

**Nelson County Schools Work Readiness Certification Program**

The Nelson County Schools Work Readiness Certification Program will change lives and tremendously affect economic success in this region.  The participants in this program will be more than ready to take the next step after high school graduation; no matter if their choice is college or career.

Starting in the 2014-2015 school year, Nelson County High School and Thomas Nelson High School students may choose to participate in the Work Readiness Certification Program. As a participant, they must demonstrate proficiency in eight standards in order to earn the certification. The certificate will serve as validation that our students have successfully displayed strong work habits throughout their high school career fostering success in higher education and in the workplace.

Combined with the criteria and standards they must meet, Work Readiness Certification participants will receive Junior Achievement Success Skills curriculum instruction from community volunteers and Core Value instruction from school personnel.

**The Work Readiness Certificate is designed to:**

Supply area employers with skilled workers,

Produce an emerging workforce prepared to face the challenges of a global marketplace,

Be a filter for hiring and selecting candidates that have demonstrated knowledge, skills, dispositions, abilities, and commitment to work,

Reinforce the value of positive Work Ethic and commitment to successful employment,

Recognize a common, identifiable metric of work habits, and

Develop and improve the soft skills of Nelson County students.

The Nelson County Chamber will ensure our businesses and industries show their support by granting Work Readiness Certification graduates a job interview. An interview may not lead to a hire, but it will give the graduate the priceless experience of an interview.

Along with the interview and certificate of completion of the Work Readiness Program, WRC graduates will also wear special cords and will be pinned at a ceremony before graduation. At their respective graduation ceremonies each graduate will a earn program seal on their diploma and official high school transcript. Their applications to post-secondary institutions will be endorsed with the Work Readiness Seal.

There are eight standards to which Work Readiness Certification program participants will adhere. They must meet criteria and gain points within each standard to earn the certification.

**THE MISSION AND PURPOSE OF THE WORK READINESS PROGRAM**

The Nelson County Schools Work Readiness Seal Program will address the following Kentucky Board of Education priorities: Reducing the achievement gap by motivating students to make better grades and attend school regularly. The graduation rate will continue to increase as students meet the Work Readiness Certificate criteria. Students must maintain a minimum G.P.A of 2.0 with no failures for any grading period during the year.

Part of the Work Readiness Certificate program is to prepare students for the transition from the academic environment to work as well as life beyond the classroom. Students participating in the Work Readiness Seal program become acutely aware of what it takes to secure and maintain successful, meaningful employment.

The Work Readiness Program is anchored by eight (8) standards of practice, they are: Attendance, Discipline, Academic Performance, Work Habits Persistence, Punctuality/Preparedness and Organization, Respectful Interactions/Communication, Cooperation and Teamwork, and Community Service. The Nelson County Schools have also identified nine (9) Core Value Character Traits that must be demonstrated throughout the program. The Core Value Character Traits are: Honesty, Integrity, Sportsmanship, Respect, Confidence, Responsibility, Perseverance, Courtesy and Judgment.

Participating students will have received formal recognition for their accomplishments in this program from the education system as well as Nelson County area businesses and industry. The Nelson County area business and education stakeholders believe that students receiving this recognition will have an advantage over other graduates as they seek employment. This program will prove to be beneficial to both the student and employer, but only if involvement, awareness, and support is obtained from local businesses and industry.

Participating employers would require proof of the Work Readiness Certificate and or the notation on student transcripts to validate participation in this important and noteworthy program. The Work Readiness Certificate is voluntary and the pursuit of the certification program will be the responsibility of the student. Students will be given an opportunity to attend information sessions where they can ask questions and gather information from participating educators/guidance counselors beginning in the spring semester of the 8th grade and beyond. Official enrollment in the program will take place in the spring semester of the freshman year.

The criteria to enroll in the Work Ethics Readiness Program are as follows:

* Maintain average daily attendance of 95% or higher each year during school career
* Only two (2) unexcused instances or being late for class
* Student records must be free of disciplinary referrals for fighting, theft, weapon possession, vandalism, arson, possession of illegal substances, or disrespectful attitude
* Has a minimum annual G.P.A. of 2.0 with no recorded failures for any grading period during the school year
* Must attend one (1) “Work Basics” seminar in the spring of 8th grade or fall of 9th grade year
* Must be involved in at least one (1) of the following during each school year:
1. Organized team sports
2. Organized non-team sports (tennis, golf, etc…)
3. Part-time employment or community volunteer
4. Extracurricular programs (band, chorus, school club, faith based organizations)
5. Special recommendation from educator for specific group work
6. Verifiable community service project
7. School based enterprise (educator verification)
* Student must submit letter of interest, resume and completed application to the Nelson County Schools Work Readiness Certificate program.
* Student must submit three (3) letters of recommendation from school personnel, community member, faith based organization, business/industry, other
* Student must submit 2 dispositions rankings from school faculty/administration

**GOALS AND ACTION PLAN FOR THE WORK READINESS CERTIFICATE PROGRAM**

**Guidelines:**

* Provide another tool to assist in decreasing the drop-out rate and reducing the achievement gap.
* Inform the business community and obtain their support and recognition of the “Work Readiness Program.”
* Work Readiness program should provide students with insight and confidence as they continue to prepare for employment
* Work Readiness program graduates will receive a certificate and notation on their official high school transcripts
* Students that successfully complete the program will be recognized for their dedication

**Work Readiness Certificate – Questions**

**What do students receive?**

Students receive a Work Readiness Certificate and notation on their high school transcript.

Students will be recognized during their graduation ceremony.

Students become aware of work readiness components.

Students have an opportunity to model the work readiness components.

Students develop a sense of awareness regarding the importance of having references.

Students receive “soft skills” curriculum.

Students must adhere to the nine (9) Core Values

Students may reference the program/certificate at job interviews.

Students will receive at least one job interview for completion of the program

Students may use the Work Readiness distinction to facilitate admission to post-secondary institutions.

Students have yet another reason to behave, come to school regularly on time, be respectful, and to be a team player

**What does the school receive?**

Schools have another means to convey the expectations of the business community and the importance of the work readiness program.

Schools have another way to reward excellence.

Schools have a tool to support the businesses and industry in Nelson County.

Area High Schools and ATC support one another through the Work Readiness Program.

