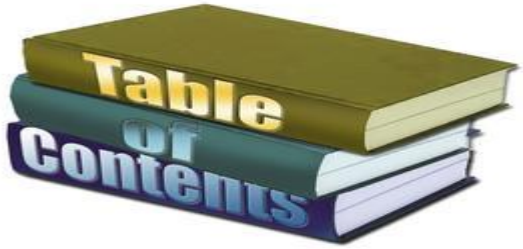
EMPLOYABILITY and SOFT SKILLS MANUAL

FOURTH VERSION ~ 2018

PENNSYLVANIA ACADEMIC AND CAREER/TECHNICAL TRAINING ALLIANCE



PACTT EMPLOYABILITY & SOFT SKILLS MANUAL

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www.pactt-alliance.org

It is with great pleasure that we provide you with Version 4 of the Pennsylvania Academic and Career/Technical Training (PACTT) Alliance Employability/Soft Skills Manual (ESSM). The document represents the extensive effort of the ESSM Revision Committee and seeks to incorporate the recommendations suggested by our affiliate group through active participation in the re-design process. Of particular note within this new addition you will find:

- Rubric measures for all 27 skills (Teacher Guide).
- A Competency Crosswalk with specific standards numbers as identified by the Pennsylvania Department of Education (PDE) and/or the American School Counselors Association (ASCA).
- An expanded listing of resource documents and links to important program supports.
- An optional use Teacher and Student Guide containing additional resource materials.

The intent of this manual remains grounded in the original goal of providing guidance and uniformity to the work-ready training activities offered to delinquent youth in residential facilities, community based programs and services offered by our probation department partners. The identified competencies represent an important foundation for a youth's employability skills training. The competencies are primarily drawn from the Youth Workforce Development System Competencies developed by the Three Rivers Workforce Investment Board, (WIB), The Philadelphia WIB, and the Philadelphia Youth Network (PYN). They are also aligned with the Pennsylvania Academic Standards for Career Education and Work.

The manual identifies 27 key competencies, organized under five general domains. The list is not meant to be all-inclusive, but is rather the minimum set of skills that should be completed by every student in preparation for successful employment. A competency must be completed at least at the satisfactory level in order for it to be checked off by the instructor. There is no set curriculum for teaching these competencies. However, we are providing guidance in the form of tasks and supportive resources to ensure uniformity in what is expected with each competency.

Tasks that correspond to a competency provide additional information on skills that should be assessed in the evaluation of that competency. For the youth to successfully satisfy these competencies s/he will be able to perform the skill (at a minimum) at the satisfactory level, as identified in the rubric. Although the elements of the rubrics don't always specifically address each item of the competency, it is our expectation that all the tasks of the competencies will be addressed.

For your convenience we have provided the PACTT Alliance Employability/Soft Skills Checklist to be used as a means of standard documentation to track a youth's achievement on the employability skills. If a program chooses to use its own version of the competency checklist, it must identify it as the PACTT Alliance Employability/Soft Skills Checklist, contain all 27 PACTT employability competencies and convey which competencies the youth has achieved.

Upon a youth's discharge, the employability/soft skills checklist should be placed in the youth's portfolio, sent with the youth's academic record to the home school district, and placed in the youth's discharge file to be given to probation. In addition, each student should complete a portfolio, also explained in this manual. The portfolio provides the student with a written record of completed work as well as valuable resources to help fulfill future goals.

An important goal of this update was to improve consistency and clarity specific to the identified competencies. It is our belief that this document and its supporting materials has achieved that measure.

