice.
 - A Web search, using the title of an occupation, to find related professional associations, job openings, or any other kind of information that might provide even more detailed information about the occupation. To learn more about occupations in the energy industry, visit the Get Into Energy web site - www.getintoenergy.com.

Education and Training Opportunities

Given the importance of basic skills for further training and performance on the job, clients will be assessed in academic and employability skills. This program views the hierarchy of education and skills training in eight levels as shown in **Figure 4**. The process for helping clients achieve Tiers 1, 2, and 3 of this hierarchy was described in **Chapter 2**.

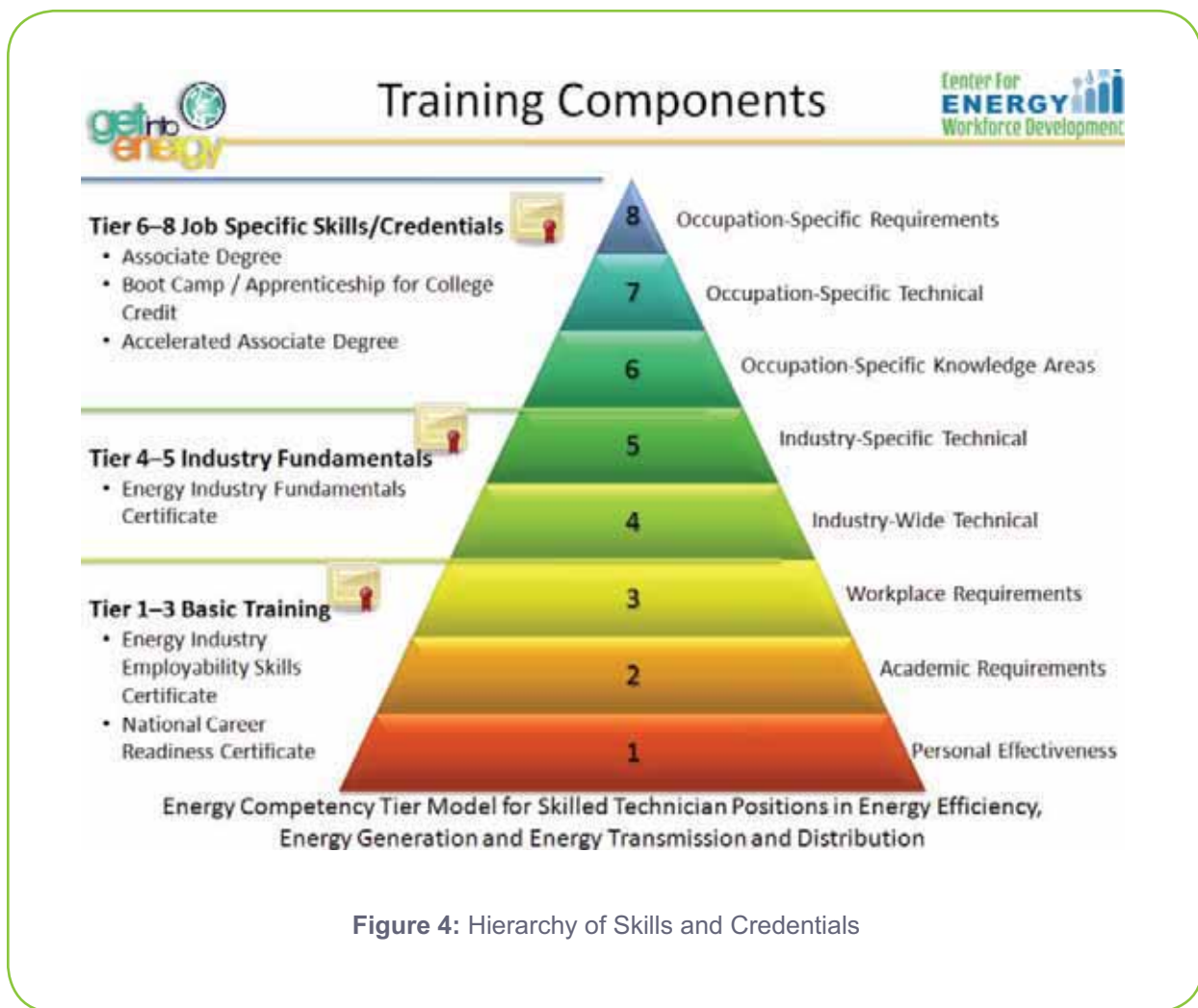


Figure 4: Hierarchy of Skills and Credentials

Those who have been guided into Option 5 will have this full hierarchy of skills and credentials available to them. Note that Tiers 1-3 are comprised of basic job skills and basic employability skills, as measured by ACT's *WorkKeys* and SkillsUSA *Energy Industry Employability Skills* assessments. As indicated in **Chapter 1**, those who do not meet the basic standards at first administration of these assessments will be offered the opportunity to improve these basic skills through online coursework or other options, as you see fit. After this opportunity to improve upon these basic skills, candidates will retake the *WorkKeys* and *Energy Industry Employability Skills* assessments.

Those who qualified at the Silver level for the ACT National Career Readiness Certificate (NCRC) will have applied for that certificate. One exception to this general statement is that those who want to enter training for Nuclear Reactor Technician will be required to achieve Gold level, which requires scores at least at Level 5 in each of the three core areas. Clients will have also applied for the *Energy Industry Employability Certificate*.

Thus, clients pursuing Option 5 will proceed to Tiers 4 and 5 on the pyramid (see **Figure 4**) and be placed in Energy Industry Fundamentals Training. CEWD has developed this new curriculum – whose successful completion will merit a credential accredited by the American National Standards Institute (ANSI). The instructor and student guides have been developed for use by community colleges, unions, or other appropriate training centers. Successful completers of the curriculum will be awarded the ANSI Energy Industry Fundamentals Certificate.

By this time, Option 5 participants have earned three stackable credentials – the National Career Readiness Certificate, the *Energy Industry Employability Certificate*, and the Energy Industry Fundamentals Certificate. These individuals are now ready to move to Tiers 6, 7, and 8 of the pyramid (see **Figure 4**), to gain the knowledge base and learn the specific skills related to high-quality performance in the energy-related occupations. These occupations include lineworker, pipefitter/pipelayer/welder, technician, and plant operator.

Training for the gas technicians and lineworkers involves an intensive boot camp experience followed by an apprenticeship. In the boot camp, trainees will not only learn the job-specific competencies required for these occupations, but lineworkers will also earn the OSHA-10 Certificate and a commercial driver's license. Following the boot camp experience, you will help these clients move into an apprenticeship program. These individuals may be awarded college credit for these learning experiences that they can apply to the potential completion of an associate degree in collaborating community colleges.

Training for the plant operator and utility technician jobs may be accomplished through an accelerated or traditional community college program which leads to an Associate degree. Various scheduling models are being developed to help accelerate the process for earning degrees. The curriculum has been developed by a group of community colleges, subject matter experts, and curriculum designers.

The options related to this training vary from state to state. Information for your state will be available from your GIECP Project Lead.

Financial Aid

Despite the substantial support provided by the Career Pathways program, some participants in Option 5 will need some financial support, especially those who enter the one-year, accelerated Associate degree programs. (These programs may not be available in your state or region. Contact your State Project Lead for further information regarding this availability). In order to assist these individuals, you can do the following:

- Ask clients to note the sources of financial aid that are provided to them when/if they designate

financial aid as a need when they register in the *Journey* system. These sources are presented as Web linkages that they can pursue.

- Ask clients to view all of the information about financial aid that is available under the tab **Education and Financial Aid** in *Journey*.
- In the Education and Financial Aid section of *Journey*, the client should take the online FAFSA, the standard government form used to assess the amount that an independent client or his/her family should/can contribute to one year of education. This amount, called the **Expected Family Contribution**, is subtracted from the total cost of one year at a given postsecondary institution. The remaining amount is called **Unmet Student Need**. Financial aid officers at community and four-year colleges work with this amount and attempt to supply it through a combination of grant money (client does not have to pay back), work-study (on-campus work), and a loan (has to be paid back after entry into employment). Caution participants about applying for and accepting loans that result in a large debt.
- Refer prospective clients to the Financial Aid office at the community college they are planning to attend. Staff in this office will have information about all of the types of financial aid that they administer.
- Refer prospective clients to the web site of their state financial aid commissions. These links will be provided in the Financial Aid section of *Journey*. There may be some state-specific financial aid programs for which your clients are eligible.
- Help your clients find out about financial aid programs that may be offered by their parents' employers, local unions, and a variety of local clubs (Rotary, Lions, etc.) and organizations.

Barriers and Needs

Many, if not most, of the participants in the Career Pathways program will have some needs or potential barriers that could reduce their chances of successful completion of this intense pathway of skill development and education. For that reason, it is extremely important that the Career and Support Services Plan you develop with each client include a listing of these needs and barriers along with possible ways to reduce or meet them. These barriers/needs may include physical problems, mental health problems, addictions, child care, housing, lack of English proficiency, and many others.

When users sign on to *Journey*, they are asked to indicate any needs or barriers they may have to successful training and employment. The system generates a custom-made list of external web sites to which the user can link to get information and potential assistance with the identified needs or barriers.

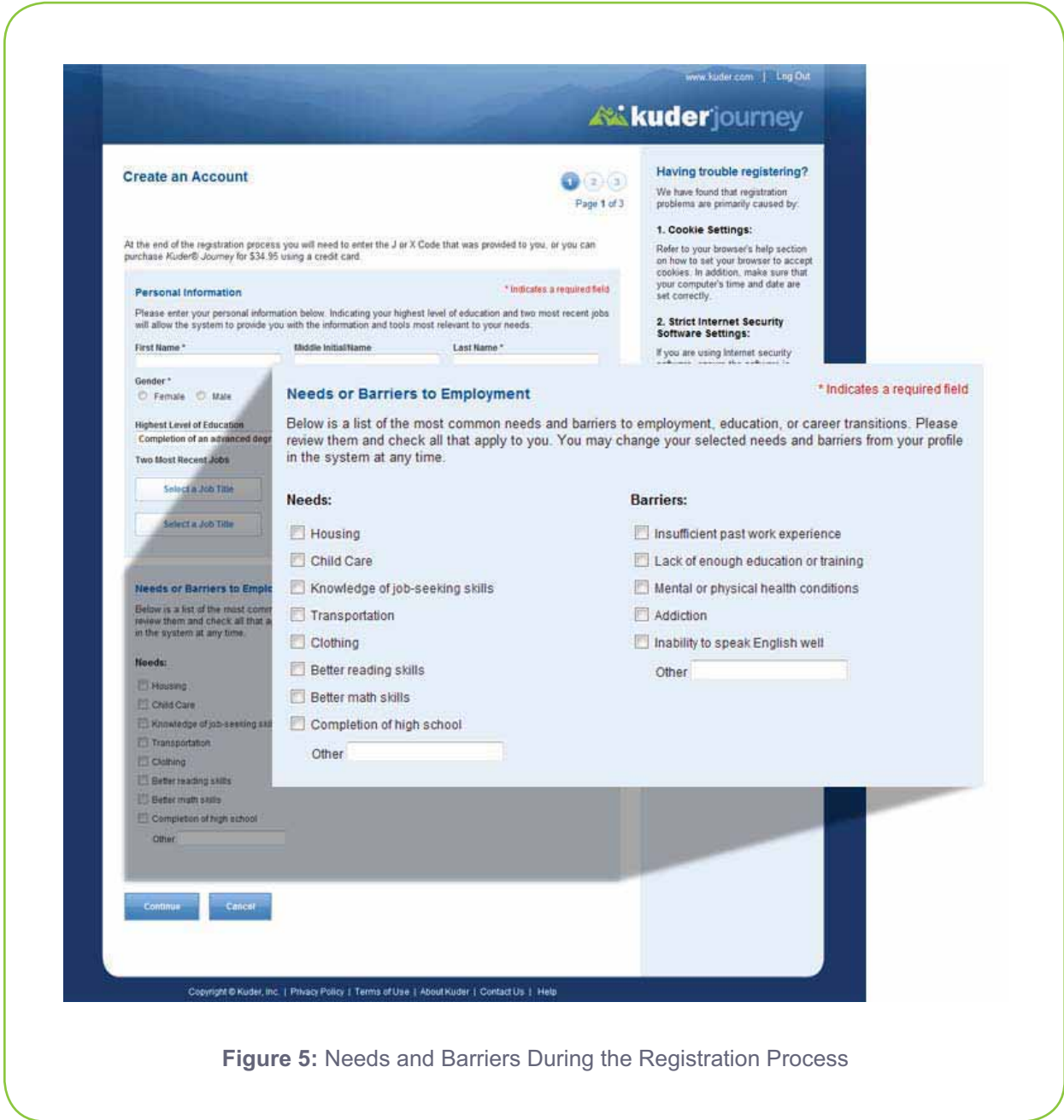


Figure 5: Needs and Barriers During the Registration Process

Through the *Administrative Database Management System* side of *Journey*, you can also add recommended links to the portfolios of individual clients or groups of clients. In order to do this, follow these specific steps:

- 1 Login into the *Administrative Database Management System* with your assigned user name and password.
- 2 Click on the **Tools and Resources** tab at the top of the page.
- 3 Select **Post Links** and then **Manage Recommended Links**.
- 4 Enter a short title or description of a site, the URL, and click **Add Link**.

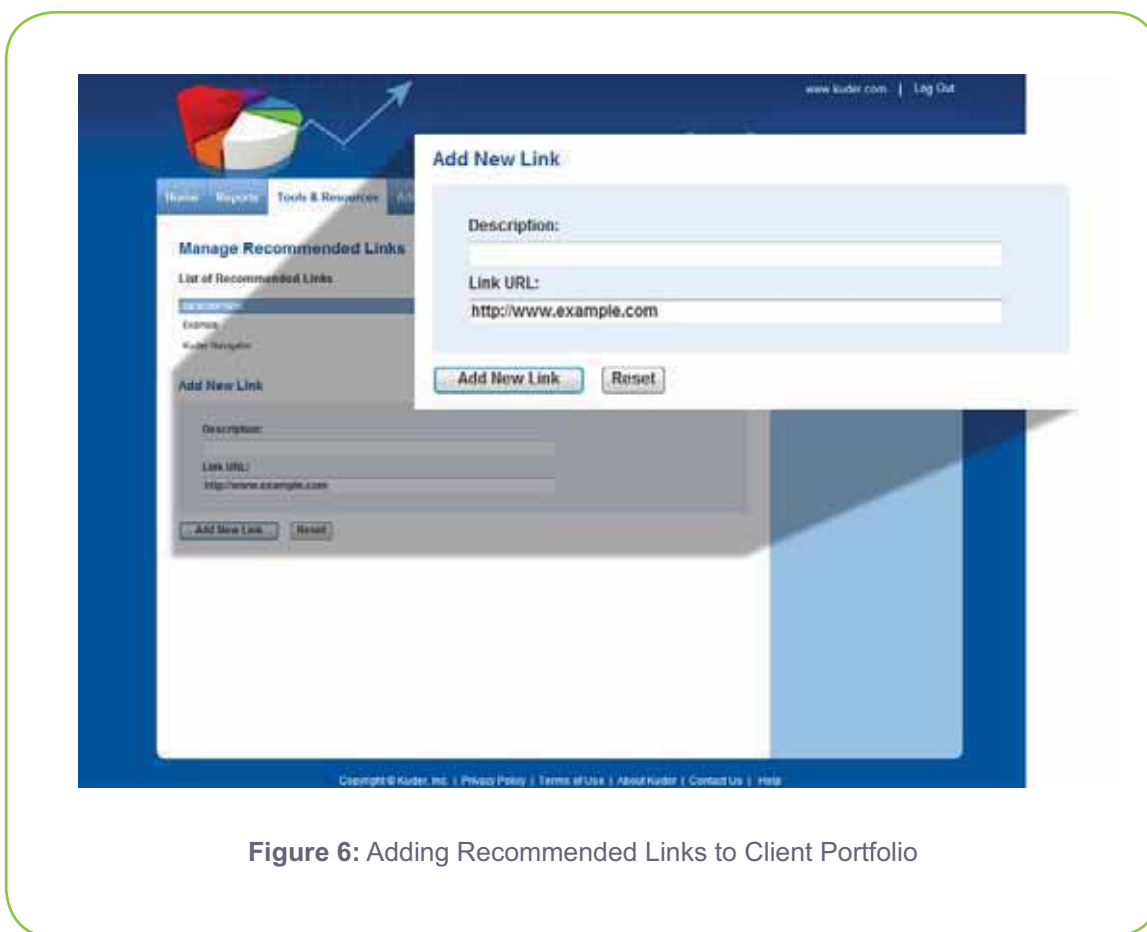


Figure 6: Adding Recommended Links to Client Portfolio

The link will appear under Recommended Links on the client's home page as indicated in **Figure 7**.