**What does the program cost the school?**

No cost to schools

**What do schools do to get started?**

Plan an orientation

Secure approval from various constituencies – (Faculty, Council, Board, other)

Designate a contact person within each building.

Market to students early in the year to begin the participation process

Participation information and forms are included in this document

**Work Readiness**

**Introduction to the Work Readiness Standards**

Nelson County Schools’ faculty and staff are committed to producing an emerging

workforce prepared to face the challenges of a global marketplace. To assist with this

goal, work readiness standards are embedded in the expectations of our students. In

addition, high school students can elect to participate in the Work Readiness Certification

Program. As a participant, they must demonstrate proficiency in the work readiness

standards in order to earn the certification. The certificate will serve as validation that

students possessing this credential have successfully displayed strong work habits

fostering success in higher education and the workplace.

All schools promote high expectations of our students which includes the components of

the work readiness standards. These standards raise awareness of solid work ethic practices

and encourage students to develop personal habits in these areas. During the month of

March, we encourage our staff to bring additional focus to work readiness and how the work

readiness we expect at school is directly connected to practices that lead to success in life.

**A Special Note to Students**

While you are in school, you will learn about many important subjects that will help you

now and in the future. These subjects include reading, writing, mathematics, history,

and science. As you are learning, you are also developing study habits and work habits.

The development of good work habits and the attitude and effort you exhibit in all you

do is what will set you apart from all others throughout your life. These work

habits are sometimes called work readiness skills or “soft skills”. These skills are

demonstrated everyday by “how” you do your work. You are in control of your work

ethic. It is a reflection to others of your determination and the kind of person you are.

We are asking your teachers and your parents to help you to learn more about work

ethics/work readiness and how you can make these standards become a habit.

**Work Readiness Standards**

**Standard #1: Attendance & Tardiness**

Students are expected to work hard to miss very few (if any) days of school and avoid repeated tardies and absences. Students are expected to build the habit of arriving to school on time daily.

**Standard #2: Personal Responsibility and Accountability**

Students are expected to meet discipline standards consistently, follow classroom

behavior guidelines, respond quickly and respectfully to behavior corrections, cooperate

in class, display a sincere service attitude, and demonstrate responsible for their own

actions.

**Standard #3: Academic Performance**

Students are expected to perform at or above their grade level. They work hard and are

dedicated to promoting their future. Students are expected to have self-discipline and

apply their skills and talents in a productive manner.

**Standard #4: Work Habits and Persistence**

Students are expected to have strong work habits, a high level of determination and stick

with a job until it is completed correctly.

**Standard #5: Punctuality, Preparedness and Organization**

Students are expected to be punctual, prepared, and organized get to class on time and

have all of the materials they need for class and approach their work in an organized

fashion.

**Standard #6: Respectful Interactions/Communication**

Students are expected to be respectful, polite and considerate of other people and their

property. They are expected to listen and communicate clearly, effectively and professionally.

**Standard #7: Cooperation and Teamwork**

Students are expected to work cooperatively with others to problem solve, work together

to complete projects, handle conflict professionally, accept their role as a leader and/or a

team member and do what they can to help get things done.

**Standard #8: Community Service**

Students get involved in service projects that help people in their community.

**Work Readiness Certificate – Participant Evaluation Tool**

**Standard: (defined) – A level of excellence, attainment, etc. regarded as a measure of**

 **adequacy.**

1. **Attendance Standard:**

Minimum (1 pt.) – Student has maintained an attendance rate of 95% during their high school career.

Maximum (2 pts.) – Student has maintained an attendance rate of 96 % or higher during their high school career.

1. **Discipline Standard:**

Disciplinary measures that lead to suspension or expulsion will automatically forfeit participation in this program.

Minimum (1 pt.) – There has been no more than one discipline referral during the high school career.

Maximum (2 pts.) – There have been no discipline referrals during the high school career.

1. **Academic Performance Standard:**

Overall Grade Point Average Standard.

Minimum (1 pt.) – Student has a 2.0 to 2.99 grade point average

Maximum (2 pt.) – Student has a 3.0 or above grade point average.

1. **Work Habits and Persistence**

 Minimum (1 pt.) – Student work ethic is lacking. Does not always complete assignments.

 Maximum (2 pts.) – Student has strong work ethic and assignments are always completed

1. **Punctuality, Preparedness and Organization**

Minimum (1 pt.) – Student has no more than one unexcused tardy for each class during the high school career. Student is usually prepared with materials and technology for each class.

Maximum (2 pts.) – Student has no unexcused tardies for each class during the high school career. Student is prepared with materials and technology for each class.

1. **Respectful Interactions/Communication**

Minimum (1 pt.) – Student demonstrates strong character development based on a clear understanding of the 9 Core Values Character Traits: Honesty, Integrity, Sportsmanship, Respect, Confidence, Responsibility, Perseverance, Courtesy and Judgment as evidenced by attainment of at least 7 of 9 Core Value Character Traits documented on a semester report from 3 educational professionals ( 2 teachers, 1 administrator)

Maximum (2 pts.) – Student demonstrates strong character development based on a clear understanding of the 9 Core Values Character Traits: Honesty, Integrity, Sportsmanship, Respect, Confidence, Responsibility, Perseverance, Courtesy and Judgment as evidenced by attainment of all 9 Core Value Character Traits documented on a semester report from 3 educational professionals (2 teachers, 1 administrator)

1. **Cooperation and Teamwork**

Minimum (1 pt.) – Student will successfully complete at least one (1) Project Based Learning (PBL) assignment during the high school career

Maximum (2 pts.) – Student will successfully complete two (2) or more Project Based Learning (PBL) assignments during the high school career

1. **Community Service**

Minimum (1 pt.) – Student has been involved in one (1) of the following during the high school career: organized team sports, organized non-team sports, part time employment or community volunteer, extracurricular programs (band, chorus, school clubs, faith based organizations), special recommendation from educator for specific group work, verifiable community service project, school based enterprise (educator verification).

Maximum (2 pts.) – Student has been involved in two (2) or more of the following during the high school career: organized team sports, organized non-team sports, part time employment or community volunteer, extracurricular programs (band, chorus, school clubs, faith based organizations), special recommendation from educator for specific group work, verifiable community service project, school based enterprise (educator verification).

