

Wisconsin's Employability Skills Certificate

Implementation Guide



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THE NEED FOR EMPLOYABILITY SKILLS

Employability skills are those that apply across a variety of jobs and life contexts. They are also known as key skills, core skills, workplace skills, essential skills, key competencies, necessary skills, and transferrable skills. Regardless of what they are called, essentially employability skills are those basic skills necessary for getting, keeping, and doing well on a job. They are generic in nature and cut across jobs, industry types, and occupational levels.

In order to be a productive citizen in the world of work, family, or community involvement, mastery of basic employability skills is essential for all students. The Employability Skills Certificate Program is designed to address the skills and behaviors that are critical in the 21st century. In a time where unemployment for teens is at a record high, it is important to provide programs that integrate the valuable skills necessary for students to be successful in the world of work.

In 2009, data from the Bureau of Labor and Statistics shows that 80% of students looking for work were employed. Nationally, secondary schools offer a wide variety of school-supervised, work-based learning programs as a part of the curriculum which provides credits towards graduation and/or skill attainment credentials. Similarly, Wisconsin schools provide a variety of school-supervised learning experiences that help students prepare for their life's work and offer credits towards graduation and/or skill attainment credentials. In particular, school-based programs such as Youth Apprenticeship, Cooperative Education, Work Experience, Internships, Service Learning and others provide valuable career development experiences for young people.

In Wisconsin, only a small percentage of high school students who are working are involved in any of the school-supervised or state-certified work experiences. The majority get jobs on their own where the work they do has little or no connection to what they do in school. To quote adolescent psychologist, Dr. Laurence Steinberg, "Most students work to satisfy personal needs in jobs that offer few opportunities for learning and that have little, if any, connection to the type of work they will do as adults." Thus, students are missing the opportunity to shape their work experiences into positive, credentialed, learning experiences.

The intent of the *Employability Skills Certificate Program* is to recognize a student's mastery of employability skills valued by employers, help students explore a career interest, and provide a state credential of student mastery of employability skills. Integrated in this strategy, this program provides state guidelines to help local districts offer school-supervised work-based learning programs. Reinforcing **21st Century Skills** into the competencies needed to be a success in the workplace is important to challenge our students to be at the forefront of industry expectations. In 2010, this skill integration has happened with partnerships from educators, business, industry, and labor representatives.

Participating in this program will provide a valuable service to both students and the community:

- Students will get more out of their jobs than a paycheck.
- The community will have employees whose work is more meaningful because it is connected to the school experience.
- Schoolwork becomes more relevant to students because it is connected to the real world.

WORK-BASED LEARNING OVERVIEW

“Learning by doing” is the foundation of *work-based learning*. Students must be provided the opportunity to participate in experiences that assess the state-approved competencies. “Work” experience also supports the *related classroom instruction* and contextualizes the learning.

Work-based learning at the workplace, in the community, and through school-based experiences occur under the guidance of a *school-based and community or workplace mentor*. The student, along with these mentors, develop experiences where leadership and other technical skills necessary for success in career and college can be offered which allow students to grow and expand their leadership skills. Students demonstrate competencies learned while performing tasks or functions in one of three environments—school based, community based or work based.

“Work-based learning” requires the integration of academic content and technical skill development. This effort is supported by Wisconsin’s education for employment standard (m) which emphasizes the need for:

- business and education partnerships,
- application of basic skills,
- career development,
- employability skills and attitudes,
- school-supervised work experience, and
- knowledge of *all aspects of an industry*.

Because the *community-based or work-based learning* component of this certificate may be delivered outside the local school district, it is important that the local school work closely with the community organization or work-based mentor to establish policies and procedures. Students, schools, parents, community based organizations, and employers are required to follow all state and federal child labor regulations (if applicable) pertaining to work experience programs.

For more specific information on child labor laws and work experience programs, contact the Equal Rights Division, Labor Standards Bureau, Department of Workforce Development, P. O. Box 7946, Madison, WI 53707-7946 or by calling (608) 266-3345 or visitdwd.wisconsin.gov/er/labor_standards_bureau/child_labor_laws.htm.

EMPLOYABILITY SKILLS CERTIFICATE OVERVIEW

The intent of the *Wisconsin Employability Skills Certificate Program* is to recognize a student’s mastery of employability skills valued by employers, to help students explore career interests, and to provide a state credential of student mastery. This program allows:

- Students to document their employability skills
- Employers to assess the skills they are looking for in quality employees
- Educators to customize instruction to help learners to acquire skills that today’s workplace requires.

The Employability Skills Certificate Program consists of the following required components:

- Reinforcing **21st Century Skills** in Personal Work Habits and Attitudes
- Completion of **90 on-the-job work hours**
- Career Exploration and Planning

It is also designed to provide local flexibility in its coordination and implementation.