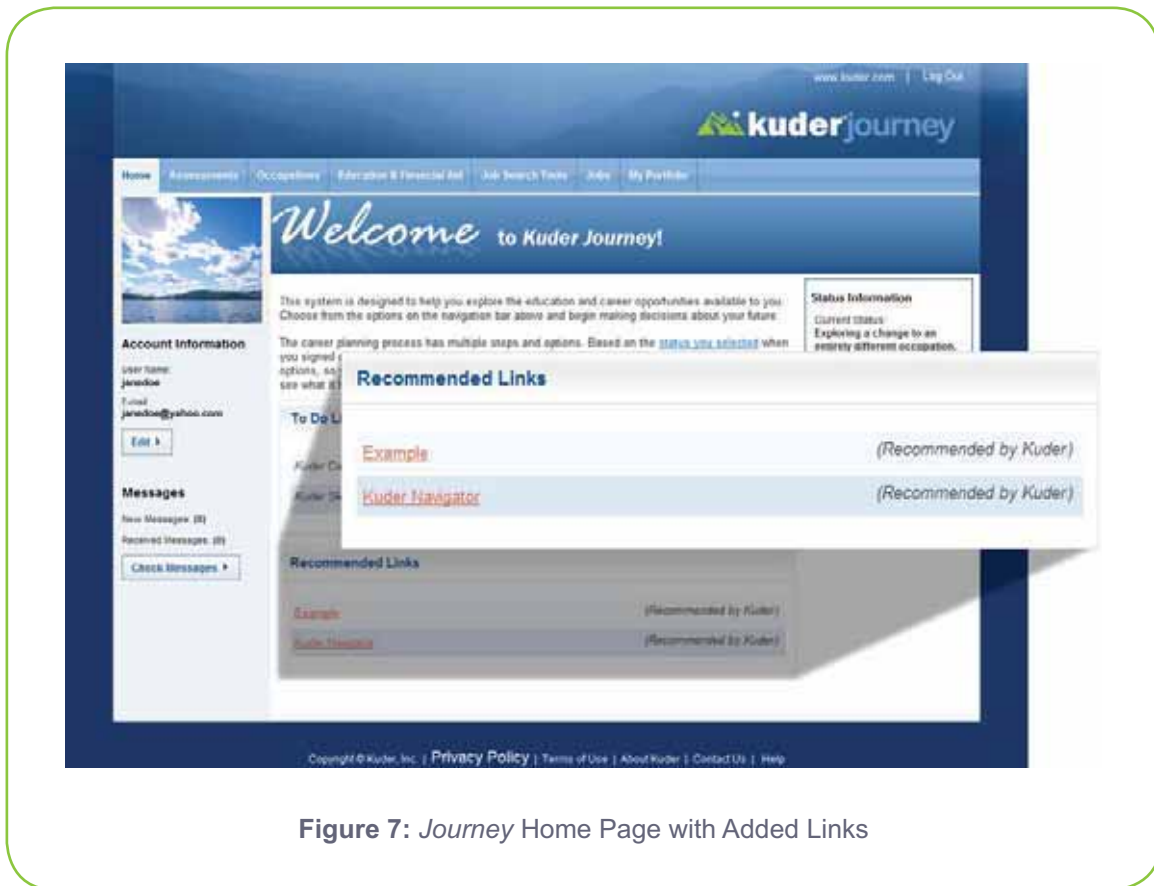


Figure 7: Journey Home Page with Added Links

Referral Resources

It would be very helpful if you could visit each referral source yourself and get personally acquainted with their services and key personnel, so that you are able to call and make personal referrals when needed. Appropriate referral steps include the following:

- Describe the service or agency to which you are referring a client.
- Indicate what you think that service or agency can do to lessen barriers or meet needs.
- Include action steps related to communication with the agency or service as a part of the client's Career and Support Services Plan.
- Provide information about how your client can make contact and request the services.
- Indicate whether or not there is a cost for services.

- Call the agency yourself and indicate that you are referring a specific client by name, and provide any background information that you are free to share and that would be helpful.
- Follow through with the client after he or she has made contact with the agency or service.
- Make sure that the client knows what to do next to access the services.

Job Placement

The overarching goal of the entire Career Pathways program is to prepare individuals who might otherwise not have an opportunity to succeed with the foundational and technical skills needed to get a job that has long-term career potential. Thus, helping these individuals find, enter, and become successful in appropriate entry-levels jobs is a central focus of the program and of your support. CEWD has built a network of employers in the eight pilot states who need workers and are prepared to interview successful Career Pathway participants for their job openings. For a full list of these participants, please see **Appendix J**.

The first step in getting a job is, of course, to prepare appropriate job-search documents – specifically a résumé, a modifiable cover letter, a list of professional references, and information for completion of a job application. Under the **Job-Search Tools** tab in *Journey*, users can do the following:

- Enter data in questionnaire form and have it formatted into either a chronological or functional résumé in various styles.
- Save multiple versions of this résumé in their portfolios.
- Create one or more cover letters and store these in their portfolios.
- Develop and store a list of references, sending each an e-mail to ask permission to place him or her on the list.
- Build a public e-Portfolio that can be shared with employers on the client's personal web site, made available through *Journey*.
- Scan documents (such as certifications earned) and upload them into the public e-Portfolio.
- Upload Word or Excel documents, even short videos, into the public e-Portfolio.
- Prepare a sample job application as an exercise to pull all needed data together into one place and to assure that spelling is correct.

- Read and watch videos about job interviewing. As a Career Coach, you can also refer individuals to interview workshops in your area.

Given these powerful capabilities, we suggest that you follow these steps as you work with clients who are nearing readiness for job placement:

- Assign them the task of developing a résumé, cover letter, sample job application, and a list of references by using the **Job-Search Tools** tab in *Journey*.
- Review the documents in their portfolios and suggest any needed changes.
- Require clients to post an e-Portfolio through *Journey* and to post the cover letter, résumé, references, and other relevant documents (scanned certificates, for example) to a personal web site (accommodated in the system).
- Require clients to use the section in *Journey* on job-interviewing skills.
- If possible, do mock job interviews by bringing in an interviewer from the Human Resources Department of a nearby employer.
- Four to six weeks prior to completion of the program, have clients begin the job search process by reviewing the web sites of participating employers for job openings.

When these clients have completed these tasks as well as their training, they are ready to be interviewed by employers. The following steps are suggested at that time:

- Contact cooperating employers to tell them that trainees are ready for placement.
- Provide links to the candidates' web sites (containing their public e-Portfolios) to the appropriate employers.
- Tell clients that if they meet the requirements of the job opportunity, they will receive a call to set up an interview with the employer.
- Follow through with both clients and employers after interviews.
- Coach clients on weak areas in their interviewing skills.
- Continue this process until all candidates have been accepted for a job.

Summary

The Career and Support Services Plan worksheet is the key tool to guide, record, and modify all of the steps defined in this chapter. In the development of this Plan, both you and the client are very active agents. The client, however, needs to take responsibility for doing the research that you assign and for completing the steps under each goal or sub-goal that the two of you have defined and recorded. Though the plan is meant to be a strong guiding document, it should also be a flexible document that can be modified when necessary.

Your job is to help each client to define the goals and the steps needed to reach them, and to point the client to the resources needed to implement these goals and intermediate steps within a defined timeline. In this role, you are a very active encourager, supporter, coach, and sometimes disciplinarian. The relationship that you build during this entire process is critical to your success in this role and to the client's ability to persist and succeed.



Chapter 4

FOLLOWING THROUGH WITH CLIENTS

You have supported your clients through a long process of remediating basic skills, gaining new knowledge, making a career choice, and finally getting a job. It would be easy to congratulate yourself and them and assume that they will be fine. However, this may not be the case. For many, taking this bold step toward independence may be the biggest step they have taken in life. And though your support up to this time has helped them to build a more positive self-concept and a stronger internal locus of control, they will still need your support as they transition to this new phase of life.

Studies of the effects of face-to-face mentoring or e-mentoring on at-risk youth have consistently underscored its value as a powerful resource to decrease drop-out rates, improve grades, and progressively strengthen the ability of youth to take control of their own lives. One such study, recently conducted by Drexel University on behalf of the e-mentoring program called ICouldBe (www.icouldbe.org) is summarized in this statement: “The findings clearly demonstrate that clients demonstrate a statistically significant increase in decision-making abilities and self-perception of their abilities to cope in school and life (due to the e-mentoring program). As the locus of control shifts from external to internal control, clients find new confidence in themselves and in using learned techniques and tools to reach academic, career and personal goals.” What valuable gifts you are able to bestow on your clients!

As the young people in the Career Pathways program transition from training to full-time employment, they will need your continuing support during their first six months of employment. The kinds of challenges they are likely to face in that first year include the following:

- Adjusting to the reality of being required to be on the job every day at a prescribed time.
- Adjusting to the reality of having a supervisor who has the authority to tell them what to do and how to do it.
- Setting up independent living arrangements away from family and supportive friends.
- Having to budget money in order to afford to live independently.
- Adjusting to working on a team with people of different value systems and cultural backgrounds.
- Creating a new social circle.
- Child care.
- Family problems (divorce, separation, dysfunction).
- Mental and physical health problems.
- Transportation.

How You Can Keep in Touch

It is important as your clients face these kinds of challenges that they know you are still there to encourage and support them. There are several ways in which you can maintain this contact either with individuals or small groups. Based on your personal preferences and how far away your clients are, you may use any combination of the following:

- One-on-one in-person interviews. 
- Small group meetings of 3-4 clients that share their experiences and support each other. 
- Phone conversations. 
- Cell phone text messages. 
- Asynchronous e-mail exchanges. 
- Visual or audio only communication with one or more at a time, using Skype or a similar product. Skype is free software that both parties would download from the Internet. Version 4 supports audio and/or visual communication (assuming each party has a Webcam) between two individuals. Version 5 supports audio and/or visual communication among several individuals at a time. 

Another way to communicate with your clients is through the *Kuder® Administrative Database Management System*, which allows you to post messages and/or send e-mails to clients, assuming that they have entered an e-mail address at the time of registration. In order to do either of these things, follow these steps:

- 1 Go to www.getintoenergy.kuder.com.
- 2 Enter your administrator user name and password.
- 3 Select the Tools and Resources tab and then Post a Message.
- 4 Click on *Add New Message* and complete Step 1 and 2 accordingly.

This process is designed to send a common e-mail to a group of people. To e-mail individual clients, follow these directions:

- 1 Go to www.getintoenergy.kuder.com.
- 2 Enter your administrator user name and password.
- 3 Select the **Administration** tab and **Download Directory**. From here you can run a list of each individual's information, including e-mail address. With these, you can send individual e-mails.

Regardless of your chosen method(s) of communication, the central focus of those communications is to convey that you care and are still there to provide support to the client's progress in personal growth and success in embarking on a satisfying career.

Danger Signs

Some of the common danger signs that may give you a clue that the client is not being successful include the following:

- Client does not respond to a contact via phone or e-mail, or does not keep an appointment.
- Client is developing a pattern of tardiness and/or absence from work.
- Client is complaining about supervisor or co-workers.
- Client is using drugs or excessive alcohol.
- Client gets in trouble with the law.

As indicated above, it is important, especially during the first three months of employment, that you keep in touch with each client. That contact may be as elegant as a scheduled face-to-face interview, or as simple as a "How are you?" e-mail. Regardless of the method of contact that you use, the client is expected to be responsive. If or when the client does not respond by attending the appointment or responding to the e-mail, this fact can be a clue that something may be brewing. Under these circumstances, it is important that you increase your efforts to reach the client, and if those efforts fail, you should send a letter to the client's home requesting a response, or if feasible, attempt to have a brief meeting at his or her place of work.

Due to the diligence with which you have supported clients through the training and credentialing process, it is very likely that your clients have the skills that they need to perform daily job duties effectively. So, if

there are problems, they are likely to relate to ordinary employability skills, such as being consistent with attendance, arriving to work on time, commitment to work duties without interruption by personal calls or Web usage, and wearing suitable clothing for the job. If your monitoring reveals that there are problems in these areas, your immediate intervention is critical. You will need to find out why the client is not going to work regularly or being late or unsuitably dressed and attempt to provide appropriate interventions and referral. Such problems might lead you to doing some of these things:

- Helping client understand the culture of the workplace and the expectations of supervisors.
- Helping client find alternate reliable transportation.
- Helping client find more reliable child care.
- Referring client for assistance with medical problems.
- Referring client to places that can provide suitable work clothing.
- Helping client budget time in order to get enough sleep.

Another telltale warning sign of impending problems is the client's constant complaining about the work supervisor and his or her "unfairness" or demands. Once this pattern begins, it is likely to get worse and end with the firing of the employee. There is no easy fix, as neither you nor the client has any control over the supervisor who may or may not be making unreasonable demands. So, it will be necessary to help the client understand the authority structure in the company and, at least in the early months of employment, the need to bend to accept this structure during the probationary period. You might also explain the options that employees have related to perceived prejudice or harassment in the workplace.

It is not uncommon for the stress of a young person's transition from a somewhat sheltered environment to a less sheltered one to result in a return to past behaviors or methods of support that are negative. These behaviors may include taking drugs, excessive use of alcohol, spending time with old friends who are not positive influencers, anxiety and depression, or even getting in trouble with the law. Any of these symptoms will be counter-productive to establishing and maintaining a positive employment situation. So, your communication and "sixth sense" as you work with clients in the early stages of employment need to pick up on these possible behaviors. Your approach to removing these behaviors may involve referral to appropriate agencies, an increased level of monitoring, and the playing of a stronger parental role.

Modifying the Career and Support Services Plan

You will make every effort to assist your clients to remain in and be successful in the jobs you help them to get. In spite of your best efforts, however, some will quit their jobs or be fired. If and when this happens, it is your responsibility to attempt to schedule an appointment with such a client and to assist him or her to get another job. This process will include at least the following steps:

- An explanation by the client of what happened that caused this end result.
- An explanation by the client of what the supervisor stated as the reasons for firing.
- Development of a plan with the client that is designed to tackle these problems and remove or reduce them.
- Perhaps further use of *Journey* for the purpose of identifying other possible career choices and employers.
- Modification to or addition to the client's Career and Support Services Plan.
- If feasible, an introduction of the client to another employer.