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**TARGET WORK READINESS CERTIFICATION BEHAVIORS FOR ELEMENTARY STUDENTS**

**Standard #1: Attendance and Tardiness**

 Attend school more than 98% of the time

 Have limited absences and absences be excused

 Arrive to class on time every day, ready to work

**Standard #2: Personal Responsibility and Accountability**

 Follow classroom behavior guidelines with little or no prompting

 Respond to behavior corrections when they are needed

 Take responsibility for their own actions

**Standard #3: Academic Performance**

 Make continuous academic progress

 Meet or exceed academic expectations for grade level

 Meet or exceed personal academic goals

**Standard #4: Work Habits and Persistence**

 Stay on task and make continuous progress on assignments

 Demonstrate consistent work ethic daily - within and outside of the classroom

 Continue focused work until all tasks are complete

**Standard #5: Punctuality, Preparedness and Organization**

 Arrive to class on time with the required materials and supplies including books, pencils, paper, and completed homework

 Keep assignments and belongings organized

 Successfully complete projects in a timely fashion

**Standard #6: Respectful Interactions/Communication**

 Consistently polite when dealing with others

 Respond with respect, even when they do not get their way

 Aware of and accept/respect the differences among their peers and don’t make

 fun of these differences

 Communicate clearly and respectfully. Demonstrate proper etiquette when

 interacting with others: This includes behaviors such as calling people by

 appropriate name and title, shaking the hand of someone they are introduced

 to, and looking at the people to whom they are speaking.

 Respect the ideas and views of others

 Share ideas and listen to the ideas of others

 Demonstrate respect for the rules and policies of the school and/or other

 environments

 Demonstrate respect for the property of others (i.e., school grounds)

**Standard 7: Cooperation and Teamwork**

 Accept different roles and share responsibilities when doing group work

 Are willing to accept a group decision

 Work well in groups within classroom setting

**Standard #8: Community Service**

 Find ways to help others in the classroom and the community

 Participate in school-sponsored community service or service learning projects

 Reflect on community service experience and tell others about those

 experiences

**TARGET WORK ETHIC CERTIFICATION BEHAVIORS FOR MIDDLE/HIGH SCHOOL STUDENTS**

**Standard #1: Attendance, & Tardiness**

 Attend school more than 98% of the time (Attendance)

 Shall have little to no excused and/or unexcused absences per year (Absences)

 Have no more than one unexcused tardy to school per semester (Tardiness)

**Standard #2: Personal Responsibility and Accountability**

 Have little to no discipline referrals for the year

 Take responsibility for own actions

**Standard #3: Academic Performance**

 Make continuous academic progress

 Meet or exceed academic expectations for grade level

 Meet or exceed personal academic goals

 Maintain the grade average in each class that reflects your best efforts

**Standard #4: Work Habits and Persistence**

 Stay on task and make continuous progress on assignments

 Take initiative on your own to start and complete projects

**Standard #5: Punctuality, Preparedness and Organization**

 Arrive to class on time with the required materials and supplies including

 books, pencils, paper, and completed homework

 Seldom ask to leave class for forgotten supplies or materials

 Utilize organizational tools to assist in keeping tasks in line (i.e., planner,

 calendar, agenda)

 Successfully complete projects in a timely fashion

 Self-manage time well when working on a large or lengthy project

**Standard #6: Respectful Interactions/Communication**

 Demonstrate appreciation for diversity in others

 Are tolerant toward others and appreciate the variety of strengths in others

 Are polite when dealing with others

 Respond with respect, even when they do not get their way

 Are aware of and accept/respect the differences among their peers and don’t

 make fun of these differences

 Communicate clearly and respectfully. Demonstrate proper etiquette when

 interacting with others: This includes behaviors such as calling people by

 appropriate name and title, shaking the hand of someone they are introduced

 to, and looking at the people to whom they are speaking

 Respect the ideas and views of others

 Demonstrate a positive attitude when working with adults and other students

 Share ideas and listen to the ideas of others6

 Demonstrate respect for the rules and policies of the school

 Demonstrate respect for the rules and policies of the school and/or other

 environments

 Demonstrate respect for the property of others (i.e., school grounds)

**Standard #7: Cooperation and Teamwork**

 Accept different roles and share responsibilities when doing group work

 Are willing to accept a group decision

 Work effectively in a group towards a desired goal

 Work well in groups

 Take an active role in group projects within the classroom

 Display ability to cooperate with parents, teachers and other adults

**Standard #8: Community Service**

 Find ways to help others in the classroom and community

 Participate in school-sponsored community service or service learning projects

 Reflect on their community service experience and tell others about that

 experience

 Participate in service projects outside of school (This may include

 activities sponsored by the PTSA, religious organizations, scouting groups, 4-

 H, etc.) for a minimum of 25 documented hours.

**REFERENCES**

Hill, Roger B. Ph.D. University of Georgia: Work Ethic, Work Attitudes, and

Employability Skills Curriculum Materials, 2004.

Northern Kentucky Chamber of Commerce: WorkEthic K-8 Program, 2004.

State of Indiana. Department of Workforce Development: WorkEthic Certification, 2006

**WEB SITES**

www.in.gov/dwd/partners/workethic\_bpm.html

www.doe.state.in.us/we\_workethic\_general\_audience-august-06.pdf

www.coe.uga.edu/workethic

www.coe.uga.edu/workethic/on\_linelesson.htm

[www.coe.uga.edu/workethic/researchsub.html](http://www.coe.uga.edu/workethic/researchsub.html)

**Work Readiness Certification**

**Student Intent to Participate Form**

**Instructions:** Please read the following statement, complete this form and return to your Designated School Work Readiness Certification Liaison.

**I have received, read and understand the standards and requirements for the Work Readiness Certification Program.**

**I fully understand the guidelines for the successful completion of all established criteria necessary for awarding of the certificate.**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**By signing, I verify that I am a high school student in good standing, I have read and will abide by all requirements of the program, and I am eligible to apply for participation in the Work Readiness Certification Program.**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**I am willing to complete a survey following completion of the Work Readiness Certification Program.**

Student Address: ­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City State Zip Code: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/Guardian Information**

Nelson County Schools’ faculty and staff are committed to producing an emerging

workforce prepared to face the challenges of a global marketplace. To assist with this

goal, work readiness standards are embedded in the expectations of our students. In addition,

high school students can elect to participate in the Work Readiness Certification Program. As a

participant, they must demonstrate proficiency in the work readiness standards and core value

character traits in order to earn the certification. The certificate will serve as validation that

students possessing this credential have successfully displayed strong work habits fostering

success in higher education and in the workplace.