1. Today's worker must be conscientious of **21st Century Skills** framework needed for success in the workplace. This framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies. **21st Century Skills** embraces life and career skills; information, media and technology skills; and learning and innovation skills. Within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.
2. The **work-based component** of the program may be met in any number of jobs/activities. School districts are encouraged to review current local work-based learning programs against the program requirements for offering this program to their students.
 - Students already involved in a school-supervised work-based learning activity such as regular cooperative education, a work experience program, an internship, or service learning can use that experience for the work-based portion of this program.
 - If a school district has a work-based program that is locally certified it may want to consider applying for approval from DPI to offer it as a state certified program.
 - Schools that operate a school-based enterprise (in lieu of work-based opportunities in the community) **may** be permitted to have participating students do a job shadow to fulfill the work-based requirement. (Note: This is a special case, which requires prior discussion with DPI. Typically, job shadowing in and of itself will not meet the work-based component requirement since job shadowing is nonproductive work, by definition. For students to learn employability skills they must be engaged in work.)
 - Students participating in a certified cooperative education program or a youth apprenticeship may also enroll in the *Wisconsin Employability Skills Certificate Program*, to earn both certifications.
 - The **Wisconsin Department of Public Instruction issues the state certificate.**
 - Students aged 14 and above are eligible to participate in this program.
 - The minimum number of work hours required of students is 90 hours which can be completed over the course of a quarter, semester, summer, year or longer, depending on individual student capacity to learn and district capacity to deliver.
 - Occupationally related instruction is not required for the *Employability Skills Certificate Program* although it could be a part of a given work-based learning program such as cooperative education wherein related instruction in skill development is taught in addition to student's learning employability skills.
3. **Career exploration and planning** are essential components of career development and the cornerstone for making appropriate career, educational, and occupational choices. Selecting a relevant *Program of Study (POS)* offered by your school leads to the development of an *Individual Learning Plan (ILP)* which will facilitate students' smooth transition from school to work or further

learning. An *ILP* will assist students and parents in relating each student's career interests and post-secondary higher education aspirations to individual aptitudes and achievements. The specific objective is to create a plan of action that the student will follow after graduation. The plan provides concrete post-secondary plans and tentative career goals, identifies the steps that are required, and reinforces the commitment and responsibility of each student to take charge of his or her career. This written document is developed jointly by students, parents, and school personnel. Although ILP development is a joint venture and the post-secondary plan ultimately reflects decisions made by students and parents, the school is responsible for managing the process and for providing students and parents with objective data that enable them to periodically re-evaluate the plan. This career exploration will lead to the creation of a portfolio the students can utilize to transition from high school to further education or a career.

The certificate earned by the student will be issued by the State of Wisconsin and becomes a part of the student's portfolio.

LOCAL ELIGIBILITY

School districts offering this certificate must:

- provide DPI-licensed teachers that will work with students, their parents, community organizations, and employers to implement the certificate,
- ensure the certificate becomes a part of the student's career portfolio, and
- be approved by DPI on an annual basis as meeting the certificate requirements.

Community based organizations offering this certificate must:

- work collaboratively with a local school district who will have the responsibility of ultimately reporting the certificate outcomes to DPI, and
- provide direct mentoring to students working on this certificate.

LOCAL REQUIREMENTS

School districts that are interested in offering the *Employability Skills Certificate* must register with DPI. High schools seeking approval must agree to the following requirements and methods of implementation:

1. The certificate must be operated by the local school district in partnership with community, business and/or industry. This includes a business/industry advisory council consisting of local employers, parents, labor representatives, and educators that are involved in the planning and evaluation of the certificate. Existing School-to-Work, Education for Employment, or other similar advisory groups may be used to meet this requirement.
2. The learning activities at school, on job sites, and in the community must be rigorous in providing for opportunities to achieve the employability skills listed in the *Wisconsin Employability Skills Assessment* (see **Appendix A**) issued by DPI.

4. A DPI licensed teacher serves as the *supervising teacher* for the certificate in accordance with all certificate requirements.

STUDENT ELIGIBILITY

The *Employability Skills* experience is the responsibility of the *supervising teacher* working with the student, parents, and the community organization, school-based entity, or employer.

The selection process should not eliminate problem students or allow only high-ability students to enroll in the certificate. Rather, it is a means of serving *all student populations* based on individualized career goals and abilities. The only restriction on the number of students in the certificate is availability and suitability of workplaces, community sites, and the size of classroom facilities.

PARTNER EXPECTATIONS

Students participating in the *Employability Skills Certificate* are responsible for the following:

- ◆ Obtaining a work permit (if applicable)
- ◆ Attending school on a regular basis unless pre-excused or upon notification from parent/guardian that the student will not be attending school for a specified period of time
- ◆ Notifying the school and the cooperating organization or employer in advance when absence is unavoidable
- ◆ Meeting local expectations and requirements (e.g., keep in good academic standing, etc.)
- ◆ Furnishing the supervising teacher with all necessary information and completing all necessary reports
- ◆ Discussing any problems with the supervising teacher
- ◆ Keeping all information of the cooperating organization or employer confidential
- ◆ Cooperating with the community organization or workplace supervisor/mentor, engaging in assignments as a training experience, observing etiquette and observing safety rules
- ◆ Abiding by the rules and regulations

Supervising teachers will be responsible for the following:

- ◆ Visiting and assisting community organizations or employers
- ◆ Observing each student
- ◆ Cooperating with the community organization or employer in the evaluation of the student
- ◆ Making every attempt to solve problems that may arise from the cooperating agency, school, parent/guardian, student or community
- ◆ Providing in-school instruction related to the training activities of the student (as appropriate)
- ◆ Working with a local advisory committee to obtain assistance with the certificate
- ◆ Developing a student selection process appropriate for the needs and desires of the students and the opportunities presented by the cooperating organizations or employers
- ◆ Providing mentor orientation on working with high school-age youth

Community Organizations or Employers participating in the *Employability Skills Certificate* will be responsible for the following:

- ◆ Providing a training program, with varied experiences, which will contribute to the education of the student
- ◆ Providing supervision/workplace mentor for the student
- ◆ Adhering to all state and federal child labor laws, if applicable
- ◆ Providing for the day-to-day safety of the student on the job or within the organizational experience
- ◆ Offering a well-rounded variety of learning experience for the student
- ◆ Participating in the development of the individual learning plan and agreement in cooperation with the student and the supervising teacher
- ◆ Cooperating with the supervising teacher in evaluating the student
- ◆ Maintaining a physical and ethical environment appropriate and beneficial to the student

PROVIDING EVIDENCE OF MASTERY OF COMPETENCIES

In this section, several examples of how students themselves can provide evidence of mastery of employability skills competencies are described.