Summary

The end goal of this entire project is to get clients settled into a satisfying job that has career potential. In order to increase the probability that clients will do well in the initial job that you help them to find, it is important that you follow through with them during the first 6 months after entering employment. This chapter has suggested ways to do that follow-up, possible danger signs, and some possible approaches to tackling the problems that may occur.



Chapter 5

KUDER[®] JOURNEY AS
A VALUABLE TOOL FOR
ASSISTING CLIENTS

The directors of the Get Into Energy Career Pathways program have contracted with Kuder, Inc. to provide its online career planning system, *Kuder® Journey*, to participants and their Career Coaches as a valuable tool to support the clients' career planning. You will be given the web address to *Journey* and an access code so that you can become acquainted with this comprehensive system. As an introduction to the career planning system, this section will simply highlight those areas of the system that Career Pathways clients are likely to find most helpful with your support.

Registration, Needs and Barriers, and e-Portfolio

The first time a Career Pathways client uses *Journey*, he or she will enter some personal information, including name, address, e-mail address, phone number(s), educational experience, and work experience. Clients will also indicate, from the list shown on the screen below, the needs and barriers they perceive to getting a job or having the necessary support to do so. These items and many others generated as the system is used are stored in a personal portfolio that the individual will be able to access and edit throughout his or her life span.

Personal Information * Indicates a required field

Please enter your personal information below. Indicating your highest level of education and two most recent jobs will allow the system to provide you with the information and tools most relevant to your needs.

First Name * Middle Initial (name) Last Name *

Gender * Female Male Date of Birth * (mm/yyyy) Ethnicity (Click to Select)

Highest Level of Education Completion of an advanced degree (master's deg.) Full-Time Work Experience (Click to Select)

Two Most Recent Jobs

Select a Job Title

Select a Job Title

Needs or Barriers to Employment * Indicates a required field

Below is a list of the most common needs and barriers to employment, education, or career transitions. Please review them and check all that apply to you. You may change your selected needs and barriers from your profile in the system at any time.

Needs:

- Housing
- Child Care
- Knowledge of job-seeking skills
- Transportation
- Clothing
- Better reading skills
- Better math skills
- Completion of high school

Other: _____

Barriers:

- Insufficient past work experience
- Lack of enough education or training
- Mental or physical health conditions
- Addiction
- Inability to speak English well

Other: _____

Figure 1: Client Registration

The Interest Assessment

One of the requirements of participation in the project is assessment. Participants in the project will take three different assessments: the ACT *WorkKeys* tests, The *Energy Industry Employability Skills Assessment*, and the *Kuder Career Search* interest assessment.

The *Kuder Career Search* interest assessment is contained in the *Journey* system. Most people complete it in approximately 20 minutes. Clients will take this assessment online and receive their score reports immediately. You will also have access to these reports through the system's *Administrative Database Management System*, and talking through the interpretation of this report with the client is one of your responsibilities. The results of this interest assessment will be used to determine whether the client has interest in the Science, Technology, Engineering, and Mathematics cluster (where energy-related occupations are located), in Architecture and Construction, in Manufacturing, or in other clusters of occupations.

The screenshot displays the Kuder Career Search interface. At the top, it says "kuder Career Search with Person Match" and "Language: English". There are links for "Start over" and "Exit and Finish Later". Below this is a "Show Directions" link and "Page 1 of 12". The main content is a list of 15 sample items, grouped into 5 numbered sections. Each item has a radio button and a score of 1, 2, or 3.

Section	Item	Score
1	Collect the signatures of famous people	1 2 3
	Collect butterflies	1 2 3
	Collect coins	1 2 3
2	Teach a person how to use a cell phone	1 2 3
	Research new features for cell phones	1 2 3
	Manage a cell phone store	1 2 3
3	Play a game that requires mental arithmetic	1 2 3
	Look for errors in a printed report	1 2 3
	Work mechanical puzzles	1 2 3
4	Take apart a broken lock to see what is wrong	1 2 3
	Look for errors in the typewritten copy of a report	1 2 3
	Add columns of numbers	1 2 3
5	Visit an exhibit of famous paintings	1 2 3
	Visit an exhibit of different means of transportation	1 2 3
	Visit an exhibit of laboratory equipment	1 2 3

Next Page

Figure 2: Sample Items from the *Kuder Career Search* Interest Assessment

Figure 3 shows a sample of the kind of report the client will receive from the *Kuder Career Search* interest assessment. Further, though *WorkKeys* and the *Energy Industry Employability Skills Assessment* are not provided within the *Journey* system, their scores will be entered by you or each client into their electronic portfolios as illustrated in Figure 4 below. Thus, all of the assessment data will be stored in one electronic place, viewable both by you and the client. Details about how you will use this information to assist clients with their career decision making is provided in Chapter 2 of this handbook.



Figure 3: Section of the Interest Assessment Score Report



Figure 4: *WorkKeys* and *Energy Employability Skills Assessment* Results in *Journey*

Learning About Occupations

Another feature of *Journey* is the provision of detailed information about more than 1,000 occupational groups. For energy occupations, the best single source of information is CEWD's web site (www.getintoenergy.com). However, *Journey* can provide additional information about energy occupations as well as about hundreds of others, making this section particularly useful when working with clients who need to be referred to non-energy occupations.

Occupations can be identified by their titles or keywords, the interest assessment results of the client, or a system of classification called the "federal clusters." Descriptions are detailed and include access to a short video about each occupation and many external resources that can provide even more information.

The screenshot displays the 'Administrative Services Managers' page on the Kuder Journey website. The page is structured as follows:

- Navigation:** Home, Assessments, Occupations, Education & Financial Aid, Job Search Tools, Jobs, My Portfolio.
- Left Sidebar:**
 - By Assessment Results
 - By Clusters and Pathways
 - By Skills from Previous Jobs
 - By Title or Keyword
 - View Saved List
- Main Content Area:**
 - Administrative Services Managers** (with a small video thumbnail)
 - Click on the star to save this occupation in your portfolio.
 - Occupation Description:** Plan, direct, or coordinate supportive services of an organization, such as recordkeeping, mail distribution, telephone operator/receptionist, and other office support services. May oversee facilities planning and maintenance and custodial operations.
 - Employment Outlook:** Administrative services managers held about 259,400 jobs in 2008. They are found in all industries, but several industries have a greater share of these managers than others. They are the education services industry with 15 percent, the healthcare industry with 12 percent, state and local government with 12 percent, and finance and insurance with 9 percent.
 - Sources of Additional Information:**
 - Disclaimer:** Links to non-Kuder Internet sites are provided for your convenience and do not constitute an endorsement.
 - For information about careers and education and degree programs in facility management, as well as the Certified Facility Manager designation, contact: International Facility Management Association, 1 East Greenway Plaza, Suite 1100, Houston, TX 77046-0194. Internet: <http://www.ifma.org>
 - For information on training and classes for professional office management personnel, contact: Association of Professional Office Managers, P. O. Box 1826, Rockville, MD 20849. Internet: <http://www.apomrta.org>
- Right Sidebar:**
 - Description, Video & Employment Outlook
 - Interests, Skills & Work Values
 - Related Occupations
 - Annual Salary
 - Typical Education, College Majors & Degrees
 - Typical Tasks & Working Conditions
 - Print Reports
- Footer:** Copyright © Kuder, Inc. | Privacy Policy | Terms of Use | About Kuder | Contact Us | Help

Figure 5: Sample Occupational Description

One section of *Journey* provides a search by desired characteristics of approximately 7,000 postsecondary schools and thousands of sources of financial aid. This section will be particularly helpful with those clients who want to pursue any kind of postsecondary education (career schools, hospitals, community colleges, four-year colleges, etc.). This can be used later on in the career coaching process once a career path is established.

The screenshot displays the 'Find Schools' search interface. At the top, there is a search bar and a navigation menu. The main search area is titled 'Find Schools' and includes a search bar and a 'Search' button. Below the search bar, there is a section titled 'Number of Schools with These Characteristics: (554)'. This section is divided into several filter categories, each with a plus sign to expand it:

- Geographic Location and Setting:**
 - Institution Name: [Text Input]
 - Region: [Dropdown Menu: -Any-]
 - State: [Dropdown Menu: California]
 - City or ZIP Code: [Text Input]
 - Distance (miles): [Text Input]
 - Setting: [Dropdown Menu: -Any-]
- Degrees and Majors:** [Dropdown Menu]
- Size and Control:** [Dropdown Menu]
- Admission Requirements:** [Dropdown Menu]
- Cost:** [Dropdown Menu]
- Other:** [Dropdown Menu]

At the bottom of the search results, there is a section titled 'You Searched For:' which shows the search criteria: 'State: California'. Below this, there is a link to 'View on the basis of a search that occurred to remove it from the top'. The search results are displayed as a list of schools, with the first entry showing 'Number of Schools with These Characteristics: (554)'. At the bottom of the page, there is a footer with copyright information and links for 'Privacy Policy', 'Terms of Use', 'About Kuder', 'Feedback', and 'Help'.

Figure 6: Sample School Search

The system also offers an extensive section on the process of acquiring financial aid. Content includes the capability to complete the Free Application for Federal Student Assistance (FAFSA) online and to search a database of more than 14,000 financial aid opportunities.

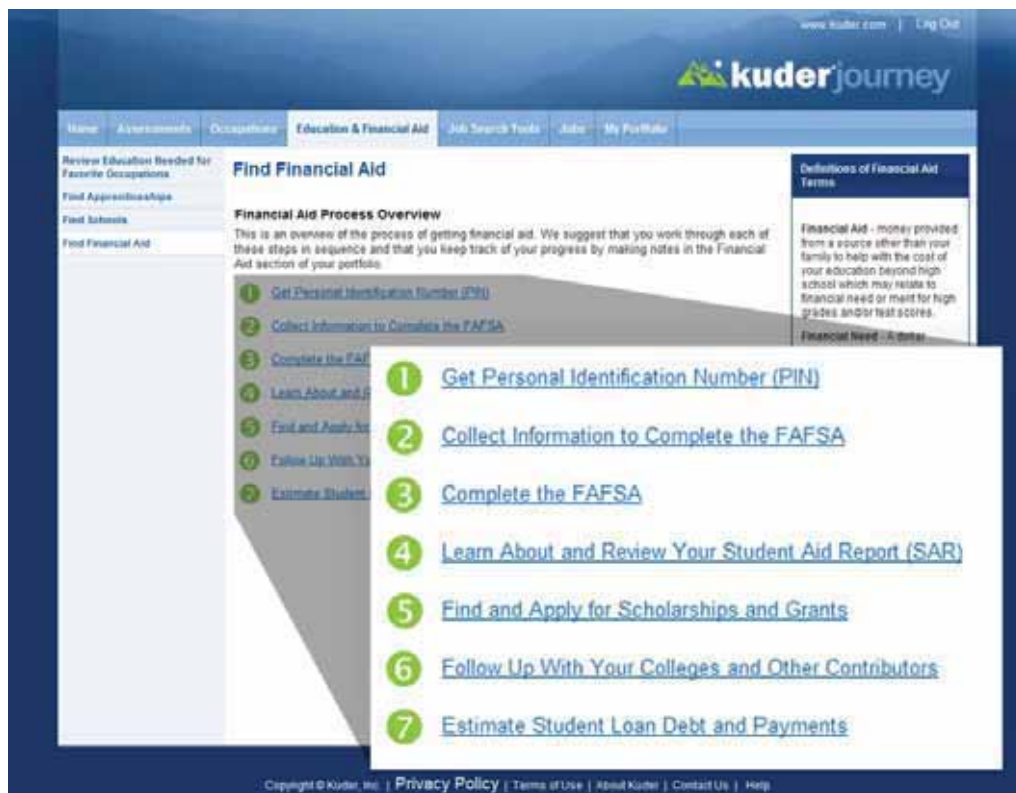


Figure 7: Financial Aid Information and Search

Preparing for a Job Search

When clients are nearing the time for job interviews, there are several parts of *Journey* that would be extremely helpful: developing a résumé online, creating a cover letter, making a list of references, preparing for a job interview, and developing and posting an electronic portfolio. Résumés can be developed in various formats and styles and can then be either printed or sent to someone electronically. Cover letters can be developed online and sent electronically, as well.

These documents, other scanned documents (such as certificates earned or letters of reference), and even short videos showing work samples, can all be stored in users' portfolio. They can then be transferred as parts of an electronic portfolio (e-Portfolio), which can be shared with prospective employers at the user's discretion. These are valuable capabilities both for those clients who are in the energy-occupation track and those who are not.

The screenshot displays the Kuder Journey website interface. The main navigation bar includes links for Home, Assessments, Outplacement, Educational & Financial, and Log Out. The left sidebar lists various tools: Write Resumes, Manage My Documents, Write a Cover Letter, Collect References, Complete Sample Job Application, Develop Job Network, Review Interviewing Skills, Join Professional Associations, and Manage My e-Portfolio. The central content area is titled "Job Search Activities" and lists several key actions:

- Write Resumes:** Create a résumé now using the Résumé Builder.
- Manage My Documents:** Upload documents such as a résumé you created on your own, a scanned certificate or license, letters of reference, or a work samples.
- Write a Cover Letter:** Write and store one or more cover letters that you may want to send with your résumé to prospective employers.
- Collect References:** Enter the names, addresses, phone numbers, and e-mail addresses of people who could be effective references for you.
- Complete Sample Job Application:** Complete a sample job application, then save it to your portfolio and/or print a copy. This may be helpful to you, as most job applications will request the information contained in the sample form.
- Join Professional Associations:** Having an effective interview is essential to getting a job, and first impressions are very important. Search for professional associations related to your field that can help you network, stay current, and discover new opportunities.
- Manage My e-Portfolio:** Use your e-Portfolio to compile information and documents - e.g., references, contact information, résumés, certificates, work samples, and your past work experiences and long-term career goals. You can send a link to this e-Portfolio to potential employers so update it as often as needed.

On the right side, there are additional resource sections:

- Find Out More About...:** A link to learn more.
- Develop Job Network:** Collect the contact information of people and organizations who can give you support, advice, and referrals in your search for a job.
- Review Interviewing Skills:** Having an effective interview is essential to getting a job, and first impressions are very important. Here you'll find some topics that you should review. Polish up your interviewing skills by familiarizing yourself with the entire process.
- Other Online Resources:** A section for additional resources.
- Find a certified counselor in your geographic area:** Contact a certified counselor in your area to aid in the transition back into your community. www.nhcc.org

At the bottom of the page, there is a footer with copyright information and links for Privacy Policy, Terms of Use, About Kuder, Contact Us, and Help.

Figure 8: Getting a Job Options



Figure 9: Developing an e-Portfolio

The best way to get to know this system is to use it yourself. Try to take the time to browse especially the parts of the system described above so that you can help your clients know which parts to use as they develop their career plans.

Appendices

Appendix A: Referral Form

Appendix B: GIE State Contacts

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Appendix A

Referral Form



Referring Organization

Referral Made By:

Name

Title

Phone Number

E-mail

Career Coach Referral:

Internal (from pipeline organization)

External (outside of pipeline organization)

Student Name:

Student Name

Address

Date of Birth

Gender

Phone Number

E-mail

Case Manager:

Name

Title

Phone Number

E-mail

Areas of Interest

Strengths

Weaknesses

Support Services

Will these support services continue after separating from pipeline program? Yes No

If yes, please describe and provide contact information for each service.

Does the student meet the following qualifications?