All Nelson County Schools promote high expectations of our students which includes the

components of the work readiness standards and core value character traits. These standards raise

awareness of solid work ethic practices and encourage students to develop personal habits that

will enhance their personal lives and performance in the workplace. During the month of

March, we encourage our staff to bring additional focus to work readiness and how the work

ethic we expect at school is directly connected to practices that lead to success in life.

**HOW ADULTS CAN SUPPORT TEACHING WORK READINESS**

**Standard #1: Attendance and Tardiness**

**What parents can do to support development of this standard:**

 Whenever possible, plan doctor and dentist appointments outside the school day.

 Schedule family vacations so they do not conflict with the school calendar.

 Talk with your child about the importance of regular attendance in your job.

 Parents model excellent attendance in their workplace.

 Celebrate at home the accomplishments of your student's attendance.

 Notify school any time the student will be absent.

 Provide your child with some type of alarm clock and demonstrate how to use it.

 Set and maintain consistent bed times that allow for proper amounts of sleep.

 Make sure that your child has everything needed for school ready the night before

 This could include laying out school clothes, as well as organizing homework and book bag.

 Talk to children about the correlation between attendance and success in school

 and in the workforce.

 Remind your child frequently of the importance of regular school attendance.

 Establish family guidelines on acceptable reasons for absence that are consistent

 with your school’s policies.

 If you work outside the home, talk with your child about acceptable reasons for

 absence established by your employer.

 If your child must miss school for an acceptable reason, enforce that school work

 is made up in a timely manner.

**What schools and teachers can do to support development of this standard:**

 Provide an inviting and safe classroom climate where children want to come and

 learn.

 Monitor school attendance daily and report the percentage of students present to

 the staff and students.

 Teachers can help parents reinforce the importance of regular attendance with

 students.

 Communicate to parents the correlation between attendance and success in school

 and in the workforce.

 Develop intervention strategies for students with poor attendance.

 Recognize students who have no excused or unexcused absences/ tardies each

 quarter or at the end of the school year.

 Send quarterly reminders of upcoming days when school is not in session to

 parents.

 Establish and consistently enforce a district’s policy on tardiness.

**Standard #2: Personal Responsibility and Accountability**

**What parents can do to support development of this standard:**

 Read the school’s student handbook with your child and talk about the school’s

 guidelines for behavior.

 Be consistent with your expectations of your child’s behavior.

 Discuss taking responsibility for own actions on a consistent basis with your child.

 Be supportive of teachers and of classroom guidelines.

 Maintain regular communication with classroom teachers by using e-mails,

 voicemail, letters, etc.

 Communicate with your child about their discipline and behavior on a regular

 basis.

**What schools and teachers can do to support development of this standard:**

 Develop and implement a school-wide behavior management program with clear

 expectations and guidelines for desirable behavior

 Implement a school-wide program to recognize students who consistently

 demonstrate appropriate behavior

 Regularly communicate with individual parents about appropriate and

 inappropriate behavior of your students and possible solutions/suggestions

 Send home consistent positive feedback on good behavior

 Implement school-wide programs for regular communication with parents via

 agenda books, student planners, web pages, etc.

 Be sure to emphasize times where appropriate on taking responsibility for own

 actions within the school day.

**Standard #3: Academic Performance**

**What parents can do to support development of this standard:**

 Provide a regular time and place at home for your child to do homework

 uninterrupted by distractions

 Make homework and academic tasks a family priority

 Communicate a positive attitude toward school and homework

 Communicate clearly to your child that you value school and academics

 Help your child understand the relationship between good academic performance

 and success at the next level of school

 Attend parent/teacher conferences and keep close/consistent communication with

 your child’s teacher

 Join your school’s parent/teacher association and regularly attend meetings and

 events

 Encourage your child to take on challenging class work and assignments

**What schools and teachers can do to support development of this standard:**

 Teach students a process for keeping track of school work and homework

 assignments

 Provide extra materials and resources that help parents support learning in areas

 where their student may struggle

 Determine several methods of communicating with parents and use them

 consistently

 Emphasize the relationship between good academic performance and success at

 the next level

 Develop a peer support or homework buddy system in your classroom

**Standard #4: Work Habits and Persistence**

**What parents can do to support development of this standard…**

 Talk with your child about the importance of a strong study skills and work ethic

 in a variety of settings including home, school, and other organizations

 Model a strong work ethic, keeping your work honoring commitments, and always

 doing your best

 Provide opportunities to develop a strong work ethic at home through chores and

 other responsibilities

 Talk with the child about projects they are involved with at school or elsewhere

 and reinforce good work habits

 Recognize and celebrate when chores and projects are completed in a timely

 manner

**What schools and teachers can do to support development of this standard…**

 Talk with your students about the importance of a strong study skills and work

 ethic

 Provide a variety of settings where students learn to work together and complete

 tasks

 Teach your students how to manage their time when completing long-term

 assignments

 Provide opportunities for your students to engage with people that have different

 ideas and views

 Develop a recognition program for students displaying a strong work ethic in the

 classroom and throughout the school setting

**Standard #5: Punctuality, Preparedness, and Organization**

**What parents can do to support development of this standard:**

 Make sure your child has all necessary school supplies and help your child learn

 ways to organize and manage these supplies

 Set aside a place at home to keep supplies and school materials

 Encourage you child to organize everything needed for the next school day the

 evening before

 Checklists can help your child self-manage tasks

 Set positive examples at home by being prepared and punctual

**What schools and teachers can do to support development of this standard:**

 Teach organization and time management skills

 Remind, or post on the bulletin board, what students need to do to be prepared for

 the next day

 Periodically update material and supply lists for students and parents

 Involve parents when you see signs of poor organizational skills that are causing

 difficulty for individual students

 Establish and maintain classroom procedures for handing in homework and

 assignments

 Set positive examples for students in your classroom by being prepared and

 punctual

 Build time into your classroom routine for organization of materials

 Communicate clearly to parents and students what it means to be prepared for

 class

 Provide organizational tools to assist students in keeping tasks in line (i.e., planner,

 calendar). Model the use of these tools with the students.