The new version is a direct result of the Revision Committee's effort and input offered by our affiliates. We remain humbled by your support and the services that you continue to provide to some of the Commonwealth's most challenging young people. With that perspective clearly in mind, we would like to thank the following individuals who helped develop and/or provide input over the past few years to this revised document:

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PACTT Employability& Soft Skills

DOMAIN #1 Career Awareness and Exploration

Competency Number	Competency	Tasks
1 PDE 13.1.11.A, B ASCA C:A1.3; C:C1.3	Recognize the connection between one's interests, abilities, and aptitudes for post-secondary education and career options	✓ Identify personal values related to education ✓ Produce a list of his/her values related to education ✓ Compare how individual needs and wants relate to education ✓ Identify strengths related to employment ✓ Produce a list of his/her strengths and examples of occupations that apply ✓ Perform interest inventory/aptitude testing to determine interests/abilities
2 PDE 13.1.11 B, E, F, G ASCA C:A1.1; C:B1.2 ; C:C1.2 	Identify and explore career/vocational areas of interest	• Identify online materials and locations where career information is available. ✓ List internet search-engines and websites that can be used to perform a job search. ✓ Print results of interest inventory, aptitude testing to include in the portfolio ✓ Propose three specific careers or vocational areas of interest. • Identify post-secondary schools that have programs leading to occupations within the interest areas identified ✓ Print a list of schools that provide programs leading to occupations within areas of interest.
3 PDE 13.1.11F, H ASCA C:A1.6; C:B1.3	Identify the education, qualifications, and experiences necessary to achieve these careers	• Demonstrate awareness of the required education and training to achieve career goals. ✓ Indicate the education, qualifications, and required experience to be eligible for three careers or vocational interest areas at the entry level and throughout the career ladder. ✓ Indicate the expected salary and considerations for sustaining a lifestyle based on that salary and at each major step in the career ladder.
4 PDE 13.1.11 F, H ASCA C:B2.1; C:B2.4 	Develop a plan for career and technical, post-secondary education (e.g., SAT preparation, financial aid application)	• Develop a written plan focusing on action steps, resources, and time needed to successfully connect to appropriate post-secondary programs or employment

Competency Number	Competency	Tasks
5 PDE 13.1.11 H 	Complete a financial aid form (FAFSA) or a sample if some specific information is unavailable (**For students 17 & older who are interested in post-secondary ed**) See "Resources" Section on page 17 for several links to financial aid information	• Youth are to be exposed to available opportunities for financial aid for post-secondary opportunities. In addition, the FAFSA should be shared and reviewed with them. A copy of the FAFSA form should be in their portfolio to serve as an example. • Explain how, when, and where to apply for financial aid. • Identify resources to be used to search for information regarding grants and loans. • Understand and explain the differences between grants and loans.

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DOMAIN #2 Job Search Skills

Competency Number	Competency	Tasks
6 PDE 13.2.11 C 	Identify, secure, understand, and complete all documentation needed to gain employment .	• Develop a personal fact sheet to use when completing job applications • Define terms commonly used on job applications • Explain the importance of good references and write one request for a job reference from a non-family member • Interpret application questions and provide appropriate responses • Complete a job application • Secure the following documentation or provide information for youth to complete process to obtain it: ✓ Locate or obtain Social Security card ✓ Locate or obtain a government issued photo ID or driver's license ✓ Locate or obtain a birth certificate ✓ Understand and complete a W4 form ✓ Understand and complete an I-9 form ✓ Understand and complete a work permit document - o For ages 17 and under only
7 PDE 13.2.11C ASCA C:A2.6 	Develop and complete a resume and cover letter-appropriate for age/grade level NOTE: Tasks that are age-appropriate are identified as such.	• Explain what a cover letter is and what it should contain • Define the term resume • Prepare a sample cover-letter and resume to place in the portfolio (for students under age 17) • Prepare a professional resume (for students 17 or older) • Complete a professional cover letter for realistic employment opportunity (for students 17 or older)
8 PDE 13.2.11 B ASCA C:A1.1; C.B1.5	Conduct a job search	• Read and interpret employment information in newspaper ads and other print materials • Use the internet to locate job openings • Describe the importance of personal contacts in the employment search (the "hidden job market") and identify three such contacts • Access and use the services available through CareerLink/Job Gateway ✓ Present one actual job possibility that is consistent with one of the two career or vocational choices previously specified and demonstrate that consideration was given to requisite education and skills. ✓ Present one realistic short-term goal for which youth is qualified at the present time.