Between ages 16-26

H.S. diploma or GED

Valid driver's license

No felony

Income falls in the Dept. of Labor definition of "low income"

Other information about the student

Appendix B

GIE State Contacts



**GET INTO ENERGY CAREER PATHWAYS
CAREER COACHES CONTACT LIST OF April 19, 2011**

State	Region/ County	Coaching Process Lead	State Consortia Project Manager
California	Los Angeles	Sylvia Ibarra – LATTC ibarras2@lattc.edu	Marsha Bell – California Consortia
California	San Francisco		Marsha Bell – California Consortia
Florida: Northwest Florida	Pensacola, Escambia County	ECSD –George Stone TC - Drew Sumrall DSumrall@escambia.k12.fl.us ECSD–Judy Andrews– Kimberly Corcoran KCorcoran@escambia.k12.fl.us WIA Youth – Jennifer Hines hinesj@mail.santarosa.k12.fl.us Locklin Tech – Katie Predmore predmorek@mail.santarosa.k12.fl.us	Jennifer Grove – Gulf Power
Florida: West Central	Milton, Santa Rosa County		
Florida: South	Laurel Hill and Crestview, Okaloosa Cty		
Florida: West Central	Lakeland and Polk County	Arlalia Wesley – Polk Works arlalia_wesley@polkworks.org	Betsy Levingston – Lakeland Electric
Florida: South	Fort Pierce, St. Lucie County	Cindy Hinson chinson@tcjobs.org	Ken Langedoc – Florida Power & Light
	Miami, Dade Cty.		

State	Region/ County	Pipeline Project Lead	State Consortia Project Manager
Georgia	DeKalb County		Roberta Hall –Georgia Dept. of Labor
Georgia	Aiken		Roberta Hall – Georgia Dept. of Labor
Indiana	Three regions: NW-Valparaiso, Central- Indianapolis, SW- Evansville	Sheri Ruge - Job Works sruge@gotoworkonenw.com Erika Cheney - Employ Indy echeney@employindy.org Keshia Seitz – Ivy Tech CC kseitz@ivytech.edu	Lynn Moore – Indiana Consortia
Minnesota	St. Cloud		Teresa Kittridge – Minnesota Consortia
Minnesota	Alexandria		Teresa Kittridge – Minnesota Consortia
Minnesota	Rosemount		Teresa Kittridge – Minnesota Consortia
North Carolina	NW Piedmont	Donald Stowe – dstowe@nwpcog.org	Beth Britt – N.C. Consortia
North Carolina	Guilford County	Millie Tillman – millie.tillman@greensboro-nc.com	
North Carolina	Gaston	Paige Maltba – paige.maltba@co.gaston.nc.us	Beth Britt – N.C. Consortia
Ohio	Butler County		Carol Wintz – Ohio Consortia
Ohio	Hamilton County		Carol Wintz – Ohio Consortia
Ohio	Adams & Brown	Sarah Covert – Workforce Connections scovert@abets.org	Carol Wintz – Ohio Consortia

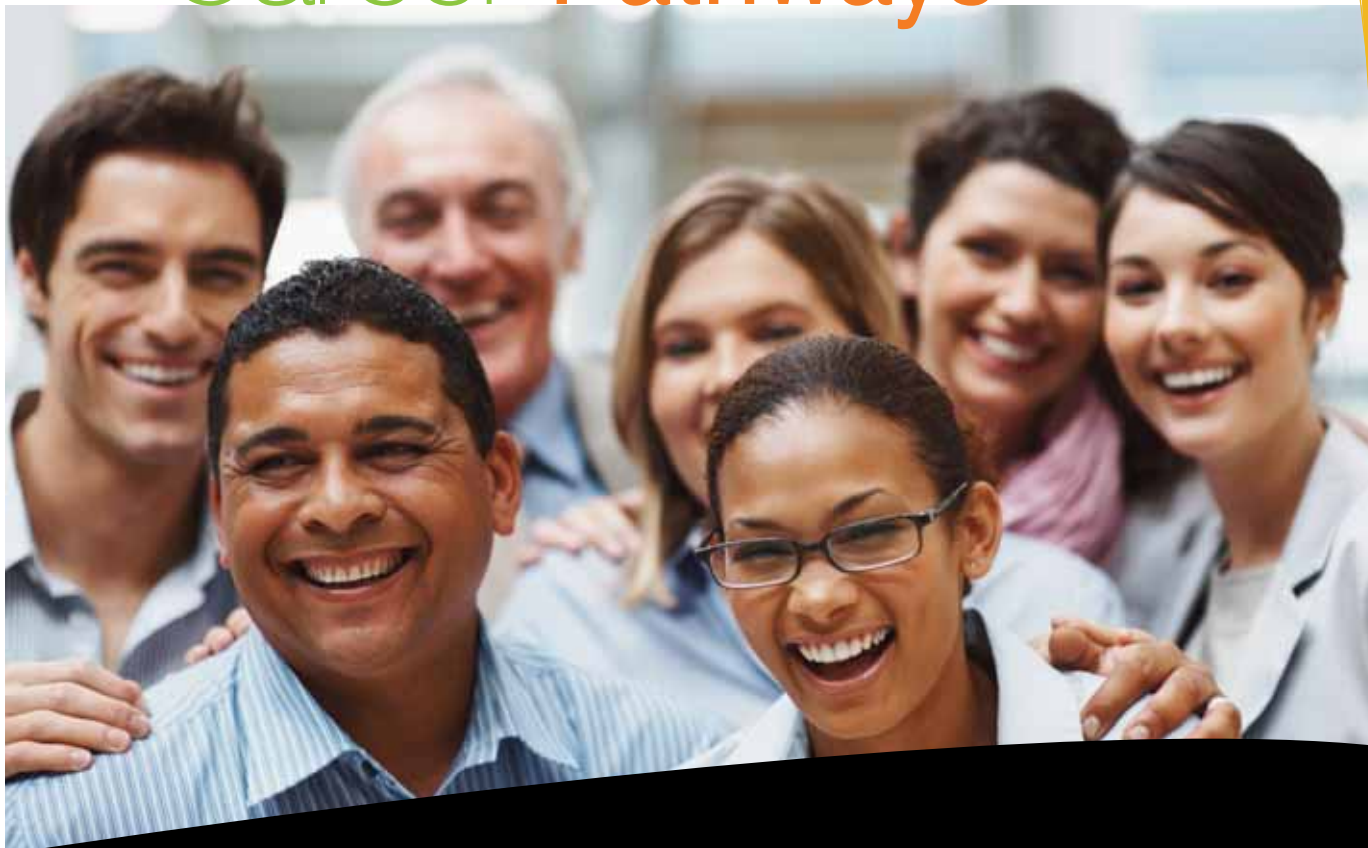
State	Region/ County	Pipeline Project Lead	State Consortia Project Manager
Ohio	Gallia County, Borders on Jackson, Vinton & Meigs		Carol Wintz – Ohio Consortia
Ohio	Muskingum County, Borders on Coshocton, Guernsey, Perry, Licking		Carol Wintz – Ohio Consortia
Ohio	All Areas – Hard Hatted Women	Emily Baunach - Hard Hatted Women EBaunach@hardhattedwomen.org	Carol Wintz – Ohio Consortia
Washington	Spokane	Seth Dyson – WDC sdyson@wdcspokane.com	Yvonne Chase – Centralia College
Washington	Vancouver		Yvonne Chase – Centralia College

Appendix C

GIE Brochure

GET INTO ENERGY

Career Pathways



www.getintoenergy.com

• Target Audience: Low-income Young Adults (ages 16 –26)

About the Get Into Energy Career Pathways Model

OVERVIEW

Energy jobs offer promising opportunities to both experienced workers and those just starting their careers. The energy industry as a whole is projected to experience growth in the coming years, particularly with the increase in infrastructure investment in renewable energy and clean energy generation, energy efficiency and Smart Grid technologies. The growth in demand for workers coincides with the large number of projected retirements in the industry. Energy employers will need skilled workers for energy related generation, transmission and distribution positions. These are jobs that are active, hands-on, rewarding and available in every state. In addition, they are jobs in an industry where adding new skills translates into additional opportunities to advance and to make more money. As new technologies are created, workers will need new skills to install and operate the new energy systems and this means new job opportunities in a stable and growing industry.

The GIE Career Pathways Model is built on the principles of:

- Targeted outreach and support for students and potential applicants through recruiting and employment.
- A pathways system leading to a portable, articulated portfolio of credentials and degrees.
- Employer involvement in all phases of workforce development leading to employment.

The Get Into Energy (GIE) Career Pathways Model provides a roadmap for entry into skilled, utility technician positions in the energy industry with pathways to higher-level jobs in a variety of work settings.

The Pathways Model focuses on the needs of three stakeholder groups: students and potential applicants, educators, and employers. The system is divided into key modules supporting these stakeholders, including GIE Outreach and Career Coaching, Career Pathways Curriculum and Stackable Credentials, and Employer Collaboration and Support.

The Get Into Energy Career Pathways Model used in this publication demonstrates how low-income young adults can enter careers in the energy industry. However, the Pathways Model can be used for various audiences – high school, military, women, dislocated workers – to create a workforce development process for the energy industry.

KEY COMPONENTS



PROJECT ADVISORY COUNCIL

The Get Into Energy Career Pathways model has been developed by input from a variety of organizations, including related industries, included on the Advisory Council:

American Association of Community Colleges
American Council on Education
American Gas Association
American National Standards Institute
Associated General Contractors
Association of Career & Technical Education
The Corp Network
Council on Adult & Experiential Learning
Economic Modeling Specialists, Inc.
Edison Electric Institute
Institute of Nuclear Power Operations
National Rural Electric Cooperative Association
Nuclear Energy Institute
U.S. Department of Education
U.S. Department of Labor
Washington Gas Light Co.

Outreach and Student **Support**

PIPELINE ORGANIZATIONS

Pipeline organizations work with low-income youth and other populations to provide the opportunity to earn a high school diploma or GED, career guidance and mentoring and support services. CEWD researched several pipeline organizations that work with the Bill and Melinda Gates Foundation and have developed partnerships that will encourage their constituents with a high school diploma or GED, as well as an interest in the energy industry, to start the Pathways process. Partners include:



TARGETED CAREER AWARENESS CAMPAIGNS

Get Into Energy online (www.getintoenergy.com) offers education and career information on energy jobs that is tailored to specific audiences. The site provides career assessments, videos on energy and specific careers, education and skill requirements, and links to employers. The career awareness campaign is also supported by print material in a variety of media, including brochures, posters, postcards, pocket cards and PowerPoint presentations. The Get Into Energy brand can be customized for state consortium use or co-branded by energy companies, and can be used to develop targeted, regional campaigns that are linked to a national brand.



For the Get Into Energy Career Pathways Model, CEWD will utilize two Kuder, Inc. (www.kuder.com) products, *Kuder Journey* and their *Administrative Database Management System* for tracking program participants from the moment they enter the Pathways system through six months after employment. Kuder journey personalizes and tailors resources and information to each individual.

Career Coaching Process



CAREER COACHING PROCESS

Step One - Intake (30-60 minutes)

An advisor meets with an individual for basic sharing of information for agency/organization records, a general discussion of the individual's career goals and the start of rapport-building to establish what will be an ongoing relationship. During this session, it will be determined if the individual requires support services.

Step Two - Assessments (2-4 assessments)

Assuming that the individual has been determined as appropriate for employment in the energy industry (based on the intake session), the coach will recommend that the individual take several assessments, including the Kuder Interest Inventory (targeted specifically to energy, construction and manufacturing), the CEWD/SkillsUSA Employability Assessment, and the WorkKeys Assessment (leads to the National Career Readiness Certificate—NCRC).

Step Three - Assessment Interpretation (1-2 hours)

The career coach works with the individual to interpret the assessments as well as career interests. A referral is made to the identified manufacturing or construction lead, or the coach works with the individual through the Pathways process.

Step Four - Learning Plan (1 hour)

The coach will work with the individual to identify a specific career objective and, based on this, help to identify training providers or special programs provided by the industry or labor unions that could help meet those needs.

Step Five - Identification of Education Provider (Two half-hour sessions)

Once the learning plan has been developed, the individual will be tasked with conducting research on the available education and training options.

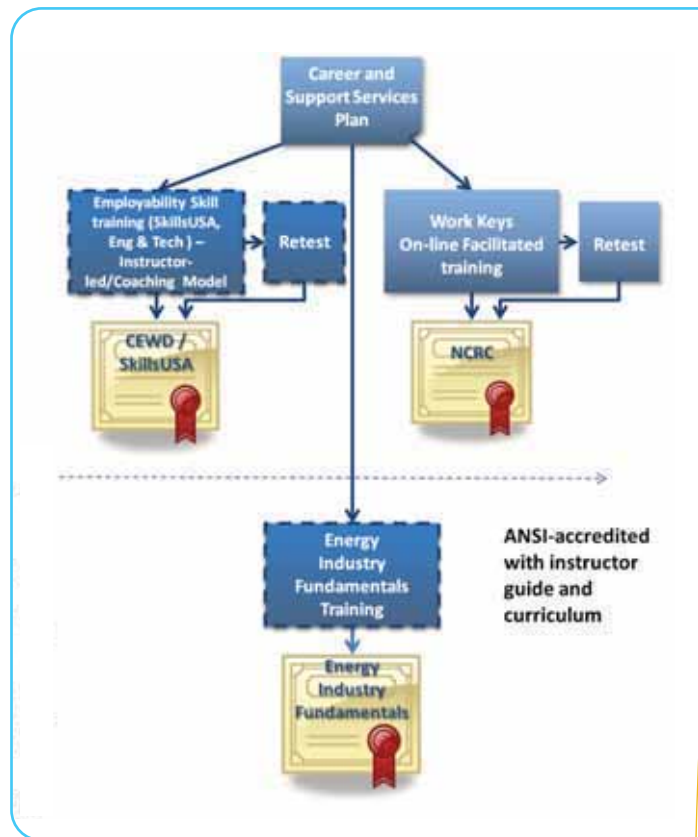
Step Six - Ongoing Support (Up to one year: 15-30 minute sessions)

The career coach will be available on an ongoing basis to provide a connection, encouragement and to serve as a general resource about all things career-related.

Education Pathways and Stackable Credentials

BASIC TRAINING

The first education intervention is designed to provide training to those who did not pass the work-ready and employability skills assessments. These correspond to levels one through three of the Energy Industry Competency Model developed by CEWD and the U.S. Department of Labor. A blended learning approach will be used for both the WorkKeys as well as the SkillsUSA training curricula. This will include online modules, instructor-led training, as well as special group activities developed for use with a cohort approach. This training can be provided by community colleges, unions, and other appropriate groups, as identified. Individuals who pass the work-ready and employability assessments will skip to the next stage, Energy Industry Fundamentals training.



ENERGY INDUSTRY FUNDAMENTALS

The next stage of the Education Pathways process corresponds to levels four and five of the Energy Industry Competency Model—industry-wide and industry-specific knowledge and skills. CEWD will be developing a new credential—an Energy Industry Fundamentals certificate program. This credential will be accredited by the American National Standards Institute (ANSI). An instructor guide, participant materials and a lab guide will be developed for use at a community college, union, or other appropriate training center.