**Standard #6: Respect Interactions/Communication**

**What parents can do to support development of this standard:**

 Demonstrate positive ways to show respect for others as a model for students

 Talk with your child about appropriate behavior in a variety of settings (model and

 reinforce this behavior at home)

 Require family members to show respect for each other

 Discuss with your child the different ways that one can show respect (through

 actions, words, respect for time, etc.)

 Always show respect toward your family members and avoid sarcasm

 Reinforce suggestions/comments sent home by any teacher – teach your child how

 to apply the teacher’s suggestions

 Model proper etiquette when interacting with others: This includes behaviors such

 as introductions, calling people by appropriate name and title, shaking the hand of

 someone they are introduced to, and looking at the people to whom they are

 speaking

**What schools and teachers can do to support development of this standard:**

 Teach basic etiquette as part of the practical living/vocational studies curriculum

 Always show respect and avoid sarcasm

 Model and reinforce this behavior in the classroom

 Develop a classroom environment based on respect towards others

 Find ways to coach students in these behaviors

 Help students learn how to behave respectfully when adults or visitors are in the

 classroom

 Prepare students in advance for proper behavior in certain situations (i.e., field

 trips, hallways, cafeteria, etc.)

 Teach sensitivity to others’ ideas, especially in group settings

 Model proper etiquette when interacting with others: This includes behaviors such

 as introductions, calling people by appropriate name and title, shaking the hand of

 someone they are introduced to, and looking at the people to whom they are

 speaking.

**Standard #7: Cooperation and Teamwork**

**What parents can do to support development of this standard:**

 Demonstrate cooperation and teamwork at home and in public environments

 Be intentional about creating opportunities for family cooperation

 Provide opportunities for sharing and teamwork

 Reward unsolicited acts of cooperation

**What schools and teachers can do to support development of this standard:**

 Teach the different roles and responsibilities in work groups

 Provide numerous opportunities for students to cooperate (through problem based

 or project based learning).

 Recognize acts of cooperation and good teamwork

 Model cooperative behavior to students

 Utilize curriculum materials displaying models for cooperation and teamwork

 Work with students to explore the world outside of the classroom

 Incorporate team building activities into your class curriculum

 Give tasks to each person in a group activity, so that everyone has an active role

**Standard #8: Community Service**

**What parents can do to support development of this standard:**

 Provide your child with a list of regular chores that can be done to help out around

 the house

 Model this behavior by participating in community service projects and talking

 with your child about the experience

 Help your child to develop an awareness of community needs

 Encourage and facilitate opportunities for your child to volunteer

 Discuss with your child the rewards of being involved with the wider community

 Recognize and point our examples of other individual and group efforts that have

 benefited the community

**What schools and teachers can do to support development of this standard:**

 Sponsor at least two community service activities or service learning projects per

 semester in which students can participate

 Make a list of community service opportunities and agencies that sponsor these

 activities available to students and parents

 Have a bulletin board near the office or announce service opportunities in the daily

 bulletin or over the loud speaker

 Co-sponsor community service activities with community organizations (i.e.,

 Rotary Club, Lions’ Club, Kiwanis Club, YMCA, Scouts, 4-H, church groups,

 etc.)

 Emphasize community needs within the curriculum of the classroom

**REFERENCES**

Hill, Roger B. Ph.D. University of Georgia: Work Ethic, Work Attitudes, and

Employability Skills Curriculum Materials, 2004.

Northern Kentucky Chamber of Commerce: WorkEthic K-8 Program, 2004.

State of Indiana. Department of Workforce Development: WorkEthic Certification, 2006

**WEB SITES**

www.in.gov/dwd/partners/workethic\_bpm.html

www.doe.state.in.us/we\_workethic\_general\_audience-august-06.pdf

www.coe.uga.edu/workethic

www.coe.uga.edu/workethic/on\_linelesson.htm

[www.coe.uga.edu/workethic/researchsub.html](http://www.coe.uga.edu/workethic/researchsub.html)

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**Nelson County Schools Work Readiness Program**

**Student Dispositions Report**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please rate each disposition on a 3 point scale.**

**3 - Satisfactory Progress**

**2 - Making Progress**

**1 - Not Making Progress**

**Strong Work Ethic \_\_\_\_\_\_ (average score) Critical & Creative Thinking \_\_\_\_ (average score)**

\_\_\_\_Has high expectations for self \_\_\_\_Is flexible

\_\_\_\_Is dependable \_\_\_\_Thinks critically and creatively

\_\_\_\_Is timely in completing responsibilities \_\_\_\_Expresses thoughts and ideas clearly

\_\_\_\_Is a self-starter; takes initiative \_\_\_\_Demonstrates ability to problem solve

**Caring \_\_\_\_\_ (average score) Excellence/ Professional Integrity \_\_\_\_(average score)**

\_\_\_\_Has a positive attitude \_\_\_\_Has an appropriate school/professional appearance

\_\_\_\_Is cooperative \_\_\_\_Uses technology effectively

\_\_\_\_Is respectful of others \_\_\_\_Demonstrates leadership abilities

\_\_\_\_Establishes rapport with all populations \_\_\_\_Uses appropriate spoken & written English

Comments:

Administrator/Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Nelson County Schools Work Readiness Program**

**Admissions Checklist**

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please read each item carefully as you are completing the form.**

\_\_\_\_\_ **Application**

\_\_\_\_\_ **Attendance at Work Basics Seminar**

\_\_\_\_\_ **Dispositions Rankings (2)**

 **Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ **Extra-Curricular Activities**

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ **Grade Point Average**

\_\_\_\_\_ **Letter of Interest**

\_\_\_\_\_ **Letters of Recommendation (3)**

 **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_ **Number of disciplinary referrals**

\_\_\_\_\_ **Number of unexcused tardies**

\_\_\_\_\_ **Resume**

\_\_\_\_\_ **Verification of Attendance (95% or greater)**

**School Work Readiness Program Coordinator** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Signature** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Nelson County Schools Work Readiness Program**