HOW TO USE THE CERTIFICATE ASSESSMENT

It is important for students to be able to provide evidence of mastery of employability skills and competencies in addition to being rated by teachers, employers, and/or Community Based Organization (CBO) staff. This allows students to participate in the assessment process, learn techniques that have real-world application, and understand how they can improve. Ways in which students can provide evidence can include the following:

Appendix A

Wisconsin Employability Skills Certificate Assessment

COMPILING PORTFOLIOS

Students provide evidence of skill and attitude mastery vs. meeting each dot point listed in the certificate assessment (Appendix A).

Portfolios are collections of student work that are typically used for an alternative assessment of competencies. Student portfolios can take a couple of forms.

One type of student portfolio contains work that shows the student's progression through the course of the school year. For example, writing samples about the student's on-the-job experiences might be taken from the beginning, middle, and end of the school year. This can help show growth and provide teachers, parents, and the student with evidence of how the student has progressed. A second type of portfolio involves the student selecting examples of his or her best work. The portfolio can then be used as evidence of student work towards completion of the employability skills certification. A rubric can be developed so teachers or employer mentors can assess the work at the end of the school year.

| Employability Skills and Attitudes | Rating Environment |
|--|---|
| Personal Work Habits and Attitudes | |
| 1. Develops positive relationships with others <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <ul style="list-style-type: none"> • Interacts with others with respect and in a non-judgmental manner • Responds to others in an appropriate and non-offensive manner • Helps co-workers and peers accomplish tasks or goals • Applies problem-solving strategies to improve relations with others • When managing others, shows traits such as compassion, listening, coaching, team development, and appreciation | Choose one here: <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Choose one or more here: <input type="checkbox"/> WB <input type="checkbox"/> SB <input type="checkbox"/> CB |
| Job Specific Examples: <input type="text"/> Comments: <input type="text"/> Goals: <input type="text"/> | |

As in the example shown, number 1 uses building positive relationships with others and provides a list of example qualities and/or habits is provided. These are samples of how a student could show mastery of this competency. Please note that this is not an exhaustive list NOR is every one of these sample qualities or habits to be evaluated individually. Under each competency, there is space for the student, employer, community based organization, teacher, or mentor to add additional competencies that the student has demonstrated or should demonstrate.

DEMONSTRATING SKILLS

Students can demonstrate application of skills they learn through the use of role-play or simulations, in the real-world environment, and/or through analysis and resolution of a case study requiring the use of specific skills or behaviors. For example, students could be given a team-building scenario where they help other team members identify their strengths or resolve a conflict that develops.

PRESENTING TO OTHERS

Giving oral presentations can provide students with public speaking skills that will benefit them in workplace and leadership settings. Providing students with an environment in which there is a question and answer session or opportunities for constructive feedback allows them to hone their critical thinking skills. Presenting to others could also include teaching concepts to someone else. For example, high school students could teach elementary students about the importance of demonstrating respect for other cultures and why that is an important quality.

When selecting ways students can demonstrate mastery of competencies, it is important to obtain a good match between the skills you wish to measure and the means you use to measure them. Use several data sources to gain as complete a picture as possible. Not all skills and behaviors may lend themselves to direct, precise measurement.

DOCUMENTING STUDENT MASTERY

The *supervising teacher*, along with input from the community-based liaison, school based liaison, or employer and the student, is responsible for assessing student progress during each grading period on the learning goals and employability skills identified on the *Employability Skills Certificate Assessment* (see **Appendix A**). For those tasks on which the student receives a low rating, the teacher, employer, and/or mentor identifies specific areas where improvement is needed and suggests ways the student can improve performance. For tasks on which the student receives high marks, the teacher/mentor may give examples that illustrate the outstanding performance. A procedure for student assessment is described below.

The *supervising teacher* and the *community or workplace mentor* are responsible for:

1. *Assessment of student progress during each grading period on the identified tasks and state-approved competencies.*

Students may master some tasks and competencies at multiple sites. Additional tasks and competencies to be mastered and assessed during the next grading period are determined.

2. *Communication of results of the assessment to the student.*

The *supervising teacher* and the *community or workplace mentor* meet with the student to discuss the evaluation, identify areas that need to be improved, inform the student of the suggestions for improvement, identify strengths that have been pointed out on the job and in the classroom, and provide evidence to support the evaluation of the tasks and state-approved competencies.

Give the student a copy of the tasks and state-approved competencies identified for the next grading period.

3. *Continuation of the evaluation process.*

For each assessment period established by the school, the *supervising teacher*, working with the student and *community or workplace mentor*, should repeat this process.

REGISTRATION INFORMATION

Local education agencies (LEAs) wishing to offer the *Employability Skills Certificate* must register the certificate(s) with the Department of Public Instruction **prior** to implementation. Certificate registration information may be found online at <http://www.dpi.wi.gov/cte/cteskills.html>. A separate registration must be completed for each individual certificate being operated. Once registered, the LEA will assume the responsibility to ensure that all procedures as described in this guide are followed.

For information about Wisconsin's *Employability Skills Certificate* or the registration process, please contact Denise Byrd, Office Operations Associate, 608-267-2274, denise.byrd@dpi.wi.gov.