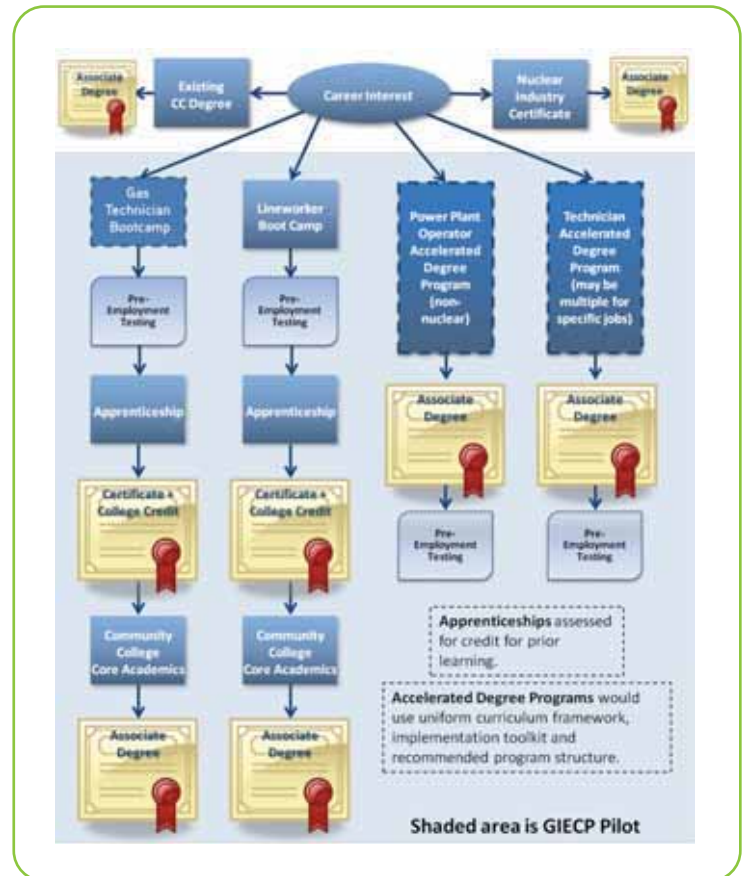
JOB SPECIFIC TRAINING

Once students earn their Energy Industry Fundamentals credential, they will then move into job-specific training—tiers six through eight of the Energy Industry Competency Model. Students can select one of four job-specific training programs: lineworker, pipefitter/pipelayer/welder, technician or plant operator. Depending on the overlay of supply and demand in each state, all programs may not be available. The goal of the Pathways Model is employment, so only categories where jobs are available will be the focus of the training in each region of the state.

Education Pathways and Stackable Credentials

ACCELERATED DEGREES

The Get Into Energy Career Pathways Model will utilize an accelerated degree approach for the utility technician and plant operator categories. Students will go to school full-time and earn their degrees in one year. As part of the implementation process, a uniform curriculum and framework will be developed by groups of community colleges, subject matter experts and instructional designers. Support services for students is essential, therefore, CEWD will provide technical assistance to the states and their career coaches to utilize the funding available at the state and local levels.



BOOTCAMP TO APPRENTICESHIP MODEL

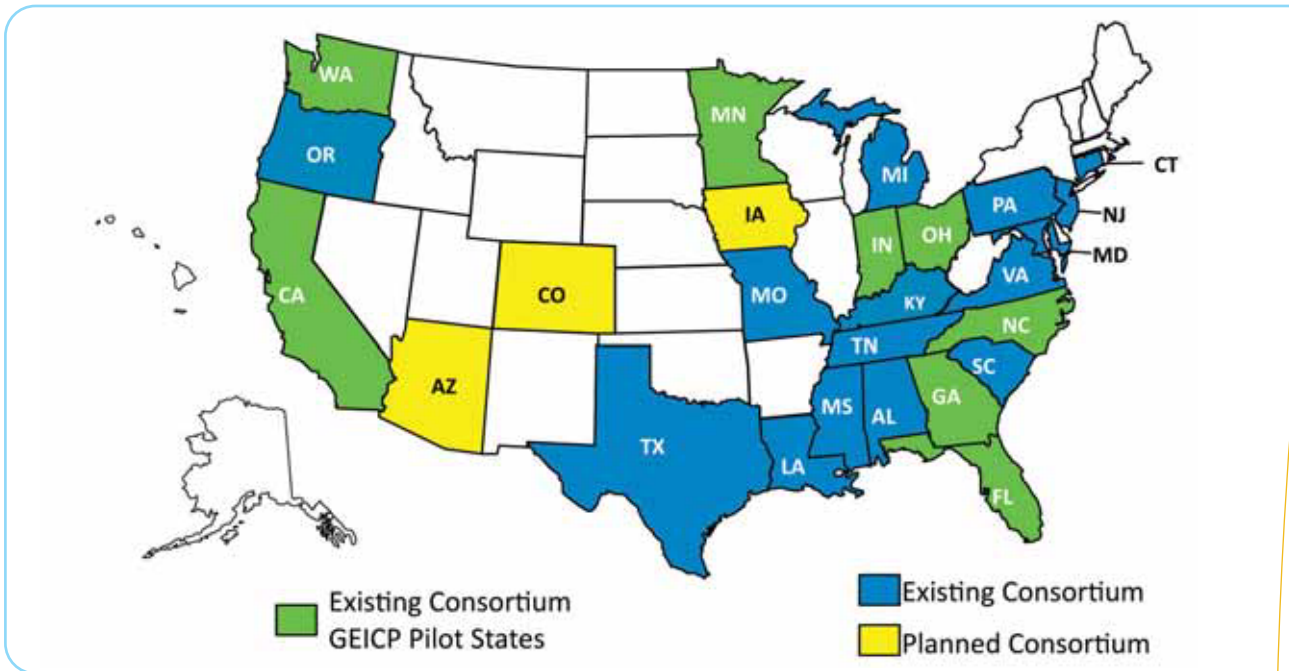
For the natural gas technician category, a bootcamp to apprenticeship approach will be utilized. In this model, students will attend an intensive bootcamp where they will not only master the job-specific competencies, but also earn their OSHA-10 certificate and CDL, for lineworkers. Upon completion of the bootcamps, students will coordinate with their career coaches to secure apprenticeships with a CEWD member company in their state.

COLLEGE CREDIT EQUIVALENCY

The Pathways Model integrates the American Council on Education's CREDIT program for college credit equivalency for non-degree programs. The Energy Industry Fundamentals certificate program, as well as the bootcamps, will undergo a credit review and colleges participating in the Pathways network agree to accept this recommendation. In addition, companies can submit their apprenticeship programs for credit reviews. CEWD will fund and guide five member companies through this process to jump start this practice as well as to develop a toolkit for other companies to use.

Employer Engagement and Resource Alignment

The State Energy Workforce Consortia are a collaboration of the energy industry, educational institutions and the workforce system. Consortia focus on the needs and development of a pipeline of workers for the energy industry in each individual state and develop plans for balancing supply and demand for the workforce based on the energy goals of each state and the needs of individual companies. Below is the status of the consortia as of June 2010.



JOB PLACEMENT

Pre-employment testing is a standard practice in the energy industry. Students in the Bootcamp/ Apprenticeship Model will take this test during their bootcamps. Those in an accelerated degree program will take the test midway through the program and at the end just prior to graduation. A key component of the Get Into Energy Career Pathways Model is the involvement of energy companies in the state consortia participating in the project. Therefore, there will be open communication between the career coaches and partner companies to place the students in jobs. Students that pass the pre-employment tests and graduate from the training programs will be granted interviews at the energy companies in the states that are currently hiring.

RETENTION STRATEGIES

As part of the Pathways Model, career coaches will maintain relationships with their students through their first six months of employment. This support is highly valuable to students as they adjust to the workplace, which for most program participants will be their first jobs. In addition, the career coaches will plan in-person or virtual events for the cohorts, enabling students to maintain this support system as well. Based on research, these approaches make the difference between success and failure to maintain employment in the first year.

PROGRAM EVALUATION

The implementation project will be evaluated using the Key Performance Indicators and Critical Success Factors identified by CEWD in the Workforce Development Evaluation Toolkit. A web-based system will be developed to accumulate data and will measure the success of the target audience against benchmarks for the general employee population.



Training Components



701 Pennsylvania Ave., N.W.
Washington, D.C. 20004-2696
202.638.5802 • www.cewd.org



www.getintoenergy.com

The Get Into Energy Career Pathways Model planning project was generously funded by the Bill and Melinda Gates Foundation

Appendix D

Intake Interview Form



Client Name:	
Address:	
Home Phone:	
Cell Phone:	
E-mail:	
Career Coach:	
Referral Pipeline:	
Date:	

Education Experience

School/Type of Program	Dates of Attendance	Degree Completed

Work Experience

Past Job/Employer	Dates of Employment (Month/Year)

Current Education and Career Goals

Before getting too far into the Get Into Energy program, outline different high level education and career goals that you might have. These do not necessarily need to be in relation to energy careers as later in the process, you will be able to more specifically outline goals that align with the career pathway you choose to follow.

Goal #1

Goal #2

Goal #3

Goal #4

Additional Notes

Appendix E

Engineering Technologies Blueprint



ENGINEERING TECHNOLOGY BLUEPRINT

This Blueprint contains the subject matter content of this Skill Connect Assessment. This Blueprint does **NOT** contain the information one would need to fully prepare for a SkillsUSA Championships contest. Please refer to the *SkillsUSA Championships Technical Standards* CD-ROM for the current year or purchase and download the relevant "Contest Singles." Both are available through www.skillsusa.org > Shop > Educational Materials Catalog.

Standards and Competencies

Demonstrate knowledge of engineering & technology principles using STEM

- Utilize Science Principles to solve engineering & technology problems
 - Apply knowledge of physical principles such as force, friction & energy
 - Analyze the relationship between weight & mass
 - Apply knowledge of laws of gravity
- Utilize Technology to solve engineering & technology problems
 - Apply knowledge of mass production
 - Apply knowledge of innovation
 - Apply knowledge of continuous improvement and optimization
 - Apply knowledge of the relationship & interchangeability among components of systems
- Utilize Engineering principles to solve engineering & technology problems
 - Apply knowledge of appropriate trade-offs within design requirements
- Use Mathematical formulas and techniques to solve engineering & technology problems
 - Add, Subtract, Multiply and Divide with whole numbers, decimals, and percents
 - Utilize measurement tools, methods, and conversions
 - Calculate geometric sizes and shapes
 - Solve simple algebraic equations

Engineering Design

- Utilize the Engineering Design Cycle
 - Identify the problem or opportunity
 - Identify possible solutions through problem solving skills
 - Apply brainstorming techniques
 - Collect and analyze data effectively
 - Explain cause and effect relationships
 - Select optimum specifications and create models & prototypes
 - Test solutions in a controlled environment
 - Redesign based on the evaluation of the models & prototypes
 - Implement and monitor for future improvements
- Utilize troubleshooting & quality control methods for diagnosis

Individual & Team Project Planning

- Identify project requirements & estimate resources
- Create an effective project plan
 - Prioritize tasks
 - Define milestones
- Anticipate project constraints and create alternative plans
- Evaluate and report on the results of the project

Teamwork Skills

- Define team roles & responsibilities



- Demonstrate effective communication skills
- Demonstrate positive group dynamics

Engineering and technological impacts on the Environment

- Recognize sustainability methods and materials
- Recognize the impact of engineering & technology on the environment

Safety

- Comply with safety procedures & proper ways to perform work
- Select the right tool for the job & use tools safely
- Utilize resources to understand how things safely work

Employability

- Communicate in a brief and complete manner
- Utilize basic computer technology skills effectively
- Show willingness to learn new assignments, procedures & technologies
- Maintain a professional and ethical attitude

Appendix F

Career Skills Education Program (CSEP) Lesson Plans



Section 4. How to Find and Use Lessons that Support the Assessment

The Career Skills Education Program (CSEP) has a proven record of proving instructors will effective and engaging instructional materials to use with young adults. You can use CSEP as part of your coaching efforts. The Energy Industry Employability Skills Assessment is closely aligned to the objectives of the CSEP program.

You won't use all of the lessons and assignments as a classroom teacher might, but you can select lessons to use with a student during a coaching session. And, you can use the activities in CSEP in your coaching sessions or as "homework," too.

How to find CSEP and log in

By now, you should have received an email with information about your license to use CSEP Online. That email contains all the instructions for finding and logging in to the system. Note that this is a different portal than where you find the assessment results. (That is the Work Force Ready System.)

Save the email with the instructions and feel free to print out and save the guides. They will be very useful references the first few times you use the system.

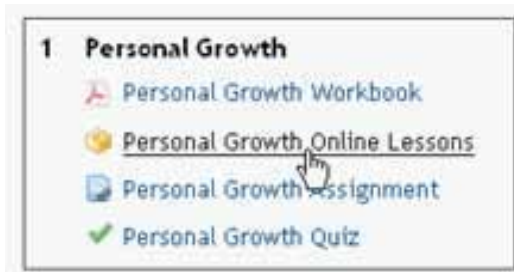
Think about bookmarking the CSEP login page in your Internet browser so that it is easy to return to the site frequently.

How to find lessons

The following is summarized from the CSEP Instructor's Guide, page 25 (Section 11.1). Reference that section for more in-depth directions.

Once you click on the link to Career Skills Education Program under My courses, you will be presented with the "homepage" for CSEP Online. In the middle of the page is the course outline where the five course topics are listed.

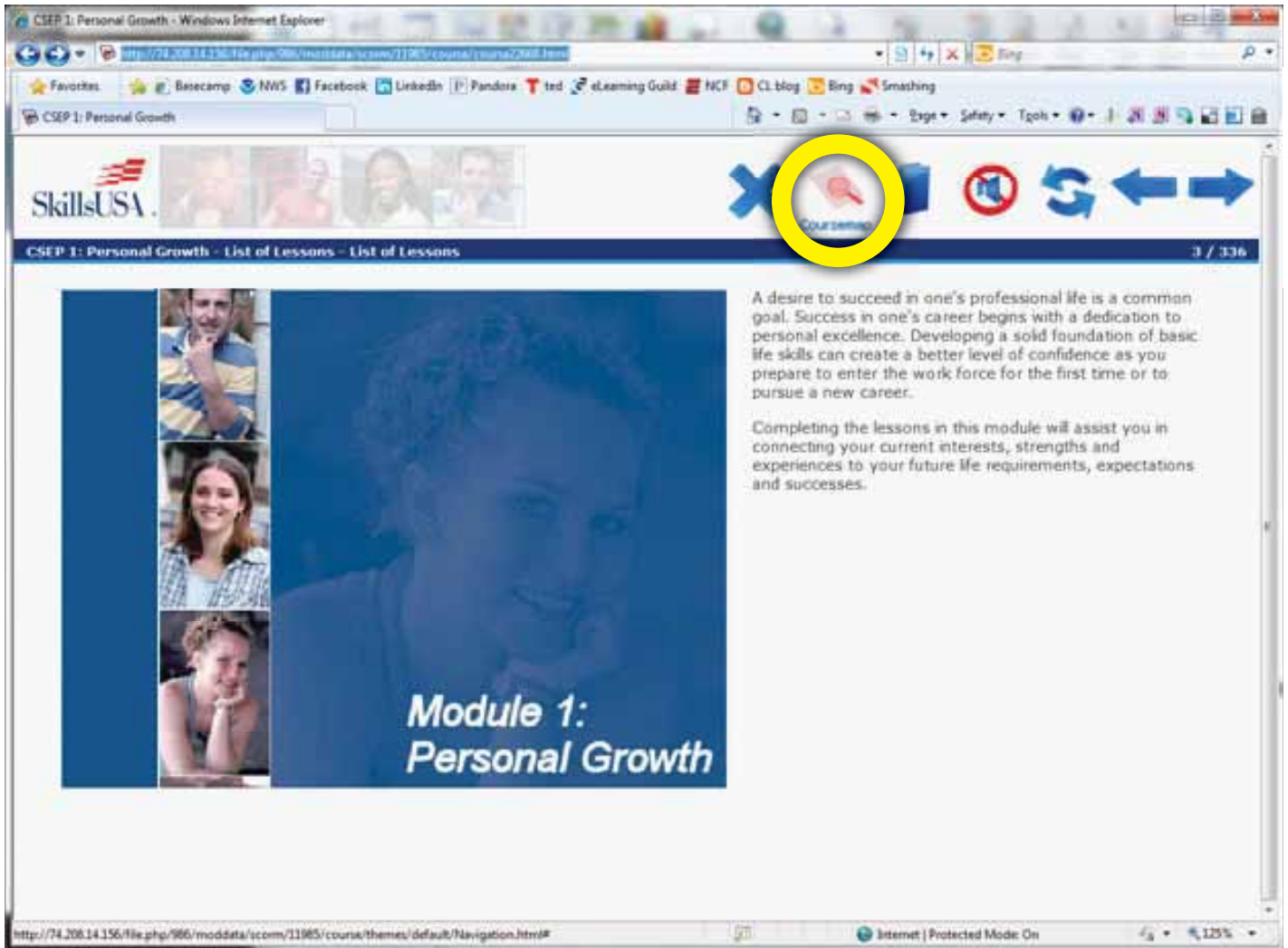
Each topic includes a link to online lessons. To launch the lessons, click the Online Lessons link in the topic of interest. The following is an example of launching the lessons in the topic of Personal Growth.