		✓ Identify and use internet-based sites to research careers in areas of interest
Competency Number	**Competency**	**Tasks**
9 PDE 13.2.11 A 	Demonstrate mastery of interview skills	• Describe the role of the interview in the job search process • Research a company in preparation for the interview • Model appropriate grooming, attire, and behavior for job interview • Identify possible interview questions and develop responses • Identify legal vs. illegal interview questions and develop appropriate responses • Describe verbal and non-verbal communication skills used in an interview • Identify at least three personal strengths related to the employment opportunity • Complete a mock interview consistent with short term job interest, present in appropriate interview attire, and produce all necessary paper work • Conduct a job interview and evaluate personal performance ✓ Demonstrate good eye contact in a mock interview ✓ Demonstrate a handshake and greeting
10 PDE 13.2.11 ASCA C:A1.7 	Develop a follow up strategy	• Describe the importance of a follow-up letter and what it should include. ✓ Compose a thank you letter for an interview ✓ Initiate, respond to, and reply to a follow-up call. • Understand the importance of requesting feedback

PACTT Employability & Soft Skills

DOMAIN #3 Job Retention and Career Advancement Skills

These competencies can be demonstrated through completion of day-to-day activities/chores.

Competency Number	Competency	Tasks
11 PDE 13.2.11 C ASCA C:A1.5; C:A2.9	Take initiative in completing job tasks using problem solving, decision making, and analytical skills; and demonstrate dependability and reliability around these tasks	• Is able to follow directions and do what has been directed ✓ Performs assigned chores without being told. ✓ Does homework as instructed. ✓ Is on time. ✓ Can identify and prioritize important tasks to be completed first ✓ Can maintain appropriate cleanliness of work site and materials.
12 PDE 13.2.11 E; 13.3.11 A ASCA C:A2.1; C:A2:5	Work professionally and respectfully with a diversity of co-workers, supervisors and customers	• Demonstrate negotiation skills in resolving workplace differences. • States opinions assertively. • Demonstrate the ability to listen with empathy, the ability to brainstorm, compromise, and negotiate. • Demonstrate the ability to listen to other's concerns first. • Use of "I" statements. • Explore options for reaching resolution. • Understand the concept of compromise.
13 PDE 13.3.11 B ASCA C:A1.4; C:A2.1; C:A2.4; C:C2.2	Work individually and as a contributing member of a team, and demonstrate respect for supervisors and coworkers.	• Demonstrate respect, cooperation, and compromise • Identify the skills needed to work cooperatively with others,, e.g., listening, giving and receiving feedback, sharing resources, communication ideas. • Demonstrate ability to work independently showing initiative • Cooperate and support others on a team to accomplish a common goal. • Demonstrate respect and caring about the feelings of others.
14 PDE 13.3.11 C ASCA C:A2.9	Use appropriate time management skills	• Demonstrates effective use of time • Completes tasks in a timely fashion • Reports to activities on time.
15 PDE 13.3.11 A ASCA PS:B1:5; PS:C1:5	Know how to ask for help when learning a new task at the job site.	• Know how to ask for help • Seek help when learning new task • Be willing to learn • Listen to co-workers • Give accurate report to supervisor • Introduce yourself properly • Communicate appropriately

Competency Number	**Competency**	**Tasks**
16 PDE 13.3.11 B ASCA PS:A2:6; PS:A2:7	Demonstrate the ability to express ideas clearly. Use active listening and critical thinking skills	• Express ideas and information in both oral and written forms • Express ideas clearly and confidently in speech. • Listen carefully to what others are saying and respond appropriately. • Ask questions to gain useful information.
17 PDE 13.2.11 E 13.3.11 C ASCA C:A2.7	Give and receive constructive feedback at the worksite.	• Demonstrate the ability to accept feedback without becoming defensive
18 PDE 13.3.11 A, C ASCA PS:B1:3, 4, 6	Know how to follow the rules of the workplace to maintain employment. Identify and practice conflict resolution strategies to mediate problems.	• Demonstrate the ability to follow instructions and accept supervision. • Know the standards and expectations of appropriate workplace behavior. • Explain what the "chain of command" is and how it works. • Identify potential areas of conflict for you and some possible conflict resolution strategies to address those areas.
19 PDE 13.3.3 A	Know the importance of personal hygiene and appearance required by the employer	• Describe proper workplace attire and where to acquire it • Demonstrates appropriate dress for the workplace. • Describe elements of personal appearance that could affect employment such as body piercings and tattoos. ✓ Create a list of items used for "personal expression" that could create a barrier to employment (tattoos, piercings, haircuts).
20 PDE 13.1.11 B, C, E ASCA C:B1.1; C:B1.2	Know how to change jobs in an appropriate, positive way	• Describe steps for determining when job/career change can be internal and when a new job search is appropriate. ✓ Develop a list of appropriate steps involved in the process of resigning from one job and accepting another. ✓ Write a sample letter of resignation to place in the portfolio.
21 PDE 13.3.11 F, G ASCA C:B1.1, C:B1.2, C:B1.3; C:B2.2	Develop a plan for career advancement	• Present a plan for career advancement. This is related to competency 4 and should address the career ladder of one of the chosen career pathways (students 17 & older) • Develop long and short-term goals