WORKPLACE MENTORING

Mentoring activities are those that support the needs of students by developing and maintaining a supportive relationship with an adult. The *workplace mentor* nurtures the students by helping them adjust to the culture of the workplace and orienting them to career options and pathways.

Mentoring programs provide a variety of useful functions for youth, both psycho social and instrumental in nature. Exposing and socializing young people to the world of employment strengthens ties to the labor market, increases access to opportunities, develops the social skills of youth, and contributes to an atmosphere of cooperation and flexibility at the workplace.

The employer must agree to provide a mentor(s) for students at the workplace. A *workplace mentor* must be a skilled, experienced worker who can teach youth about the industry and the world of work. *Workplace mentors* will be required to attend training on working with high school-aged youth and meet regularly with school personnel and parents/guardians.

The roles and responsibilities of the *workplace mentor* will vary from setting to setting but the following are basic functions that all *workplace mentors* perform:

- * Initiate the student to the workplace culture—introducing young people to an adult social system with its own rules, conventions, and norms. This can include both formal and informal organizational structures.
- * Advise youth on career directions and opportunities, provide networking opportunities, and generally help expand the young person’s career goals.
- * Help the student to resolve practical problems—including personal difficulties encountered at work and school and work-related issues.

Mentor training is required and is the responsibility of the local school district. An example of mentor training components is provided in *The Guide to Work based Learning in Wisconsin*.

Appendix A

Wisconsin Employability Skills Certificate Assessment



Wisconsin Employability Skills Certificate Program Assessment

Reinforcing 21st Century Skills

The intent of the *Wisconsin Employability Skills Certificate Program* is to recognize a student's mastery of employability skills valued by employers, to help students explore their career interests, and to provide a state credential of student mastery. This program allows:

- students and workers to document their employability skills
- employers to assess the skills they are looking for in quality employees
- educators to customize instruction to help students to acquire skills that today's workplace requires.

Directions for Evaluator or Employer

Thank you for your help in mentoring an entry-level employee at the beginning of their work experiences to become a more effective future employee. Please use the certificate program assessment to rate the employee based on the **3-2-1 scale**. Select the appropriate **work experience environment code or codes** to show where the student has demonstrated the skills or attitudes. Be sure to provide as much feedback as possible to the student under **comments**. If you cannot assess the employee on some of the items due to lack of access to practice or opportunity to observe the skill, please rank the student at a 1 level and provide ways for the student to gain this experience in the **goal** section after the category.

| STUDENT INFORMATION | | |
|--|---|-----------------------------|
| Student/Employee Name | Supervising Teacher | Supervising Teacher's Email |
| School District | School Name and Address: (Street, City, State, and Zip) | |
| School Telephone Area/No. | | School Fax Area/No. |
| Workplace Mentor | Mentor's E-Mail Address | Mentor's Phone |
| Student's Position | | Start Date |
| Work-Based Learning Site (<i>Employer name, street address, city, state, zip code</i>) | | |
| Primary Responsibilities: | | |

School: Please review this *Employability Skills Certificate Program Assessment* with the participating employee and ensure that s/he understands the items to be assessed. Between the employer, community based partner, or the school, all items must be rated.

Certification: In order to receive a *State Certificate in Employability Skills*, the employee skill rating must be at least 26 points, with a minimum of a "2" rating for each assessed skill standard.

Rating Scale:

- 3 Exceeds Expectations:** Exceeds entry-level criteria; requires minimal supervision; consistently displays this behavior
- 2 Meets Expectations:** Meets entry-level criteria; requires some supervision; often displays this behavior
- 1 Working to Meet Expectations:** Needs improvement; requires much assistance and supervision; rarely displays behavior

Work Experience Environment Code:

- SB** School Based (Supervising Teacher)
- WB** Work Based (Workplace Mentor)
- CB** Community Based or Service Agency Based

| Employability Skills and Attitudes | Rating Environment |
|--|--|
| Personal Work Habits and Attitudes | |
| <p>1. Develops positive relationships with others</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Interacts with others with respect and in a non-judgmental manner • Responds to others in an appropriate and non-offensive manner • Helps co-workers and peers accomplish tasks or goals • Applies problem-solving strategies to improve relations with others • When managing others, shows traits such as compassion, listening, coaching, team development, and appreciation | <p><i>Choose one here:</i></p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p><i>Choose one or more here:</i></p> <p><input type="checkbox"/> WB <input type="checkbox"/> SB <input type="checkbox"/> CB</p> |
| <p>Job Specific Examples:</p> <p>Comments:</p> <p>Goals:</p> | |
| <p>2. Communicates effectively with others</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Adjusts the communication approach for the target audience, purpose, and situation to maximize impact • Organizes messages/information in a logical and helpful manner • Speaks clearly and writes legibly • Models behaviors to show active listening • Applies what was read to actual practice • Asks appropriate questions for clarity | <p><i>Choose one here:</i></p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p><i>Choose one or more here:</i></p> <p><input type="checkbox"/> WB <input type="checkbox"/> SB <input type="checkbox"/> CB</p> |
| <p>Job Specific Examples:</p> <p>Comments:</p> <p>Goals:</p> | |
| <p>3. Collaborates with Others</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Works effectively in teams with people of diverse backgrounds regardless of sex, race, ethnicity, nationality, sexuality, religion, political views, and abilities • Shares responsibility for collaborative work and decision making • Uses the problem-solving process to work through differences of opinion in a constructive manner to achieve a reasonable compromise • Avoids contributing to unproductive group conflict • Shares information and carries out responsibilities in a timely manner | <p><i>Choose one here:</i></p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p><i>Choose one or more here:</i></p> <p><input type="checkbox"/> WB <input type="checkbox"/> SB <input type="checkbox"/> CB</p> |