Once you follow the link you may be prompted to click on another link to open the lessons. This will result in a new window opening. You may need to disable pop-up blocking and repeat these steps to get the lessons to appear.



The lessons are contained in a module. The front page of the module will look like the image below. To find the list of lessons in this module, click on the Coursemap icon (circled).



Knowing which lessons to use based on the results of the Energy Industry Employability Skills Assessment

You likely don't have a lot of extra time to browse all 49 lessons in CSEP to find the most appropriate one for each coaching situation. So, the quick reference guide starting on the next page has been created to assist your efforts. The work isn't completely done for you, however. Sometimes, the entire lesson may not be needed for your coaching session; portions of the lesson may be more applicable than others. Take a few minutes to review the lesson prior to using in a coaching session.



Standards and Competencies on the Energy Industry Employability Skills Assessment <i>(note: only those competencies which are assessed are listed here and explains why there are gaps in the numbering system)</i>	Appropriate CSEP Lesson <i>(module/topic number in parenthesis)</i>
Standard 1.0: Demonstrate effective communication skills (such as public speaking, listening, reading, and writing) to function successfully in a variety of settings including school, home and work.	
1.2: Explain the importance of writing effectively	Lesson 14. Effective Writing Skills (2)
1.7: Complete a job application	Lesson 22. Job Applications (3)
1.8: Research résumé writing	Lesson 27. Résumés and Cover Letters (3)
1.9: Demonstrate interviewing skills	Lesson 24. Interviewing Skills (3)
1.11: Develop and make a presentation promoting career choice	Lesson 16. Clear and Concise Speaking and Presenting Skills (2) Lesson 26. Career Interests and Employment Opportunities (3)
1.12: Write an article for a professional journal in a career area	Lesson 14. Effective Writing Skills (2)
Standard 2.0: Develop an understanding of effective customer relations and demonstrate proper customer service behavior.	
2.2: Identify customer expectations	Lesson 38. Effective Customer Skills (4)
2.3: Develop customer service skills	Lesson 38. Effective Customer Skills (4)
Standard 3.0: Demonstrate career research and career development skills.	
3.1: Research career interests	Lesson 26. Career Interests and Employment Opportunities (3)
3.5: Evaluate career goals and establish long-term goals	Lesson 25. Career Goals (3) Lesson 7. Short and Long Term Goals (1)
3.6: Recognize how quickly jobs change and opportunities arise	Lesson 36. Lifelong Learning for Professional Growth (4)
3.7: Explore opportunities for advanced training	Lesson 36. Lifelong Learning for Professional Growth (4)
3.9: Formulate a Career Action Plan	Lesson 41. Statement of Individual Goals (5)
3.11: Complete a job application	Lesson 22. Job Applications (3)
3.12: Research résumé writing	Lesson 27. Résumés and Cover Letters (3)



Standard 4.0: Demonstrate essential workplace or life skills	
4.1: Recognize and identify stress factors	Lesson 9. Strategies for Change in Personal Life (1)
4.3: Evaluate professional development traits	Lesson 21. Personal Qualities Desirable for the Workplace (3)
4.4: Complete a self-assessment and identify individual learning styles	Lesson 6. Individual Personality Assessment (1)
Standard 5.0: Develop personal financial skills	
5.1: Develop a budget and differentiate between needs and wants	Lesson 1. Personal Financial Skills (1)
5.2: Prioritize purchases with a budget	Lesson 1. Personal Financial Skills (1)
5.4: Develop a business plan	Lesson 4. Protection of Individual Financial Assets (1)
Standard 6.0: Develop social etiquette and interpersonal skills	
6.1: Identify cooperative behaviors	Lesson 8. Social Etiquette Skills (1)
6.2: Engage in team building and negotiating	Lesson 13. Personal Characteristics for a Team Environment (2) Lesson 20. Conflict Resolution (2)
6.3: Explain the importance of first impressions	Lesson 23. Potential Employer Interviews (3)
6.5: Set basic table settings	Lesson 8. Social Etiquette Skills (1)
Standard 7.0: Understand technology systems and use information technology tools	
7.1: Identify the various types of computer-based data	Lesson 18. Generation of Computer Based Data (2)
7.4: Demonstrate software applications - word-processing, presentation, database, spreadsheet, design software and Web page software	Lesson 18. Generation of Computer Based Data (2)
7.7: Construct a job search network	Lesson 17. The Value of a Personal Network (1)
Standard 8.0: Apply conflict management skills, and an understanding of cultural, social, and ethnic diversity to achieve group goals and consensus.	
8.1: Explore what's ethical in the workplace or school	Lesson 5. Proper Business and Personal Ethics (1)
8.3: Develop awareness of cultural diversity and equity issues	Lesson 10. Respect for Human Diversity (1)
8.5: Demonstrate evaluation skills	Lesson 34. Problem-solving Techniques and Decision-Making Skills (4)



Standard 9.0: Understand legal and ethical responsibilities and exhibit personal accountability, integrity, and responsibility.	
9.1: Identify personal qualities that are desirable for the workplace	Lesson 21. Personal Qualities Desirable for the Workplace (3)
9.2: Describe workplace components	Lesson 31. Workplace Culture (4)
9.3: Select characteristics of a positive image	Lesson 23. Potential Employer Interviews (3)
9.4: Examine ethics and values in workplace	Lesson 5. Proper Business and Personal Ethics (1)
Standard 10.0: Identify problems, understands context, and develops creative solutions.	
10.1: Demonstrate evaluation skills	Lesson 34. Problem-solving Techniques and Decision-Making Skills (4)

Appendix G

Career and Support Services Plan



Client Name:

Date:

Select the most appropriate option from below:

- Explore occupational goals outside this project.
- Seek entry into occupations in architecture and construction.
- Seek entry into occupations in manufacturing.
- Seek entry energy-related occupations not covered in the Pathways program.
- Enter the Career Pathways program.

Occupational Goals

List the titles of 1-4 occupations for which you would like to gather further information, in priority order:

Steps to Reaching Goal

Identify in the boxes below, the specific steps needed to reach your occupation goal(s). Outline deadlines, the responsibilities associated with each goal, and any sub steps needed to be successful.

Goal	Steps to Reach Goal	Deadline

Education and Training

Describe the additional training or education options and sources that are needed in order to be qualified to accomplish your occupational goal.

Training or Education Option	Source of Training/Education

Financial Aid

Describe the financial aid options and sources that are needed in order to be qualified to accomplish your occupational goal. Include the amount offered, deadlines for submission, and any other requirements for qualifying.

Financial Aid Option

Source of Financial Aid

Financial Aid Option	Source of Financial Aid

Needs (Check all that apply.)

- Housing.
- Transportation.
- Child Care.
- Clothing.
- Better math skills.
- Knowledge of job-seeking skills.
- Better reading skills.

Possible sources of assistance:

Barriers (Check all that apply.)

- Insufficient past work experience.
- Mental or physical health conditions.
- Lack of enough education or training.
- Ability to speak English well.

Possible sources of assistance:

Notes and Record of Contacts

Describe any follow-up meetings indicating date of meeting and any pertinent changes to their Career and Support Services Plan.