**Mid-Point Report**

**Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Area Technology Center Coursework relating to Career Major/Pathway**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
5. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_ Attendance Percentage \_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_ Community Service Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_ Disciplinary Issues Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_ Dispositions Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_ Extra-Curricular Activities Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_ Grade Point Average \_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_ Internship (Optional) Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_ Mentor/Job Shadowing (Optional) Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_ Planned Program Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_ Tardies \_\_\_\_\_\_\_\_**

 **Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Nelson County Schools Work Readiness Program**

**Mid-Point Report**

**School Based Work Readiness Coursework (Agriculture, Business, ROTC)**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
5. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_ Project Based Learning Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_ Soft Skills Training Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School Work Readiness Program Coordinator** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Signature** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Nelson County Schools Work Readiness Program**

**Student Mock Interview Rubric**

**Student Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Excellent = 4** | **Good = 3** | **Fair = 2** | **Poor = 1** |
| **Ability to present own strengths.** | **Excellent****Presents own strengths with clarity, relevance, confidence and enthusiasm** | **Good****Presents strengths but without full confidence** | **Fair****Presents strengths in a matter of fact way** | **Poor****Presentation of strengths not comprehensive and lacks conviction** |
| **Ability to contribute to society** | **Excellent****Has a wide range of relevant skills and demonstrates ability to contribute** | **Good****Has a range of skills and ability to contribute** | **Fair****Has some relevant skills and can contribute** | **Poor****Has minimal skills to contribute** |
| **Academic Accomplishments** | **Excellent****Student has extensive academic accomplishments in the form of diploma and recognitions** | **Good****Student has adequate academic accomplishments in the form of diploma and recognitions** | **Fair****Student has little academic accomplishments in the form of diploma and recognitions** | **Poor****Student has no academic accomplishments in the form of diploma and recognitions** |
| **Analysis of issues in society, education and the workplace** | **Excellent****Capable of critical analysis of current issues in education, society and the workplace with clear personal opinions** | **Good****Can analyze issues in society, education and the workplace** | **Fair****Analysis does not demonstrate sufficient depth** | **Poor****Analysis is minimal** |
| **Appearance** | **Excellent****Choice in clothing is appropriate for any job interview****Very well groomed (hair, make-up, clothes pressed, etc.)****Overall appearance is businesslike** | **Good****Overall neat appearance****Choice in clothing is acceptable for the type of interview****Well groomed (shirt tucked in, jewelry blends with clothing, minimal wrinkles** | **Fair****Choice in clothing is inappropriate (shirt untucked, tee-shirt, too much jewelry, etc.)****Grooming attempt is evident** | **Poor****Overall appearance is untidy****Choice in clothing is inappropriate for any job interview (torn, wrinkled, unclean).****Poor grooming** |
| **Asking Questions** | **Excellent****Asked questions relating to the desired position. Evidence is shown that the applicant had prepared for the interview** | **Good****Asked questions relating to the desired position** | **Fair****Student asked questions that were not related to the job** | **Poor****No questions asked** |
| **Body Language** | **Excellent****No fidgeting** **Eye contact maintained****Sitting straight in chair** | **Good****Occasional shifting****Occasional loss of eye contact** | **Fair****Eye Contact is made intermittently****Occasional slouching** | **Poor****Fidgeted (Constant movement of hands and feet)****No eye contact** |
| **Criteria** | **Excellent = 4** | **Good = 3** | **Fair = 2** | **Poor = 1** |
| **Career Plans** | **Excellent****Student has detailed plans and is in process in achieving desired goals in education/other training** | **Good****Student has direction of goals in education and a plan to achieve desired goals in education/other training** | **Fair****Student has some ideas of future goals in education/other training, but did not specifically express what the goals are** | **Poor****Student demonstrated no long-term plans or goals in education/other training** |
| **Communication** | **Excellent****Very attentive****Speaks clearly****Appropriate use of sentence structure and grammar****Commitment & enthusiasm for profession is conveyed****Volume conveys business tone** | **Good****Candidate showed interest throughout the interview****Speaks clearly****Minimal mistakes in sentence structure and grammar****Knowledge and facts are included/shared****Volume is appropriate** | **Fair****Candidate showed some interest****Speaking is unclear – lapses in sentence structure and poor grammar****Minimal knowledge of job requirements of a teacher** **Volume is uneven** | **Poor****Candidate shows lack of interest****Speaking is unclear- very difficult to understand message of what is being said****Facts about experiences not included****Volume is inappropriate for interview** |
| **First Impression** | **Excellent****Shows up early for the interview with Resume and ancillary materials****Shakes hands with interviewer(s)** | **Good****Shows up on time for the interview with Resume****Shakes hands with interviewer(s)** | **Fair****Shows up late for the interview, does not shake hands, and/or chews gum; has not submitted the proper documentation** | **Poor****Does not come to interview** |
| **Greeting** | **Excellent****Professional behavior and language (handshake, “hello”, “thank you”, eye contact, etc.)****Friendly and courteous to all involved in the interview** | **Good****Acceptable behavior, well mannered, professionalism lacking****Courteous to all involved n interview** | **Fair****Used typical behavior and language – did modify behavior to fit the interview****Attempts to be courteous to all in interview setting** | **Poor****Unacceptable behavior and language****Unfriendly and not courteous** |
| **General Attitude** | **Excellent****Good eye contact and poise during****Interview** **Confident of answers and abilities** | **Good****Somewhat nervous, some lapses in eye contact; speaks too loudly or softly** | **Fair****Overbearing, overaggressive, egotistical; or shy, reserved, and overly nervous** | **Poor****Not interested in interview process** |
| **Criteria** | **Excellent = 4** | **Good = 3** | **Fair = 2** | **Poor = 1** |
| **Preparation** | **Excellent****Confidently explains the 8 Work Ethics Standards and ties them to experiences in the school/workplace.*** **Attendance**
* **Discipline**
* **Academic Performance**
* **Work Habits/ Persistence**
* **Punctuality, Preparedness and Organization**
* **Respectful Interactions/Communication**
* **Cooperation and Teamwork**
* **Community Service**
 | **Good****Knows some general information about the Work Ethics Standards** | **Fair****Knows little to nothing about the Work Ethics Standards or seems to make up information as he/she goes along** | **Poor****No Preparation for interview** |
| **Nelson County** **Work Ethics Professional Dispositions in the Classroom/Workplace**  | **Excellent****Student demonstrates in actions, written and spoken language a concise knowledge of NC Work Ethics Dispositions:** **Strong Work Ethic, Caring, Critical & Creative Thinking and Excellence /Professional Integrity** | **Good****Student is aware of, shows and defines some elements of NC Work Ethics Dispositions:**  **Strong Work Ethic, Caring, Critical & Creative Thinking and Excellence/Professional Integrity** | **Fair****Student displays some knowledge of NC Work Ethics Dispositions:** **Strong Work Ethic, Caring, Critical & Creative Thinking and Excellence/Professional Integrity** | **Poor****Student has no concept of NC Work Ethics Dispositions:****Strong Work Ethic, Caring, Critical & Creative Thinking and Excellence/Professional Integrity** |
| **Responding to Questions** | **Excellent****Thorough answers to questions** | **Good****Answers are acceptable and accurate****Answers questions** | **Fair****Gives inaccurate answers****Attempts to answer questions** | **Poor****Inappropriate answers to questions****Did not attempt to answer questions** |
| **Education and Work Reflection/Experience** | **Excellent****Student can reflect on a wide variety of relevant experiences related to College and Career Readiness initiatives in elementary, middle and high school or Area Technology Center** | **Good****Student can reflect on a variety of relevant experiences related to College and Career Readiness initiatives in elementary, middle and high school or Area Technology Center** | **Fair****Student can reflect on small number of relevant experiences related to College and Career Readiness initiatives in elementary, middle and high school or Area Technology Center** | **Poor****Student shows minimal ability to reflect on relevant experiences related to College and Career Readiness initiatives in elementary, middle and high school or Area Technology Center** |
|  |  |  |  |  |
| **Total****Score** | **Excellent****4** | **Good****3** | **Fair****2** | **Poor****1** |
| **Interviewer Date:****Signature**: |