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DOMAIN #4 Life Skills

Competency Number	Competency	Tasks
22 PDE 13.3.11 D ASCA C:B1.8	Manage personal finances effectively	• Understand and develop a budget. ✓ Present a completed and realistic budget based on anticipated income from an identified career choice at the entry level and at a subsequent step up the ladder. ✓ Assess spending plan and make changes as needed. ✓ Make a list of expenditures that can impact a budget. • Describe the consequences of over-spending. • Describe when, why, and to whom one would turn to ask for help with budgeting. • Identify two types of financial difficulty (e.g. bankruptcy, credit card debt, falling behind on rent). • Identify the short and long-term consequences associated with financial difficulties. • Understand the potential cost and benefit of cashing a check at a bank, grocery store, check cashing agency.

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DOMAIN #5 Personal & Social Development Skills

Tasks within this domain are more subjective in nature. Additional tasks may be left to the discretion of the facility.

Competency Number	Competency	Tasks
23 ASCA PS:C1.6	Identify community resources that will be of assistance to people experiencing financial or employment difficulties	• Students will be able to complete a list of resources and know what services each agency provides. ✓ Examples: * 211.org * Public Assistance Office * Legal Aid * Faith Based Organizations * United Way * HUD * LIHEAP * TANF * WIC * OVR * The Salvation Army * Goodwill Industries * Food Banks
24 PDE 13.2.11E ASCA PS:C1.2	Use social media and technology responsibly and appropriately (cell phones and internet)	• Demonstrate the necessity of using social media cautiously. • Identify appropriate vs. inappropriate items such as photographs and messages that could be placed on social media websites
25 ASCA PS.A2	Understand one's own cultural heritage as well as those of others	Some suggested tasks include: Identify elements of own culture and compare/contrast to other cultures in the workplace and community. • Demonstrate the ability to build rapport with others in a multicultural environment. • Identify and list different ways in which culture is expressed. ✓ Examples: * Religion * Ethnicity * Gender * Symbolism * Work and Employment * Athletics and Leisure * Customs * Neighborhood • Understand the influences and impact of cultural biases and stereotypes on career options.

Competency Number	Competency	Tasks
26 PDE 13.3.5.F ASCA PS.A1.12	Understand the role that family and peer networks play in personal, educational, and employment decisions	• Some suggested tasks include: ✓ Explore ways the youth's family, friends, and previous choices impact decisions; explore ways to expand available choices within the youth's environment.
27 PDE 13.3.11.C	Understand and practice leadership qualities, values, and behaviors	• Create a list of personal values. • Demonstrate any of the listed attributes.

PACTT Alliance Employability & Soft Skills Checklist

Student Name _____

In order to mark youth as successfully having completed a competency all the indicators of the competency must be met. For those competencies that utilize a rubric, youth must achieve the indicators on the rubric with nothing less than a satisfactory.