| | |
|--|--|
| Job Specific Examples: | |
| Comments: | |
| Goals: | |
| <p>4. Maintains composure under pressure</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Uses critical thinking skills to determine the best options or outcomes when faced with a challenging situation • Carries out assigned duties while under pressure • Acts in a respectful, professional, and non-offensive manner while under pressure • Applies stress management techniques to cope under pressure | <p>Choose one here:</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Choose one or more here:</p> <p><input type="checkbox"/> WB <input type="checkbox"/> SB <input type="checkbox"/> CB</p> |
| Job Specific Examples: | |
| Comments: | |
| Goals: | |
| <p>5. Demonstrates integrity</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Carries out responsibilities in an ethical, legal, and confidential manner • Responds to situations in a timely manner • Takes personal responsibility to correct problems • Models behaviors that demonstrate self-discipline, reliability, and dependability | <p>Choose one here:</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Choose one or more here:</p> <p><input type="checkbox"/> WB <input type="checkbox"/> SB <input type="checkbox"/> CB</p> |
| Job Specific Examples: | |
| Comments: | |
| Goals: | |
| <p>6. Performs quality work</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Carries out written and verbal directions accurately • Completes work efficiently and effectively • Performs calculations accurately • Conserves resources, supplies, and materials to minimize cost and environmental impact • Uses equipment, technology, and work strategies to improve workflow • Applies problem-solving strategies to improve productivity • Adheres to worksite regulations and practices • Maintains an organized work area | <p>Choose one here:</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Choose one or more here:</p> <p><input type="checkbox"/> WB <input type="checkbox"/> SB <input type="checkbox"/> CB</p> |
| Job Specific Examples: | |
| Comments: | |
| Goals: | |

| | |
|---|--|
| <p>7. Provides quality goods or service (internal and external)</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Shows support for the organizational goals and principles by own personal actions • Displays a respectful and professional image to customers • Displays an enthusiastic attitude and desire to take care of customer needs • Seeks out ways to increase customer satisfaction • Produces goods to workplace specifications | <p>Choose one here:</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Choose one or more here:</p> <p><input type="checkbox"/> WB <input type="checkbox"/> SB <input type="checkbox"/> CB</p> |
| <p>Job Specific Examples:</p> <p>Comments:</p> <p>Goals:</p> | |
| <p>8. Shows initiative and self-direction</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Prioritizes and carries out responsibilities without being told • Responds with enthusiasm and flexibility to handle tasks that need immediate attention • Reflects on any unsatisfactory outcome as an opportunity to learn • Improves personal performance by doing something different or differently • Analyzes how own actions impact the overall organization • Supports own actions with sound reasoning and principles • Balances personal activities to minimize interference with work responsibilities | <p>Choose one here:</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Choose one or more here:</p> <p><input type="checkbox"/> WB <input type="checkbox"/> SB <input type="checkbox"/> CB</p> |
| <p>Job Specific Examples:</p> <p>Comments:</p> <p>Goals:</p> | |
| <p>9. Adapts to change</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Shows flexibility and willingness to learn new skills for various job roles • Uses problem-solving and critical-thinking skills to cope with changing circumstances • Modifies own work behaviors based on feedback, unsatisfactory outcomes, efficiency, and effectiveness • Displays a "can do" attitude | <p>Choose one here:</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Choose one or more here:</p> <p><input type="checkbox"/> WB <input type="checkbox"/> SB <input type="checkbox"/> CB</p> |
| <p>Job Specific Examples:</p> <p>Comments:</p> <p>Goals:</p> | |
| <p>10. Demonstrates safety and security regulations and practices</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Follows personal safety requirements • Maintains a safe work environment • Demonstrates professional role in an emergency • Follows security procedures • Maintains confidentiality | <p>Choose one here:</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Choose one or more here:</p> <p><input type="checkbox"/> WB <input type="checkbox"/> SB <input type="checkbox"/> CB</p> |
| <p>Job Specific Examples:</p> <p>Comments:</p> | |

| | |
|---|---|
| Goals: | |
| 11. Applies job-related technology, information, and media <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <ul style="list-style-type: none"> • Applies technology effectively in the workplace • Accesses and evaluates information on the job • Accesses training manuals, websites, or other media related to the job | <i>Choose one here:</i> <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <i>Choose one or more here:</i> <input type="checkbox"/> WB <input type="checkbox"/> SB <input type="checkbox"/> CB |
| Job Specific Examples: | |
| Comments: | |
| Goals: | |
| Personal Work Habits and Attitudes Subtotal Student/Employee must earn a subtotal of at least 22 out of a possible 33 for certification. | |

| | |
|---|---|
| Personal and Professional Development | |
| 12. Fulfills training or certification requirements for employment <i>Examples of this requirement may include. . .</i> <ul style="list-style-type: none"> • Participation in required career-related training and/or educational programs • Passing certification tests to qualify for licensure and/or certification • Participation in company training or orientation | <i>Choose one here:</i> <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <i>Choose one or more here:</i> <input type="checkbox"/> WB <input type="checkbox"/> SB <input type="checkbox"/> CB |
| 13. Sets personal goals for improvement <i>Examples of this requirement may include. . .</i> <ul style="list-style-type: none"> • Setting goals that are specific and measurable • Setting work-related goals that align with the organization's mission • Identifying strategies to reach goals • Reflecting on goal progress to regularly evaluate and modify goals | <i>Choose one here:</i> <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <i>Choose one or more here:</i> <input type="checkbox"/> WB <input type="checkbox"/> SB <input type="checkbox"/> CB |
| Job Specific Examples: | |
| Comments: | |
| Goals: | |
| Personal and Professional Development Subtotal Student/Employee must earn a subtotal of at least 4 out of a possible 6 for certification. | |