**Reviewer Comments and Suggestions for Improvement**

**Strengths:**

**Areas for Improvement:**

**Suggestions for Professional Growth Activities/Actions:**

**Nelson County Schools Work Readiness Program**

**Letter of Recommendation Requirements**

**Guidelines for Writing Letters of Recommendation**

The goal of a letter of recommendation for entrance to a program is to provide an overall assessment of the student’s potential to excel in the workplace, and post-secondary education including career and technical schools. In other words, what is the student’s professional promise and your evidence to

support the assessment? Thus, your letter will identify the characteristics and achievements that are directly relevant to the student’s potential job/academic performance.

The key to effective and accurate letter writing is focusing your comments on criteria that are relevant for this evaluation. Traits that should be considered for discussion in a letter include past job/task performances, experience and expertise, intellectual ability, and personal attributes as they pertain to leadership quality, teambuilding, perseverance, and communication skills.

Useful letters of recommendation include the following elements:

1. Focus on the student

2. Description of the student’s record

3. Evaluation of accomplishments of the student

4. Discussion of personal characteristics only to the extent that they predict potential growth academic and job performance.

Letters missing any or all of these elements provide the reader with only a limited understanding of the student’s qualifications. Letters should be complete but concise, and they usually consist of three parts: introduction and background, specific assessments, and summary of recommendation. Letters from primary mentors, supervisors or close collaborators are generally somewhat longer than letters from others. The more detailed the narrative, the more persuasive the recommendation is. An excessively brief letter, even if giving high praise, is often viewed as a weak recommendation, at best interpreted to imply that the writer knows very little about the candidate or (worse) that the writer intends to convey doubt about the qualifications of the candidate without specifically making such statements.

**Introduction and Background**

A good letter identifies the candidate, the position for which she/he is applying, and the relationship between the recommender and the candidate. If the recommender wishes to write a strongand supportive letter for the candidate, it is often helpful to make it clear from the outset of the letter and then provide clear documentation of such a favorable recommendation. It is also helpful to describe the type of experience and length of time that the candidate has been known to the recommender.

**Specific Assessments**

This is the section of the letter that contains the "data" or evidence for your argument. It should provide specific information about the student. Generalizations will be much better received if specific examples can be cited. Ask yourself “how does the information I just wrote support my assertion that this person is a quality student?”

In this section, personal traits that are directly relevant to the job performance can be discussed. Characteristics such as motivation, dependability, patience, creativity, ability to troubleshoot, poise, listening skills, etc. can be discussed. Avoid personal statements that are not related to job performance (past or future). For example, avoid irrelevant statements such as "she is practically part of my family" or "he is very active in his church or other community organization." These may be true, but they decrease the professionalism and impact of the evaluation.

Other characteristics that can be discussed include problem-solving abilities, management skills, teaching abilities, knowledge of the subject area, and ability to work with colleagues. Avoid "doubt raisers." These include negative language such as "while not the best student I've had" or faint praise such as "she worked hard on projects that she accepted." Other types of doubt raisers include hedging statements such as "he appears to be highly motivated." (Avoid such words as "appears to" or “seems”—you are the one writing with concrete experience about the student).

Finally, also avoid potentially negative or unexplained comments. Make your comments direct. For example, unexplained comments that could be open to negative interpretations include: "now that she has chosen to leave the laboratory," and "bright, enthusiastic, responds well to feedback."

**Summary Recommendation**

This section briefly summarizes the main points of the letter and clearly states (or re-states) that you recommend the student for the position. The language should be straightforward and to the point. Avoid using jargon, clichés, or language that is too effusive. These are all elements that can be lost on your readers, depending on their experiences, culture, and training. The most effective recommendation letters also include a comparison of the applicant to a reference pool. For example, “…ranks in the top 10% of all undergraduate students that I have ever taught.” You should avoid direct references to another individual: “she/he is better than Joe Smith” or “she/he is almost as good as Jane Chen.”

**Reading Recommendation Letters**

Finally, the suggestions in this document are recommendations that can be used to construct effective, fair recommendation letters. You can also apply criteria based on these suggestions when you read and evaluate recommendation letters. Did the letter writer present you with an honest, concise and fair document with which to evaluate the candidate?