Competency	Date Completed and Staff Signature
DOMAIN #1 – Career Awareness and Exploration	
Competency #1 Recognize the connection between one's interests, abilities, and aptitudes for post-secondary education and career options	
Competency #2 Identify and explore career/vocational areas of interest	
Competency #3 Identify the education, qualifications, and experiences necessary to achieve these careers	
Competency #4 Develop a plan for career and technical, post-secondary education	
Competency #5 Complete financial aid applications	
DOMAIN #2 – Job Search Skills	
Competency #6 Identify, secure, understand, and complete all documentation needed to gain employment. Secure necessary documentation and/or provide information needed for youth to complete the process to secure documentation.	
Competency #7 Develop and complete a resume and cover letter, appropriate for age/grade level	
Competency #8 Conduct a job search	
Competency #9 Demonstrate mastery of interview skills	
Competency #10 Develop a follow-up strategy	

Soft Skills Checklist Page Two Competency	Date Completed and Staff Signature
DOMAIN #3 - Job Retention & Career Advancement	
Competency #11 Take initiative in completing job tasks using problem solving, decision making and analytical skills and demonstrate dependability and reliability around these tasks.	
Competency #12 Work professionally and respectfully with a diversity of co-workers, supervisors and customers	
Competency #13 Work individually and as a contributing member of a team and demonstrate respect for supervisors and coworkers	
Competency #14 Use appropriate time management skills	
Competency #15 Know how to ask for help when learning a new task at the job site	
Competency #16 Demonstrate the ability to express ideas clearly. Use active listening and critical thinking skills	
Competency #17 Give and receive constructive feedback at the work site	
Competency #18 Know how to follow the rules of the workplace to maintain employment. Identify and practice conflict resolution strategies to mediate problems.	
Competency #19 Know the importance of personal hygiene and appearance required by the employer	
Competency #20 Know how to change jobs in an appropriate and positive way	
Competency #21 Develop a plan for career advancement.	

Soft Skills Checklist Page Three Competency	Date Completed and Staff Signature
DOMAIN #4 – Life Skills	
Competency #22 Manage personal finances effectively	
DOMAIN #5 – Personal and Social Development Skills	
Competency #23 Identify community resources that will be of assistance to people experiencing financial or employment difficulties	
Competency #24 Use technology and social media responsibly and appropriately (cell phones and internet)	
Competency #25 Understand one's own cultural heritage as well as those of others	
Competency #26 Understand the role that family and peer networks play in personal, educational, and employment decisions	
Competency #27 Understand and practice leadership qualities, values, and behaviors	

EMPLOYABILITY PORTFOLIO

A major component of the PACTT employability/soft skills training is the completion of a portfolio. This portfolio is designed to collect information and resources that will assist a student as s/he goes forward.

The information and content identified in this section is the *minimum* content that should make up a student's employability portfolio. Please feel free to add any other relevant information, resources, or content that would be appropriate.

Employability Portfolio Content

Section 1: Employability Competencies

- PACTT Employability/Soft Skills Checklist with the completed competencies marked.
- Career/Vocational Areas of Interest—Information on three career fields which the student has researched, based on his/her specific interests. (Competency #2)
- Career Plan—Written plan focusing on action steps, resources, and time needed to be successful in the student's identified career. (Competency #4)
- Financial Aid—Completed copy of a FAFSA application (if appropriate of age), and/or information on where to obtain financial information of post-secondary opportunities. (Competency #5)
- Personal Fact Sheet—List of facts that would help a student to complete a job application. (i.e. addresses and phone numbers of references, personal contact information, social security number, etc.) (Competency #6)
- One completed job application to use as model. (Competency #6)
- Request for References: Sample letters/e-mails requesting a reference from non-family members. (Competency #6)
- Completed W4 and I-9 forms to use as samples. (Competency #6)
- Cover Letter and Resume (Competency #7)
- Three possible interview questions and developed responses. (Competency #9)
- Interview thank you letter – Completed copy of a thank you letter to the person/company that interviewed you. (Competency #10)

Employability Portfolio (continued)

Section 2: Education and Career and Technical Training

A. Copy of a current school grades/transcript.

B. Career and Technical Competency List—A copy of Career and Technical competency list that was used during career and technical instruction. The competencies that are completed should be marked off and signed by an instructor. Copies should also be placed in student's education and discharge files.