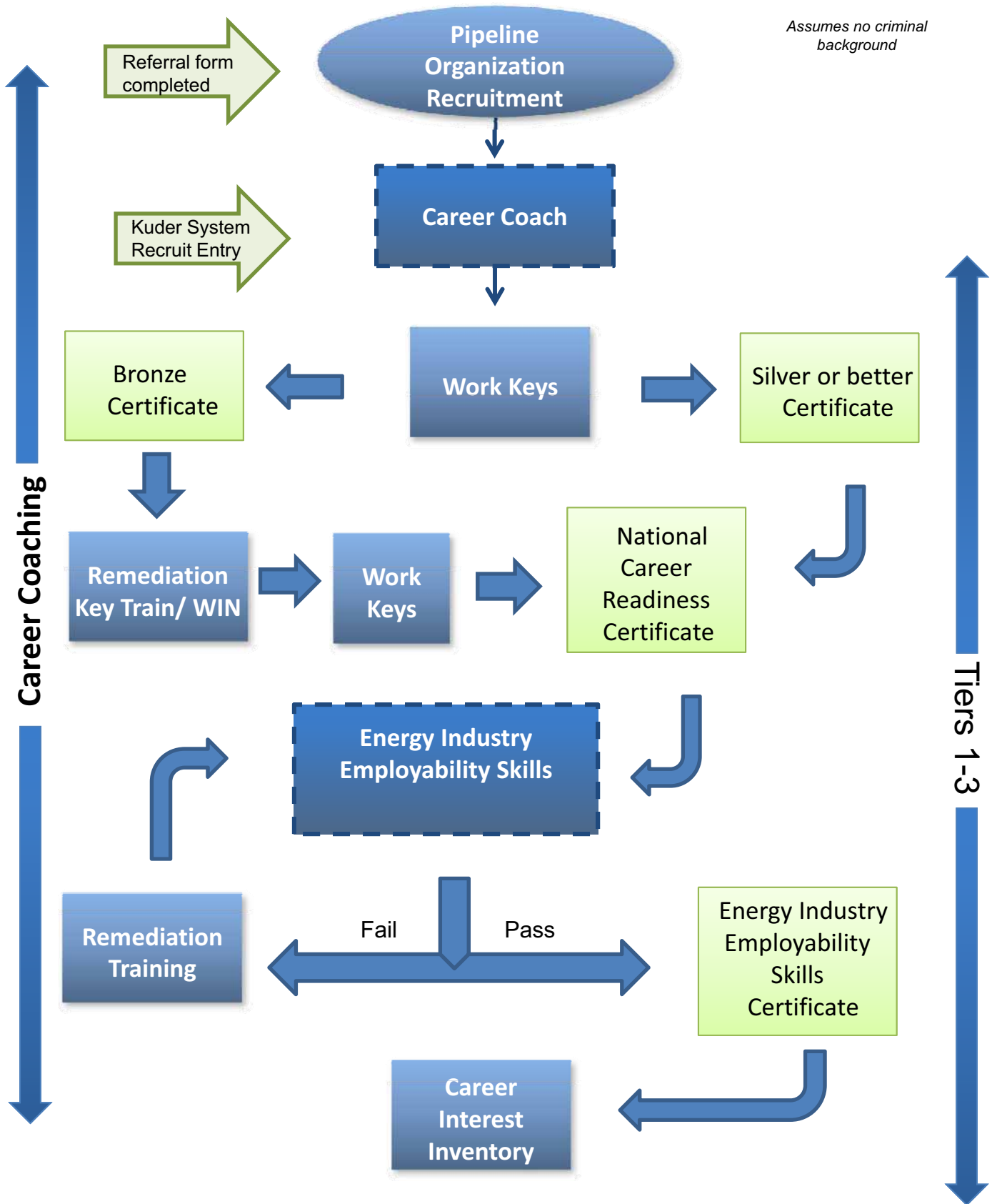
Meeting Notes

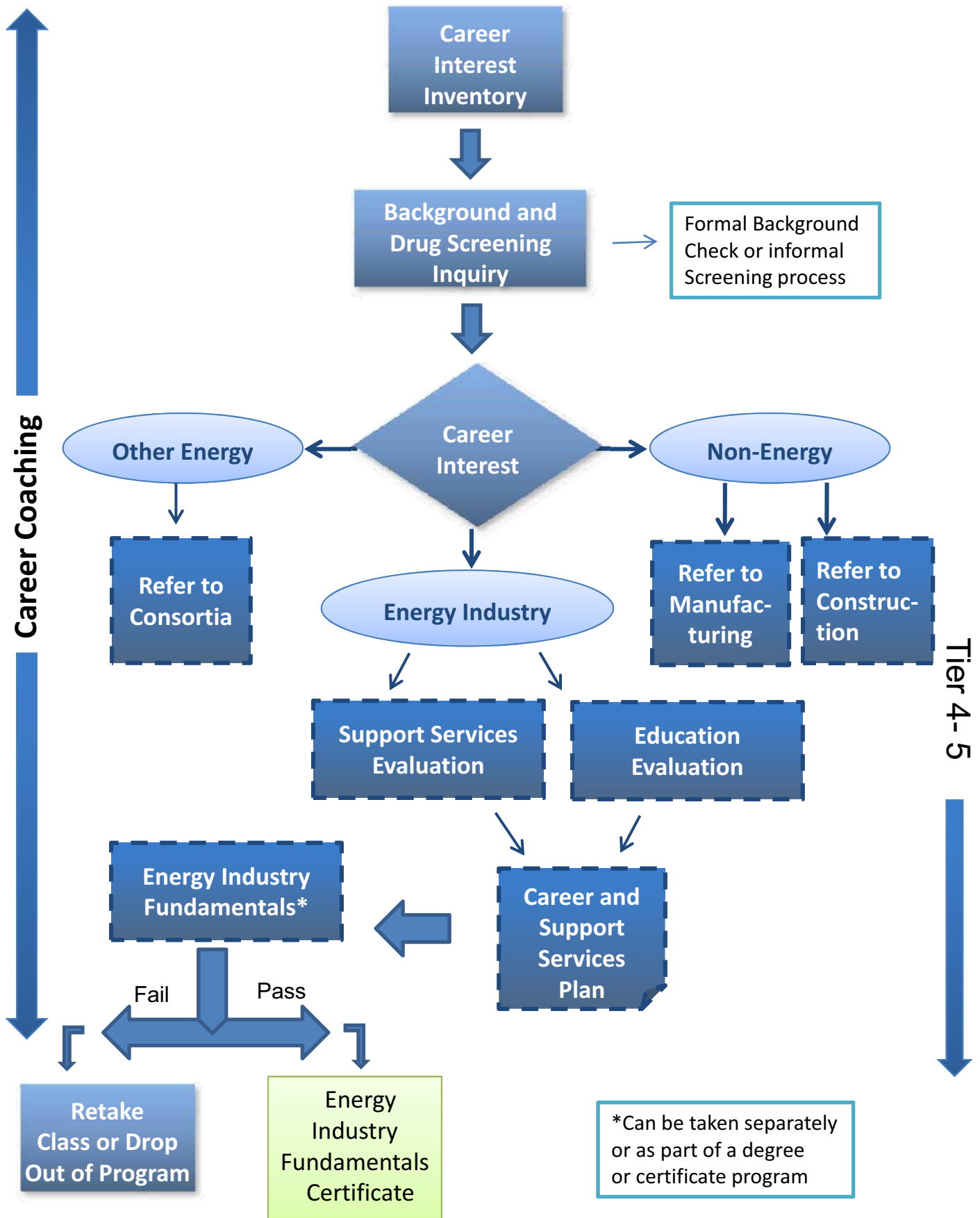
Meeting Date

Appendix H

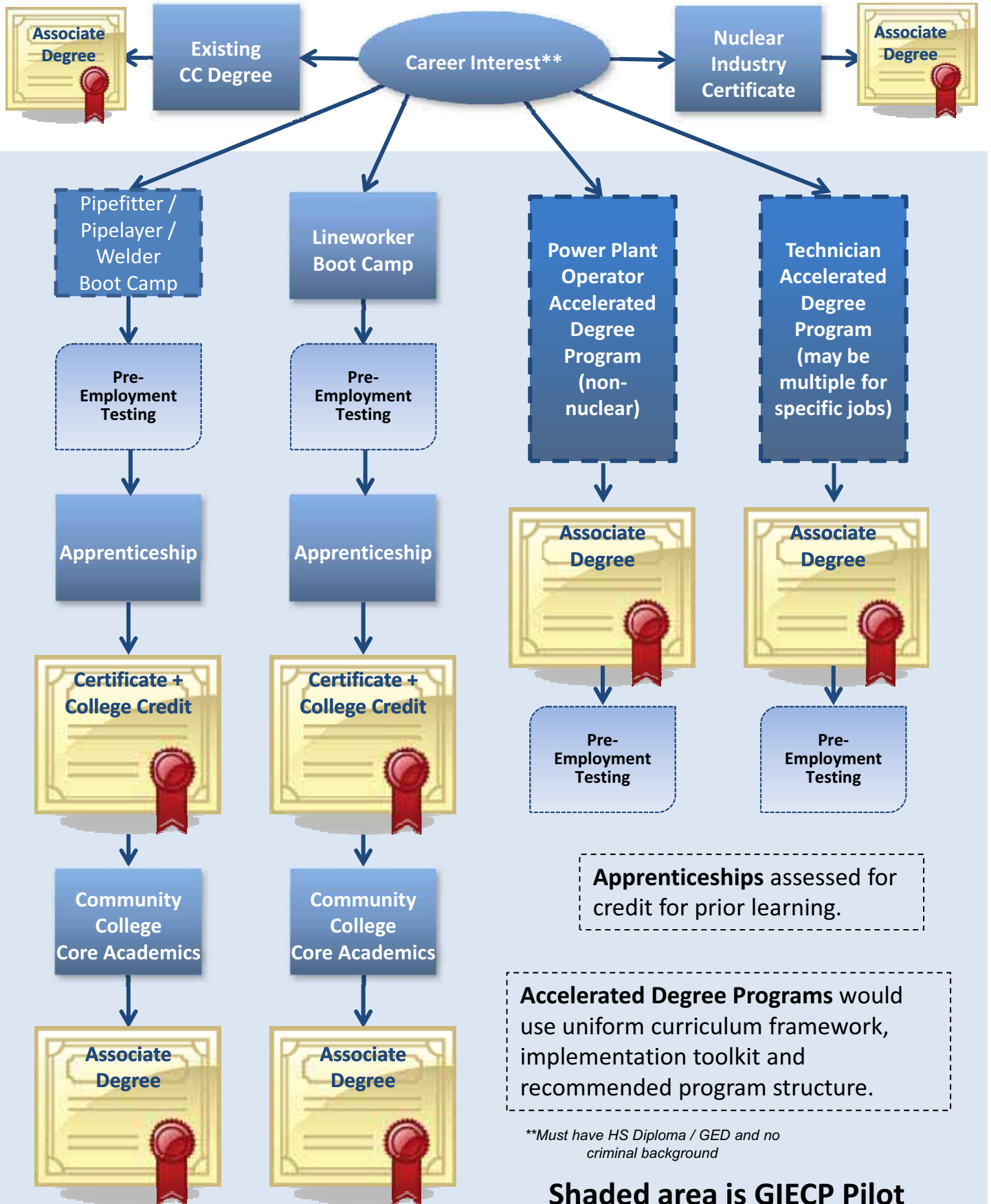
Client Services Model

Assumes no criminal background





*Can be taken separately or as part of a degree or certificate program

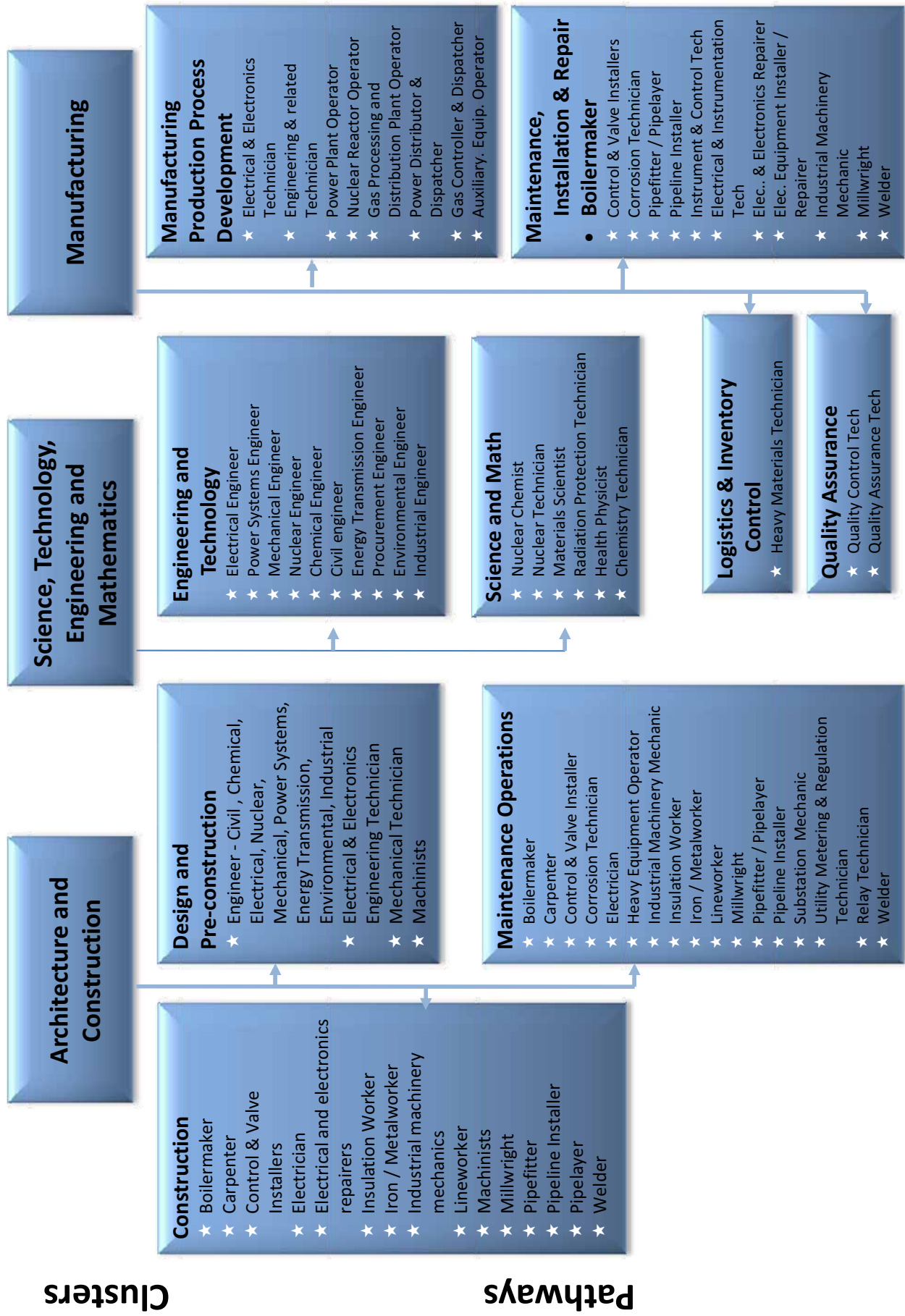


Appendix I

GIE Occupations

Job Category	CIP	CIP Name
Lineworkers	46.0301	Electrical and Power Transmission Installation/Installer, General
	46.0303	Lineworker
	46.0399	Electrical and Power Transmission Installers, Other
Pipefitter / Pipelayers	46.0503	Plumbing Technology/Plumber
	46.0502	Pipefitting/Pipefitter and Sprinkler Fitter
	46.0503	Plumbing Technology/Plumber
	46.0503	Plumbing Technology/Plumber
	48.0508	Welding Technology/Welder
Plant / Field Operators	41.0205	Nuclear/Nuclear Power Technology/Technician
	15.0903	Petroleum Technology/Technician
	41.0301	Chemical Technology/Technician
	15.0303	Electrical, electronic & communications engineering technology/technicians
Technicians	41.0301	Chemical Technology/Technician
	15.1401	Nuclear Engineering Technology/Technician
	41.0204	Industrial Radiologic Technology/Technician
	41.0205	Nuclear/Nuclear Power Technology/Technician
	41.0299	Nuclear and Industrial Radiologic Technologies/Technicians, Other
	51.0916	Radiation Protection/Health Physics Technician
	49.0202	Construction/Heavy Equipment/Earthmoving Equipment Operation
	49.0206	Mobil Crane Operation/Operator
	46.0302	Electrician
	46.0301	Electrical and Power Transmission Installation/Installer, General
	46.0302	Electrician
	46.0399	Electrical and Power Transmission Installers, Other
	47.0105	Industrial Electronics Technology/Technician
	47.0303	Industrial mechanics and maintenance technology
	47.0303	Industrial mechanics and maintenance technology

Energy Career Cluster Map



Appendix J

GIE Participating Companies and Programs



**GET INTO ENERGY CAREER PATHWAYS
COMPANIES AND PROGRAMS LISTS OF FEBRUARY 28, 2011**

STATE	COMPANY	CITIES / COUNTIES	COLLEGE	Programs
California	So. Cal Ed and L.A. Dept. of Water	Los Angeles	* Los Angeles Trade Technical College	Currently working with Industry to validate program with greatest demand
California	PG&E	San Francisco Bay area	* College of San Mateo	Utility Technician AA/AS
Florida: Northwest Florida	Gulf Power	Pensacola, Escambia County Milton, Santa Rosa County Pensacola, Escambia County Laurel Hill and Crestview, Okaloosa Cty.	* Gulf Power Academy at West Florida High School of Advanced Technology * Electrical and Welding Institute at Locklin Tech * Electrical and Welding programs at George Stone Technical Center Electrical & Welding Programs in Okaloosa County School District	** Utility Technician Programs

STATE	COMPANY	CITIES/ COUNTIES	COLLEGE	Programs
Florida: West Central	Lakeland Electric	Lakeland, Polk County	Tenoroc High School Polk State College	Utility Technician Programs
Florida: South	FPL	Fort Pierce, St. Lucie County Miami, Dade County	*Indian River State College Miami-Dade State College	**Utility Technician Programs
Georgia	Georgia Power, Southern Nuclear, MEAG, Electric Cities of GA	DeKalb County	*DeKalb County Technical College	**Lineworker Program
Georgia	Georgia Power, Southern Nuclear, MEAG, Oglethorpe Families	Aiken	Aiken Community College	Nuclear Boot Camp will be developed- timing t/b/d
Indiana	NiSource; Indianapolis Power & Light; AEP; Vectren; REMCs, Duke; Miller	Three regions: NW-Valparaiso, Central- Indianapolis, and SW- Evansville	*Ivy Tech Community College	**Utility Technician Program - Accelerated Degree Program

STATE	COMPANY	CITIES/ COUNTIES	COLLEGE	Programs
Minnesota	Xcel Energy; Northwest Gas	St. Cloud	*St Cloud Tech and Community College	**Energy Technical Specialist (course is available at 9 colleges through a mixture of online and traditional courses.) Nuclear Curriculum (under development)
Minnesota	Xcel Energy;	Alexandria	Alexandria Technical College	Energy Technical Specialist
Minnesota	Xcel Energy; Minnesota Power	Rosemount	*Dakota County Community College	Nuclear Curriculum (under development)
North Carolina	Duke Energy, Progress Energy	Winston-Salem	*Forsyth Technical College	**Lineworker Program
North Carolina	Duke Energy; Progress Energy	Dallas, Gaston County	Gaston Tech Community College	Power Plant Operator/Technician Program
Ohio	Duke	Butler county	Butler Tech. & Career Development Schools	Lineworker
Ohio	Duke	Hamilton County	Cincinnati State College	Utility Technician – gas and electric
Ohio	DP&L	Adams & Brown	Great Oaks Institute of Technology Southern Hills Career Technical Center	Generation Technician
Ohio	DP&L	Adams & Brown	Pickaway Ross Career & Technology Center	Generation Technician
Ohio	AEP with OVEC	Gallia County, Borders on Jackson, Vinton & Meigs	University of Rio Grande	Generation Technician

STATE	COMPANY	CITIES/ COUNTIES	COLLEGE	Programs
Ohio	AEP with First Energy	Muskingum County, Borders on Coshocton, Guernsey, Perry, Licking	Mid-East Career & Tech. Center	Lineworker
Ohio	AEP with First Energy	Muskingum County, Borders on Coshocton, Guernsey, Perry, Licking	Zane University	Utility Technician T&D
Washington	Avista	Spokane	*Spokane Community College	**Lineworker – In discussions
Washington	BPA	Vancouver	*Clark College	**Power Utility Technology Certificate- planned not yet confirmed

* College with a Promising Program --- ** Promising Program

Appendix K

Employability Skills Blueprint



ENERGY INDUSTRY EMPLOYABILITY SKILLS BLUEPRINT

This Blueprint contains the subject matter content of this Skill Connect Assessment. This Blueprint does **NOT** contain the information one would need to fully prepare for a SkillsUSA Championships contest. Please refer to the *SkillsUSA Championships Technical Standards* CD-ROM for the current year or purchase and download the relevant "Contest Singles." Both are available through www.skillsusa.org > Shop > Educational Materials Catalog.

Standards and Competencies

Demonstrate effective communication skills (such as public speaking, listening, reading, and writing) to function successfully in a variety of settings including school, home and work.