Wisconsin Employability Skills Certificate Program Assessment

Reinforcing 21st Century Skills

| | |
|--------------------|---------------------------------------|
| Date of Evaluation | Grading Period <i>(if applicable)</i> |
| Student/Employee | School |
| Workplace | Position |

| Date | Employer Observations and Recommendations | Employee Reflection <i>(accomplishments, potential obstacles, goals, strategies)</i> |
|---------------------|---|---|
| | | |
| | | |
| | | |
| | | |
| Final Evaluation | | |

| <i>Evaluation Summative Chart</i> | | |
|---------------------------------------|------------------|---------------|
| Criteria | Points Necessary | Points Earned |
| Personal Work Habits and Attitudes | 22 | |
| Personal and Professional Development | 4 | |
| Total Points | 26 | |
| On-the-job hours completed | Hours Required | Hours Worked |
| Total Hours Worked | 90 | |

I/We, the undersigned, attest that the information in this document is correct and has been reviewed by all parties collaboratively.

| | |
|--|------|
| Signature of Workplace or Community Mentor | Date |
| Teacher Supervisor Signature | Date |
| Student/Employee Signature | Date |

(Typed name is accepted for signature on forms returned via e-mail or fax)

Please direct any questions concerning the Wisconsin Employability Skills Certificate Program to:

Career and Technical Education Team
 Department of Public Instruction
 P.O. Box 7841
 Madison, WI 53707-7841
 Fax: 608-267-9275
 Phone: 608-267-3161
www.dpi.wi.gov/cte/cteskills.html

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Appendix B

Alignment of Competencies to the Partnership for 21st Century Skills 4 “C”s

**WI Employability Skills & Criteria
Career Cluster Essential Knowledge & Skills
detailed crosswalk worksheet**

WORK HABITS AND ATTITUDES
 Foster positive relationships with others
 Communicate effectively with others
 Collaborate effectively with others
 Maintain composure
 Demonstrate integrity
 Meet quality standards for work productivity
 Show initiative and resourcefulness
 Adapt to change
ACCOMPLISHMENTS
 Fulfill legal and employer requirements for employment
 Fulfill training and/or certification requirements for employment in a specific post/occupation
 Maintain a career portfolio to document knowledge, skills and experience in a career field
 Formulate individual goals which demonstrate self-direction and professional growth

| CAREER CLUSTERS - ESSENTIAL KNOWLEDGE & SKILL STATEMENTS [2008] | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Essential Topic ESS01. ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster. | | | | | | | | | | | | | | | | | | | | | |
| ESS01.01 Complete required training, education, and certification to prepare for employment in a particular career field. | | | | | | | | | | | | | | | | | | | | | |
| ESS01.02 Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities. | | | X | X | X | | | | | | | | | | | | | | | | |
| ESS01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of post-secondary education and career opportunities. | | | | | | | | | | | | | | | | | | | | | |
| ESS01.04 Demonstrate science knowledge and skills required to pursue the full range of post-secondary and career education opportunities. | | | | | | | | | | | | | | | | | | | | | |
| Essential Topic ESS02. COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information. | | | | | | | | | | | | | | | | | | | | | |
| ESS02.01 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice. | | | | | | | | | | | | | | | | | | | | | |
| ESS02.02 Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace. | | | X | X | X | | | | | | | | | | | | | | | | |
| ESS02.03 Locate, organize and reference written information from various sources to communicate with co-workers and clients/participants. | | | | X | | | | | | | | | | | | | | | | | |
| ESS02.04 Evaluate and use information resources to accomplish specific occupational tasks. | | | | | | | | | | | | | | | | | | | | | |
| ESS02.05 Use correct grammar, punctuation and terminology to write and edit documents. | | | | X | | | | | | | | | | | | | | | | | |
| ESS02.06 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences. | | | | X | | | | | | | | | | | | | | | | | |