**Notes on Special Circumstances**

How do you handle personal circumstances in the student’s history that may affect time-to-degree or productivity? It is generally better to address this issue than leave it unaddressed. However, talk to the student about it first. How do they want to address it? Do they prefer to not address it? Do they need help in deciding if and how to address it? Please keep in mind that if you, as a letter writer, address this situation but are too vague, it can leave a worse impression than not addressing it at all. To create the strongest letter, it is often helpful to present the situation as evidence that the applicant has faced adversity and overcome it, making him/her even stronger.

*Guidelines for Writing Letters of Recommendation.* University of Michigan.September 2009

**Nelson County Schools**

**Work Readiness Program Student Information Sheet**

**Last Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ First Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_\_\_**

**Home Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Birthdate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gender: M or F Ethnicity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Driver’s License Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**High School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Home Email Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Internship \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Shadowing Experience \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Soft Skills Completion Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Project Based Learning Component \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Nelson County Schools**

**288 Wildcat Lane**

**Bardstown, Kentucky 40004**

**Phone (502) 349 – 7000**

**Application for Nelson County Schools Work Readiness Program**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Last First Middle**

**Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Box Street City State Zip**

**Home Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Education**

**Circle Current Grade Level 9 10 11 12**

**High School currently attending\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Vocational Training? \_\_\_\_\_\_\_\_\_\_\_**

**Program of Study? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Work Experiences**

**Names of Employer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Start/Ending Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Duties\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Telephone Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Work Experiences**

**Names of Employer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Start/Ending Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Duties\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Telephone Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Names of Employer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Start/Ending Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Duties\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Telephone Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**References**

**Must include most recent supervisor(s) or teacher(s)**

**Name and Job Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Telephone Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name and Job Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Telephone Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Skills**

**\_\_\_\_\_Bookkeeping \_\_\_\_\_General Custodial \_\_\_\_\_ Painting**

**\_\_\_\_\_Carpentry \_\_\_\_\_Mechanics \_\_\_\_\_Typing**

**\_\_\_\_\_Computers \_\_\_\_\_Operate Copy Equipment \_\_\_\_\_Welding**

**\_\_\_\_\_Electronics \_\_\_\_\_Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**THE NELSON COUNTY BOARD OF EDUCATION DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, AGE, RELIGION, MARITAL STATUS, SEX, OR HANDICAP IN EMPLOYMENT, EDUCATTIONAL PROGRAMS OR ACTIVITIES AS SET FOR THE IN TITLE IX, TITLE VI, AND SECTION 504**

**The above information is true and correct: Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**THE FOLLOWING INFORMATION IS STRICTLY VOLUNTARY**

**What is your race or ethnic background? Please circle one of the following: American Indian, Alaskan Native, Asian, Black, Hispanic, Japanese, White, or other ethnic background.**

**Where did you hear about this Nelson County Public Schools Program? Please circle at least one of the following: Career Fair, Reality Fair, Operation Preparation, Area Technology Center, newspaper, magazines, a posted announcement, from a friend, from a teacher, from a counselor, university representative or other.**

**Nelson County Schools Work Readiness Program**

**Confidentiality Agreement**

**According to the Family Educational Rights and Privacy Act (FERPA), requirements are set that tare designed to afford parents and student’s privacy and other rights with respect to educational records and information. According to local policies and procedures, the Nelson County School District ensures that the confidentiality of personally identifiable information is protected and not disclosed to any unauthorized source. This means that all personally identifiable data, information, and records collected, used, or maintained by the Nelson County School District in the identification, evaluation, and education of a child or the provision of free appropriate public education for a child will not be disclosed without authorization in any form including oral, written, or electronic.**

**It is essential that Nelson County students do not divulge any confidential information which has been received from contact with other students or other people in the profession or educational or workplace setting. Students should not repeat any statements made by fellow students/workers as professional statements to parents or to the general public.**

**In signing this agreement:**

* **I understand the information released to me in the course of my education/work is of a confidential nature and should not be released to any other individual or agency without proper authorization. Any personally identifiable information about any person will not be discussed, written, or communicated in anyway outside of the educational/work setting.**
* **I agree to be bound by this confidentiality agreement and take all reasonable, necessary, and appropriate steps to safeguard private data, conversation, and confidential information gained during district related meetings from disclosure to anyone as permitted under this agreement regarding both students and staff. I understand that violation of this agreement may subject me to possible disciplinary action affecting by status with the Nelson County Schools.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature Date**

**Nelson County Schools Work Readiness Program**

**Student Satisfaction Survey**

**Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please rank each of the questions as: 3 = Agree, 2 = Unsure, 1 = Disagree**

|  |  |  |  |
| --- | --- | --- | --- |
| **The Nelson County Schools Work Readiness Program:** | 3 | 2 | 1 |
| 1. provided me with the content/skills knowledge necessary for my classroom/job performance. |  |  |  |
| 2. provided me with the planning skills necessary to perform effectively in my classroom/job. |  |  |  |
| 3. provided me with the knowledge and skills necessary to meet the criteria of the 8 Work Readiness Program Standards. |  |  |  |
| 4. provided me with the ability to apply classroom/job skills and analyze data and information. |  |  |  |
| 5. provided me with the skills necessary to use data and feedback from peers and othersources to direct my college and career development plans. |  |  |  |
| 6. engaged me in reflection that resulted in effectively impacting my college and career readiness status.  |  |  |  |
| 7. provided me with knowledge, skills, and experiences that enhanced my collaborativeskills. |  |  |  |
| 8. enhanced my technology skills. |  |  |  |
| 9. prepared me to serve as an education and community leader. |  |  |  |
| 10. engaged me in critical thinking. |  |  |  |
| 11. helped me reflect on emerging career opportunities and the changing context of the world-wide work community. |  |  |  |
| 12. supported my development to exemplify behaviors identified on the Work Readiness Program requirements. |  |  |  |
| 13. encouraged me to demonstrate caring and a strong work ethic. |  |  |  |
| 14. helped me develop more effective oral communication skills. |  |  |  |
| 15. developed the skills necessary to create a safe and supportive work environment. |  |  |  |

**What is the most important aspect of the Nelson County Schools Work Readiness Program?**

**If you could add or delete anything in the Work Readiness Program, what would that be?**

**Would you recommend the Nelson County Schools Work Readiness Program to others?**

Back