C. Entry-level Certifications (ServSafe, OSHA-10, etc.): Original certifications should be placed/secured in the portfolio. Copies of certifications should be placed in the student's education and discharge files.

Section 3: Awards, Certifications of Completion, Honors.

Any awards, certifications and honors should be placed in this section.

Section 4: Resources:

Resources that may help a student with future education or employment opportunities should go in this section. This should include copies of fact sheets developed by the Juvenile Law Center available at http://www.jlc.org/factsheets.

- Juvenile Records Fact Sheet(s)

Section 5: Miscellaneous:

Any other information, awards, or relevant information may go in this area.

PACTT's Employability Soft Skills Competencies
Pennsylvania and National Standards Crosswalk

The PACTT soft skills are aligned to the PA Career Education and Work Standards, Chapter 4 of Title 22, which are part of the State Board of Education's regulations of required education for all students in Pennsylvania. The Pennsylvania standards addressed are noted below as "PDE" followed by the specific standard number.

The American School Counselors Association (ASCA) National Standards for career development serve to guide school counseling programs in the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span. PACTT competencies address ASCA standards where applicable, and are noted as "ASCA" followed by the specific standard number.

Competency	PDE &/or ASCA Academic Standards
Competency #1 Recognize the connection between one's interests, abilities, and aptitudes for post-secondary education and career options	PDE 13.1.11.A, B ASCA C:A1.3; C:C1.3
Competency #2 Identify and explore career/vocational areas of interest	PDE 13.1.11 B, E, F, G ASCA C:A1.1;C:B1.2; C:C1.2
Competency #3 Identify the education, qualifications, and experiences necessary to achieve these careers	. PDE 13.1.11F, H ASCA C:A1.6; C:B1.3
Competency #4 Develop a plan for career and technical, post-secondary education	PDE 13.1.11 F, H ASCA C:B2.1; C:B2.4
Competency #5 Complete financial aid applications	PDE 13.1.11 H
Competency #6 Identify, secure, understand, and complete all documentation needed to gain employment. Secure necessary documentation and/or provide information needed for youth to complete the process to secure documentation.	PDE 13.2.11 C
Competency #7 Develop and complete a resume and cover letter, appropriate for age/grade level	PDE 13.2.11C ASCA C:A2.6

Competency	PDE &/or ASCA Academic Standards
Competency #8 Conduct a job search	PDE 13.2.11B ASCA C:A1.1; C:B1.5
Competency #9 Demonstrate mastery of interview skills	PDE 13.2.11A
Competency #10 Develop a follow-up strategy	PDE 13.2.11 C ASCA C:A1.7
Competency #11 Take initiative in completing job tasks using problem solving, decision making and analytical skills and demonstrate dependability and reliability around these tasks.	PDE 13.2.11 E ASCA C:A1.5; C:A2.9
Competency #12 Work professionally and respectfully with a diversity of co-workers, supervisors and customers	PDE 13.2.11 E 13.3.11 A ASCA C:A2.1; C:A2:5
Competency #13 Work individually and as a contributing member of a team and demonstrate respect for supervisors and coworkers	PDE 13.3.11B ASCA C:A1.4; C:A2.1;C:A2.4; C:C2.2
Competency #14 Use appropriate time management skills	PDE 13.3.11E ASCA C:A2.9
Competency #15 Know how to ask for help when learning a new task at the job site	PDE 13.3.11A ASCA PS:B1:5; PS:C1:5
Competency #16 Demonstrate the ability to express ideas clearly. Use active listening and critical thinking skills	PDE 13.3.11 B ASCA PS:A2:6; PS:A2:7
Competency #17 Give and receive constructive feedback at the work site	PDE 13.2.11 E; 13.3.11 C ASCA C:A2.7
Competency #18 Know how to follow the rules of the workplace to maintain employment. Identify and practice conflict resolution strategies to mediate problems.	PDE 13.3.11 A, C ASCA PS:B1:3, 4, 6
Competency #19 Know the importance of personal hygiene and appearance required by the employer	PDE 13.3.3.A