**WI Employability Skills & Criteria
Career Cluster Essential Knowledge & Skills
detailed crosswalk worksheet**

| | WORK HABITS AND ATTITUDES | | FOCUS POSITIVE RELATIONSHIPS WITH OTHERS | | COMMUNICATE EFFECTIVELY WITH OTHERS | | COLLABORATE WITH OTHERS | | MAINTAIN COMPOSURE | | DEMONSTRATE INTEGRITY | | MEET QUALITY STANDARDS FOR WORK PRODUCTIVITY | | SHOW INITIATIVE AND CUSTOMER SERVICE | | ADAPT TO CHANGE | | ACCOMPLISHMENTS | | FULLY LEGAL AND EMPLOYER REQUIREMENTS FOR EMPLOYMENT | | FULL TRAINING AND/OR CERTIFICATION REQUIREMENTS FOR EMPLOYMENT IN A SPECIFIC POSITION/OCCUPATION AND PRESENCE IN A CAREER FIELD | | FURNISH INDIVIDUAL GOALS WHICH DEMONSTRATE AID DIRECTION AND PROFESSIONAL GROWTH | | |
|--|---------------------------|---|--|---|-------------------------------------|---|-------------------------|--|--------------------|---|-----------------------|---|--|---|--------------------------------------|--|-----------------|--|-----------------|--|--|--|---|--|--|---|--|
| ESS02.07 Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants. | | X | X | X | | | | | | | | X | | | | | | | | | | | | | | | |
| ESS02.08 Apply active listening skills to obtain and clarify information. | | X | X | X | X | | | | | | | X | | | | | | | | | | | | | | | |
| ESS02.09 Develop and interpret tables, charts, and figures to support written and oral communications. | | | | | | | | | | | X | | | | | | | | | | | | | | | | |
| ESS02.10 Listen to and speak with diverse individuals to enhance communication skills. | | X | X | X | | | | | | | | X | | | | | | | | | | | | | | | |
| ESS02.11 Exhibit public relations skills to increase internal and external customer/client satisfaction. | | X | | | | X | | | | | | X | | | | | | | | | | | | | | | |
| Essential Topic ESS03. PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ESS03.01 Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate). | | X | X | X | X | | | | | X | X | X | X | | | | | | | | | | | | | | |
| ESS03.02 Employ critical thinking and interpersonal skills to resolve conflicts with staff and/or customers. | | X | X | X | X | X | | | | | | X | X | X | | | | | | | | | | | | | |
| ESS03.03 Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability. | | | | | | | | | | | | | | X | X | | | | | | | | | | | X | |
| ESS03.04 Conduct technical research to gather information necessary for decision-making. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Essential Topic ESS04. INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ESS04.01 Use Personal Information Management (PIM) applications to increase workplace efficiency. | | | | | | | | | | | X | X | X | | | | | | | | | | | | | | |
| ESS04.02 Employ technological tools to expedite workflow. | | | | | | | | | | | X | X | X | | | | | | | | | | | | | | |
| ESS04.03 Operate electronic mail applications to communicate within a | | | | X | | | | | | | | | | | | | | | | | | | | | | | |
| ESS04.04 Operate Internet applications to perform workplace tasks. | | | | | | | | | | | X | | X | | | | | | | | | | | | | | |

**WI Employability Skills & Criteria
Career Cluster Essential Knowledge & Skills
detailed crosswalk worksheet**

| | WORK HABITS AND ATTITUDES | Foster positive relationships with others | Communicate effectively with others | Collaborate effectively with others | Maintain composure | Demonstrate integrity | Meet quality standards for work productivity | Show initiative and resourcefulness | Adapt to change | ACCOMPLISHMENTS | Fulfill legal and employer requirements for employment | Fulfill training and/or certification requirements for employment in a specific position/occupation and experience in a career field | Formulate individual goals which demonstrate self-direction and professional growth |
|--|---------------------------|---|-------------------------------------|-------------------------------------|--------------------|-----------------------|--|-------------------------------------|-----------------|-----------------|--|--|---|
| ESS04.05 Operate writing and publishing applications to prepare business communications. | | X | | | | | | | | | | | |
| ESS04.06 Operate presentation applications to prepare presentations. | | X | | | | | X | | | | | | |
| ESS04.07 Employ spreadsheet applications to organize and manipulate data. | | | | | X | | | | | | | | |
| ESS04.08 Employ database applications to manage data. | | | | | X | X | | | | | | | |
| ESS04.09 Employ collaborative/groupware applications to facilitate group work. | X | X | X | | X | X | | | | | | | |
| ESS04.10 Employ computer operations applications to manage work tasks. | | | | | X | X | | | | | | | |
| ESS04.11 Use computer-based equipment (containing embedded computers or processors) to control devices. | | | | | X | X | | | | | | | |
| Essential Topic ESS05. SYSTEMS: Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers. | | | | | | | | | | | | | |
| ESS05.01 Describe the nature and types of business organizations to build an understanding of the scope of organizations. | | | | | | | | | | | | | |
| ESS05.02 Implement quality control systems and practices to ensure quality products and services. | | | | | X | X | X | X | | | | | |
| Essential Topic ESS06. SAFETY, HEALTH AND ENVIRONMENTAL: Understand the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. Follow organizational policies and procedures and contribute to continuous improvement in performance and compliance. | | | | | | | | | | | | | |
| ESS06.01 Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments. | | | | | X | X | | X | | | | | |
| ESS06.02 Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and | | | | | X | X | X | | | | | | |

**WI Employability Skills & Criteria
Career Cluster Essential Knowledge & Skills
detailed crosswalk worksheet**

| | WORK HABITS AND ATTITUDES | | | | | | | | | | ACCOMPLISHMENTS | | | | |
|---|---|-------------------------------------|-------------------------|--------------------|-----------------------|--|-------------------------------------|-----------------|--|--|---|--|--|---|---|
| | Foster positive relationships with others | Communicate effectively with others | Collaborate with others | Maintain composure | Demonstrate integrity | Meet quality standards for work productivity | Show initiative and resourcefulness | Adapt to change | Meet legal and employer requirements for employment in a specific position/occupation and experience in a career field | Fulfill training and/or certification requirements for employment in a specific position/occupation and experience in a career field | Formulate individual goals which demonstrate self-direction and professional growth | | | | |
| ESS09.01 Identify and demonstrate positive work behaviors and personal qualities needed to be employable. | X | X | X | X | X | X | X | X | | | | | | | |
| ESS09.02 Develop a personal career plan to meet career goals and objectives. | | | | | | | X | | | | | | | | X |
| ESS09.03 Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. | | | | | | | | | X | | X | | | | |
| ESS09.04 Maintain a career portfolio to document knowledge, skills and experience in a career field. | | | | | | | | | | | X | | | | |
| ESS09.05 Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals. | | | | | | | | | | | | | | | |
| ESS09.06 Identify and exhibit traits for retaining employment to maintain employment once secured. | | | | | X | X | X | X | | X | | | | | |
| ESS09.07 Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster. | | | | | | | | | | | X | | | X | |
| ESS09.08 Recognize and act upon requirements for career advancement to plan for continuing education and training. | | | | | | | | | X | X | | | | X | |
| ESS09.09 Continue professional development to keep current on relevant trends and information within the industry. | | | | | | | | | | | | | | X | |
| ESS09.10 Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements. | | | | | | | | | X | X | | | | | |
| ESS09.11 Examine employment opportunities in entrepreneurship to consider entrepreneurship as an option for career planning. | | | | | | | | | | | | | | X | |
| Essential Topic ESS10. TECHNICAL SKILLS: Use of technical knowledge and skills required to pursue careers in all career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster. | | | | | | | | | | | | | | | |
| ESS10.01 Employ information management techniques and strategies in the workplace to assist in decision-making. | | | | | X | X | | | | | | | | | |
| ESS10.02 Employ planning and time management skills and tools to enhance results and complete work tasks. | | | | | X | X | | | | | | | | | |