- Identify communication strengths and weaknesses
- Explain the importance of writing effectively
- Demonstrate effective communication with others
- Practice active listening
- Describe how to read with understanding
- Review a professional journal
- Complete a job application
- Research resume writing
- Demonstrate interviewing skills
- Develop a working relationship with a mentor
- Develop and make a presentation promoting career choice
- Write an article for a professional journal in a career area

Develop an understanding of effective customer relations and demonstrate proper customer service behavior

- Define the customer (internal and external)
- Identify customer expectations
- Develop customer service skills
- Understand the cost of customer service

Demonstrate career research and career development skills

- Research career interests
- Participate in a job shadow
- Define future occupations
- Identify personal interests
- Evaluate career goals and establish long-term goals
- Recognize how quickly jobs change and opportunities arise
- Explore opportunities for advanced training
- Effectively use available resources to identify fast growing career areas
- Formulate a Career Action Plan
- Construct a job search network
- Complete a job application
- Research resume writing
- Demonstrate interviewing skills



Demonstrate essential workplace or life skills

- Recognize and identify stress factors
- Recognize the importance of goals
- Evaluate professional development traits
- Complete a self-assessment and identify individual learning styles
- Discover self-motivation techniques and establish short-term goals
- Determine individual time-management skills
- Measure/modify short-term goals
- Recognize the benefits of good time management decisions
- Effectively use time-management tools, such as day planners, electronic schedulers and online calendars

Develop personal financial skills

- Develop a budget and differentiate between needs and wants
- Prioritize purchases with a budget
- Create a spending and savings plan
- Develop a business plan

Develop social etiquette and interpersonal skills

- Identify cooperative behaviors
- Engage in team building and negotiating
- Explain the importance of first impressions
- Describe and perform proper introductions
- Set basic table settings

Understand technology systems and use information technology tools

- Identify the various types of computer-based data
- Use basic e-mail functions,
- Use web-search applications
- Demonstrate software applications - word-processing, presentation, database, spreadsheet, design software and Web page software
- Design, conduct and evaluate a survey
- Assemble an electronic employment portfolio
- Construct a job search network

Apply conflict management skills, and an understanding of cultural, social, and ethnic diversity to achieve group goals and consensus

- Explore what's ethical in the workplace or school
- Identify personal conflicts that arise in the workplace
- Develop awareness of cultural diversity and equity issues
- Devise methods of conflict resolution
- Demonstrate evaluation skills

Understand legal and ethical responsibilities and exhibit personal accountability, integrity, and responsibility

- Identify personal qualities that are desirable for the workplace
- Describe workplace components
- Select characteristics of a positive image

- Examine ethics and values in the workplace

Identify problems, understands context, and develops creative solutions.

- Demonstrate evaluation skills
- Produce a list of potential volunteer activities
- Recognize benefits of doing a community service project
- Serve as a volunteer in the community

Demonstrate knowledge of engineering & technology principles using STEM

- Utilize Science Principles to solve engineering & technology problems
 - Apply knowledge of physical principles such as force, friction & energy
 - Analyze the relationship between weight & mass
 - Apply knowledge of laws of gravity
- Utilize Technology to solve engineering & technology problems
 - Apply knowledge of mass production
 - Apply knowledge of innovation
 - Apply knowledge of continuous improvement and optimization
 - Apply knowledge of the relationship & interchangeability among components of systems
- Utilize Engineering principles to solve engineering & technology problems
 - Apply knowledge of appropriate trade-offs within design requirements
- Use Mathematical formulas and techniques to solve engineering & technology problems
 - Add, Subtract, Multiply and Divide with whole numbers, decimals, and percents
 - Utilize measurement tools, methods, and conversions
 - Calculate geometric sizes and shapes
 - Solve simple algebraic equations

Engineering Design

- Utilize the Engineering Design Cycle
 - Identify the problem or opportunity
 - Identify possible solutions through problem solving skills
 - Apply brainstorming techniques
 - Collect and analyze data effectively
 - Explain cause and effect relationships
 - Select optimum specifications and create models & prototypes
 - Test solutions in a controlled environment
 - Redesign based on the evaluation of the models & prototypes
 - Implement and monitor for future improvements
- Utilize troubleshooting & quality control methods for diagnosis

Individual & Team Project Planning

- Identify project requirements & estimate resources
- Create an effective project plan
 - Prioritize tasks
 - Define milestones
- Anticipate project constraints and create alternative plans
- Evaluate and report on the results of the project

Teamwork Skills

- Define team roles & responsibilities
- Demonstrate effective communication skills
- Demonstrate positive group dynamics



Engineering and technological impacts on the Environment

- Recognize sustainability methods and materials
- Recognize the impact of engineering & technology on the environment

Safety

- Comply with safety procedures & proper ways to perform work
- Select the right tool for the job & use tools safely
- Utilize resources to understand how things safely work

Employability

- Communicate in a brief and complete manner
- Utilize basic computer technology skills effectively
- Show willingness to learn new assignments, procedures & technologies
- Maintain a professional and ethical attitude

Appendix L

Assessment Ordering Instructions

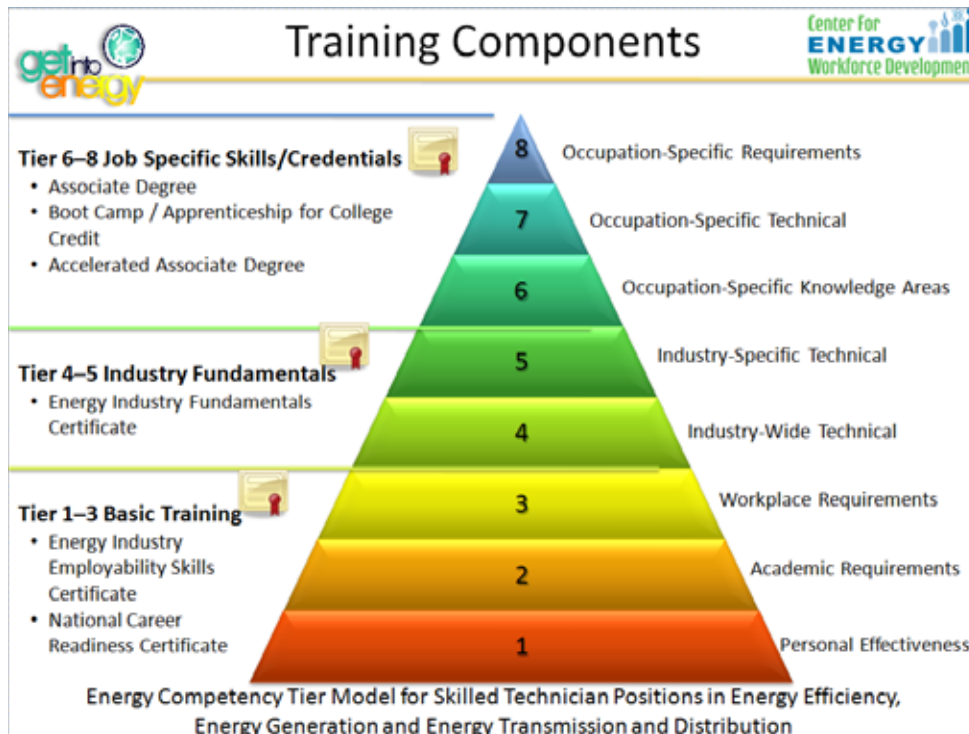


Energy Industry Assessments: Get Into Energy Career Pathways Project

Credentialing is becoming more important in many industries, including the energy industry. It is being tied to education, both secondary and post-secondary, grants from the U.S. Department of Labor and other sources, Perkins funding and employment.

The Center for Energy Workforce Development (CEWD) has developed the Get Into Energy Career Pathways (GIECP) model, including existing credentials and the development of a new credential, with extensive input from both education providers and employers. The goal is for these credentials to be a viable option for energy industry-recognized, portable credentials required by all stakeholders—secondary and post-secondary education, government, the workforce system and employers. The Center will be piloting the model in eight states in 2011 and 2012.

Credentialing is tied to the knowledge, skills, and abilities or competencies, for a given industry. CEWD, in partnership with the U.S. Department of Labor, has developed an Energy Competency Model that defines basic competencies, industry fundamentals, industry technical competencies and job specific competencies in eight separate tiers. Tiers 1-4 define the common competencies required for any position in an electric and natural gas utility. Tier 5 identifies competencies that are unique to positions in four industry functions - Nuclear Generation, Non-Nuclear Generation (coal, natural gas, oil, hydro, solar, wind, biofuel or geothermal), Electric Transmission & Distribution, and Gas Transmission & Distribution. Details for Tiers 6-8 define competencies that are specific to individual occupations.



The focus of the partnerships with One Stop centers will be on Tiers 1-3, Basic Training

WorkKeys Assessment

Overview

For basic skills training, CEWD will be using the WorkKeys® System, developed by ACT, which assesses academic work readiness skills, specifically reading, locating information and mathematics, resulting in a National Career Readiness Certificate. In addition, there are other existing credentials that cover employability skills that will be recommended, depending on the audience.

CEWD worked with ACT to determine the appropriate level of NCRC for energy occupations and training programs. Individuals in the energy career pathways programs should demonstrate the foundational skills that would enable them to achieve success in energy industry-specific programs. The NCRC is used across all sectors of the economy and measures the following skills:

- Problem solving
- Critical thinking
- Reading and using written, work-related text
- Applying information from workplace documents to solve problems
- Applying mathematical reasoning to work-related problems
- Setting up and performing work-related mathematical calculations
- Locating, synthesizing, and applying information that is presented graphically
- Comparing, summarizing, and analyzing information presented in multiple, related graphics

To determine the appropriate level of NCRC for participation in the energy occupation training programs, CEWD reviewed occupational profiles developed by ACT. Occupational profiles describe the skills required for a particular job title across multiple companies or industries. ACT's occupational profile database represents information distilled from thousands of jobs that have been analyzed over the past five years using ACT's WorkKeys skill scales.

Based on ACT's occupational profiles for energy-industry job titles, the Silver-level NCRC is appropriate for individuals entering training for lineworker, pipefitter (natural gas technician), and plant operator/ technician. The Gold-level NCRC is appropriate for individuals pursuing nuclear energy jobs.

If an individual does not earn the above levels, they are encouraged to take the remedial online training available through WIN or KeyTrain.

Ordering Information

Many One Stops administer the WorkKey assessment and offer either WIN or KeyTraining programs. If you are a One Stop does offer the assessment or the training and you are interested in learning more, contact Manager, Workforce Initiatives Jennifer Horn-Frasier at Jennifer.Horn-Frasier@act.org or 319-337-1581.

Energy Industry Employability Skills Assessment

Overview

For young adults ages 16-26, a customized assessment from SkillsUSA will result in an Energy Industry Employability Skills Certificate. This assessment combines their standard employability skills assessment with questions from the engineering and technology assessment (blue prints are included at the back of this document). The assessments were created in partnership with industry, education and policy leaders to ensure that employers recognize the assessments, help instructors validate their programs and provide career-seekers with proof of what they can do. SkillsUSA assessments are 100% industry driven and defined.

The passing score for individuals to earn the certificate is 70%. If a client does not earn this score, they are encouraged to enroll in Career Skills Education Program (CSEP) training at a cost of \$24.95, which includes an assessment retake.

Ordering Information

Please follow the steps below to place an online order for the SkillsUSA Energy Industry Employability Skills Assessment.

Please note: Our ordering and test system is designed to use terminology that applies to schools. When prompted for contact information please provide as follows:

- ❖ Instructor = Coach
- ❖ Proctor = Person administering the assessment
- ❖ School Organization = Host organization
- ❖ Student = Client

Please have the following required information ready prior to placing the order:

When prompted for an email address it is important that a valid address is provided. Usernames will be created using the email address and instructions to access the test will be sent to the emails on the order.

- ❖ Coach name and valid email address.
- ❖ Person administering the test name, phone number and valid email address.
- ❖ Payment type. (P.O. number, credit card number or check)

Place the order for the assessment 72 business hours prior to the test day. Place a separate order for each coach.

To place the order visit website: <http://www.workforcereadysystem.org>

- ❖ Click on “Purchase Assessments” in the box on the right-hand side of screen titled “Assessment Links”
- ❖ Click on the button “Order Student Assessments”
- ❖ Choose your state and organization name in the drop-down menus
- ❖ Follow the remaining prompts to complete your order

An automated invoice will be emailed to the person placing the order as well as the billing contact if provided with the order. The invoice should be turned into the accounting department responsible for paying for the assessments.

The Coach and person administering the assessment will receive instructions via email within 72 business hours which contains log-on and password information. If an email is not returned within that time frame please check SPAM boxes. If an email with the instructions is not received please contact our support desk at 703-737-0633.

Please note that any assessments ordered before July 31, must be used by July 31. Since Skills USA begins their new fiscal year on August 1, any assessments ordered before July 31 will not be accessible after August 1.

Enrollment / Registration of client to the test system:

Prior to testing, each client will need to be enrolled/registered in to the test system by the Coach, test administrator or the client. The coach and test administrator will be sent an **enrollment key** with instructions on how to enroll the client via email. The enrollment key is what registers the client for the course of each individual coach. A unique username and password will be created for the client at the time of enrollment. The user enrolling the client will determine the username and password. Details on how to enroll/ register the client for testing will be provided in the email to the coach and test administrator.

Note: Once a client is enrolled, a license (test) will decrement from the total purchased. It is important that the same client is not enrolled twice as the duplicate enrollment will use up a test for another client. If this happens, please contact the SkillsUSA support desk.

Test Forms A & B:

Once the client logs-on to take the assessment, a choice of 4 forms (Versions A, B, C & D) will be available. The client will take one form. The forms are password protected. The test administrator should **assign the client to take Form A**. The test administrator will be provided with the password to unlock the test. The client will receive a grade upon completion of the assessment. The passing grade is 70% (cut-score). If the client does not pass the assessment CSEP should be ordered for the client. Once the client completes CSEP the client will re-take the assessment. The test administrator should **assign Form B for the re-take test**.

Place an order for CSEP only for clients who do not pass the assessment on the first try.

CSEP (Career Skills Education Program)

Order online or by phone. When you order, you can order more than one license at a time. This is recommended since there will likely be more than one client/student who will need to take the course. In the end, this will save time.

Phone: 1-800-321-8422

Online: visit <http://www.skillsusa.org/store/workplace.html>

- ❖ Click on tab “Workplace Skills”
- ❖ Click “Add to cart” to order the Career Skills Education Program Online NOTE: When you check out it would be helpful to use the same name, email address and organization or school name that you used when ordering the assessment.
- ❖ Within 24 hours you will receive an email from SkillsUSA thanking you for your order along with 3 documents. The first document is instructions for logging into the system and enrolling students in the system. You will also receive a “Students Getting Started Guide” and an “Instructors Guide.” Both of these guides can also be downloaded from the CSEP Course page. SkillsUSA will send an invoice for the number of CSEP licenses ordered.

Appendix M

Career Coach Checklist



Get Into Energy Career Pathways Career Coaches Checklist

This is only a checklist to guide the career coaches through the GIECP coaching process, or as a one page summary on each client (optional).

All data pertaining to each client should be entered onto the Reporting Spreadsheet/ Kuder System.

Student Name: _____ (optional)

Activity	Check	Date
Add referral to Kuder system and reporting spreadsheet	<input type="checkbox"/>	_____
Contact the client via phone to set up an appointment	<input type="checkbox"/>	_____
Client meets with coach for intake interview	<input type="checkbox"/>	_____
Work Keys scheduled	<input type="checkbox"/>	_____
Work Keys taken and score provided to coach	<input type="checkbox"/>	_____
If remediation needed, remediation scheduled		_____
Work Keys rescheduled	<input type="checkbox"/>	_____
Work Keys taken and score provided to coach	<input type="checkbox"/>	_____
Skills USA Employability Skills Assessment taken	<input type="checkbox"/>	_____
Score provided to coach	<input type="checkbox"/>	_____
If remediation needed, remediation training order	<input type="checkbox"/>	_____
Career Interest Inventory Taken	<input type="checkbox"/>	_____
Referred to Construction or Manufacturing, if appropriate	<input type="checkbox"/>	_____
Complete Career and Support Services Plan	<input type="checkbox"/>	_____
Complete Education Plan	<input type="checkbox"/>	_____
Enrollment in Program/ Energy Industry Fundamentals	<input type="checkbox"/>	_____
Completed Program	<input type="checkbox"/>	_____
Pre-employment test taken	<input type="checkbox"/>	_____