Competency	PDE &/or ASCA Academic Standards
Competency #20 Know how to change jobs in an appropriate and positive way	PDE 13.1.11 B, C, E ASCA C:B1.1; C:B1.2
Competency #21 Develop a plan for career advancement.	PDE 13.3.11 F, G ASCA C:B1.1, C:B1.2, C:B1.3; C:B2.2
Competency #22 Manage personal finances effectively	PDE 13.3.11 D ASCA C:B1.8
Competency #23 Identify community resources that will be of assistance to people experiencing financial or employment difficulties	ASCA PS:C1.6
Competency #24 Use technology and social media responsibly and appropriately (cell phones and internet)	PDE 13.2.11E ASCA PS:C1.2
Competency #25 Understand one's own cultural heritage as well as those of others	ASCA PS.A2
Competency #26 Understand the role that family and peer networks play in personal, educational, and employment decisions	PDE 13.3.5.F ASCA PS.A1.12
Competency #27 Understand and practice leadership qualities, values, and behaviors	PDE 13.3.11.C

For PACTT Facilitators:

www.pacareerstandards.com
www.pacareerstandards.com/curriculum-resources.php
www.paworkstats.state.pa.us
www.financeintheclassroom.org
www.careertech.org/Pennsylvania

Life Skills Resources ~~ The inclusion of commercial websites below is not an implied endorsement of their products, most of which are not free and are not required to participate as a PACTT Affiliate.

https://www.overcomingobstacles.org/ (No Fee to download)
http://www.careersolutionspublishing.com/
www.caseylifeskills.com
http://www.edhelper.com/
https://danielkids.org
http://at-riskyouth.org
http://www.lifeskillstraining.com/
https://www.realityworks.com/careerexploration-employabilityskills

For Youth:

Career Exploration-

www.pacareerzone.org
www.careeronestop.org
www.mynextmove.org
www.onetonline.org
www.khake.com
www.pacareercoach.net
www.jobgateway.pa.gov
www.asvabprogram.com

Financial Planning-

www.hsfpp.nefe.org

Post-Secondary Financial Aid

www.fafsa.ed.gov
www.studentaid.ed.gov
www.finaid.org/educators/pj/dependencyoverrides.phtml
www.schoolsoup.com

Post-Secondary Ed Planners www.educationplanner.org
www.collegeboard.com
www.gettingthemthere.com

Documents Listed in Competency #6:

Birth Certificate
https://www.vitalchek.com/vital-records/pennsylvania/pennsylvania-vital-records

W4 Form https://www.irs.gov/

I-9 Form https://www.uscis.gov/i-9

Social Security Card https://www.ssa.gov/ssnumber/

Driver Permitting and Licensing:
http://www.dmv.pa.gov/Driver-Services/Pages/Driver-Services.aspx

Government Issued ID
http://www.dmv.pa.gov/Driver-Services/Pages/Driver-Services.aspx

Work Permit
www.education.pa.gov
under View Codes and Regulations, Child Labor Laws

Jobs: www.job-applications.com
www.jobgateway.pa.gov
www.snagajob.com
www.indeed.com
www.monster.com
www.allretailjobs.com
www.myjobapps.com
www.careerbuilder.com
www.fastweb.com
www.onetcenter.org
www.scsc.pa.gov/Pages/default.aspx (State Civil Service)

Additional Resources:
Resources for food, housing,
Health care, disasters- www.pa211.org
Juvenile Law Center- www.jlc.org
Education Law Center- www.elc-pa.org

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Notes

The PACTT Employability & Soft Skills Manual is a suggested framework document that identifies 27 key competencies within five general domain areas recognized as essential in preparation for successful employment. PACTT Affiliates are free to develop an actual curriculum to meet the 27 competencies or obtain one developed by some other source. To assist those affiliates wishing to use this framework, there are corresponding worksheets and rubrics for each competency. They are available for PACTT affiliates in the "Member Portal" of the PACTT website at www.pactt-alliance.org.

Our thanks to the PA Department of Labor and Industry, Center for Workforce Information and Analysis, for allowing us to reference the PA Career Guide, 25th Edition. The guide can be located at:
http://www.workstats.dli.pa.gov/Products/CareerGuide/Pages/default.aspx

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