Appendix C

Resources & Sample Activities

RESOURCES

The Department of Public Instruction does not endorse or encourage the use of a particular product, activity, book, etc. This list is not all-encompassing and is provided only as potential resources for those implementing the Employability Skills Certificate.

AMERICAN MANAGEMENT ASSOCIATION (AMA)

AMA 2010 Critical Skills Survey Executive Summary (2010)

<http://www.p21.org/documents/Critical%20Skills%20Survey%20Executive%20Summary.pdf>

NATIONAL ALLIANCE FOR SECONDARY EDUCATION AND TRANSITION (NASET)

National Standards and Quality Indicators: Transition Toolkit for Systems Improvement (n.d.)
(Used more for the research base.)

http://www.nasetalliance.org/docs/TransitionToolkit_InfoPages.pdf

PARTNERSHIP FOR 21ST CENTURY SKILLS

P21 framework definitions (2009)

http://p21.org/documents/P21_Framework_Definitions.pdf

WISCONSIN DEPARTMENT OF WORKFORCE DEVELOPMENT

Child Labor Laws

http://dwd.wisconsin.gov/er/labor_standards_bureau/child_labor_laws.htm

SAMPLE ACTIVITIES

This section describes sample activities that teachers, employers, and community partners can use to help youth develop employability skills and competencies.

LifeKnowledge® Lessons

National FFA

<http://ffa.learn.com/learncenter.asp?id=178411> (includes link to lessons)

The National FFA partnered with LifeKnowledge® to develop lessons that can be used by middle and high school teachers and FFA leaders. Each lesson contains student learning objectives, materials needed, a summary of content and teaching strategies, activities, and short assessments. Lessons cover many of the Wisconsin DPI draft competencies including communication, collaboration, group processes, and cultural competence.

One activity on group decision making for high school youth divides students into teams of six to eight people to solve a fictitious “Murder Mystery.” The activity is summarized below.

SUMMARY OF LIFEKNOWLEDGE® GROUP DECISION MAKING ACTIVITY (LESSON HS.81)

1. Student teams are given a packet of murder mystery clues, such as “The elevator operator went off duty at 12:30 a.m.” and a scenario. An equal number of clues is then distributed to each member of a team. Team members read their clues aloud and then the group is to work together to solve the mystery in 30 minutes. The teacher or FFA leader facilitates discussion about strategies for arriving at group consensus and decisions, and what an individual’s responsibility is in the group decision-making process.
2. As an extension of this activity, students could take a field trip to a school board meeting, local civic organization, or business meeting to observe and report on group decision-making strategies and principles that were employed.

In-class debates—discussion to evaluate different types of work places and draw comparisons

Persuasive writing

Working in a group—

- local Career and Technical Student Organization officer trainings
- team building through a retreat
- set program of work or strategic plan for the year

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Appendix D

Frequently Asked Questions

FREQUENTLY ASKED QUESTIONS

Note: A variety of CTE and academic teachers, during the pilot phase of this project, provided the following list of questions from their experiences using the Employability Skills Certificate in classrooms and student organizations setting.

Q: How are students expected to complete the 90 hour requirement for this certificate?

A: Students should find paid work experience placements that are aligned to their chosen career pathways. These hours can be met through work release hours arranged and approved by the local school district, on weekends and holidays, or over the summer months.

Q: How long do students have to complete the certificate?

A: Students can complete the certificate in as little as three months and up to four years. District representatives should register with DPI all students each year that are working on this certificate.

Q: What are the dot points under each competency on the Certificate Assessment?

A: Each dot point under the competencies is a sample quality or habit that can show mastery of the competency. These are not an exhaustive list nor are students expected to be evaluated on each bullet point.

Q: Where can I find resources and sample activities to assist in the implementation of the Employability Skills Certificate?

A: Appendix C in this document contains an excellent starting point for finding resources and activities that may be useful to classroom teachers and community based organizations.

Q: How do I get my student's certificates of completion prior to graduation?

A: Submit your student completers online at least four weeks prior to graduation. Typically, certificates can be expected 15 to 20 working days after submission of completer scores. Registration for the Employability Skills Certificate can be found at http://www2.dpi.state.wi.us/CTE_Skills/dpi_login/dpi_login.asp.

Q: If the lists of competencies on the Certificate Assessment are examples, can this list be customized for use at the local level?

A: Absolutely, that is precisely how the Certificate Assessment was designed. The certificate is meant to provide examples that districts and schools can use to ensure the Employability Skills Certificate meets local needs, as well as, assists students in demonstrating mastery of the competencies outlined.

Appendix E

Special Thanks

SPECIAL THANKS

The Wisconsin Department of Public Instruction expresses its appreciation and gratitude to the following workgroup members who contributed expertise and time to development of this certificate and accompanying guide and resources.

TIM BANECK

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