Regional Education Specialists
Training of Trainers
Manual & Resource Guide

Texas Workforce Commission

Labor Market and Career Information Dept.

www.lmci.state.tx.us

careerinformation@twc.texas.gov

Last updated on 2/2021

Date	Update Made	Reason for Update
2/2021	Added guidelines on the following procedures: Onboarding new Specialists Virtual training practices Video creation Publication project management Travel policy and procedures Important contacts	Several updates to agency policy and practices COVID-19 circumstances have moved all outreach to virtual platform Staff changes
5/2021	Updated TWC Contacts	Staff changes and email extension change

Contents

Welcome to the Team

Welcome! We are so happy to meet each of you today and to welcome you to our team. You were selected to be part of this team from a great pool of candidates and we are excited and eager to be able to work with you. We are grateful that your skills and knowledge lead you to us, but we know you bring with you so much more than that. We look forward to learning about each of you and the special talents and expertise you possess.

In fact, we are looking forward to seeing you grow and develop into the kind of team member that exhibits the same elevated level of care, concern and compassion for others that our team considers critical to this role. The opportunity to help people is of high priority to us, but add to this the significance of having our work directly impact the lives of students today and in their long-term future, it is easy to see why those already in the role are so passionate and dedicated to their work. We are convinced you will feel this way too, and we look forward to helping you understand and realize how fulfilling, challenging, and humbling this work can be.

Our team will expect your best every day, and your students will need it. The key to your success in this role will be to remain dependable, accurate, open, attentive, dedicated, and considerate while providing follow through, self-management, documentation, and following policies and procedures. While doing these things, you will be successful, but so will your students, partners, and TWC.

Your professional growth is important to us because if you are growing, so are your students and partners. We can grow together by sharing ideas, knowledge, best practices, and feedback in our shared trainings. You can also advance your own learning through professional development courses, and we encourage you to do so. Know that we care about your development and our door is always open, or our phones are always accepting calls.

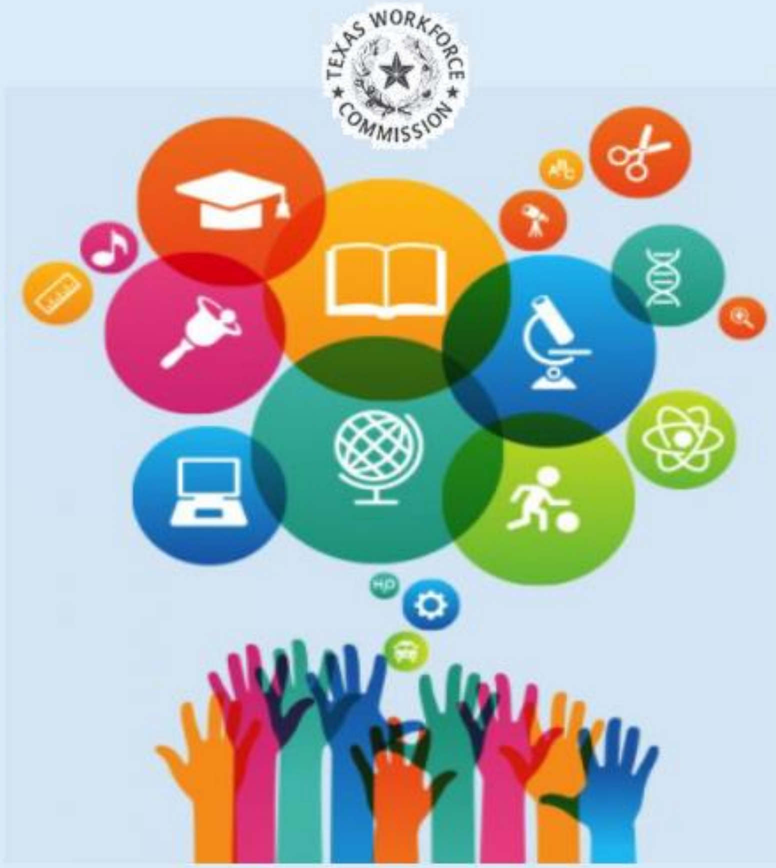
Again, welcome to the team. We are happy to add you to our crew. We eagerly anticipate seeing how you will each impact your communities, and change the lives of students in your regions, even if it is one-kid-at-a-time.

Sincerely,

LMCI Education Outreach Team

Education Outreach Contacts and Resources

TWC Education Outreach Team



Helping Students Reach Their Purpose
with Purpose

TWC Education Outreach Team

Lorena Knight (Lori)
Education Outreach Manager
512-463-4879
lorena.knight@twc.texas.org

Jonathan Buter
Education Outreach Specialist
513-936-4204
jonathan.butler@twc.texas.org

Ronny Washington
Education Outreach Specialist
512-936-3143
ronny.washington@twc.texas.org

Major Jones
Education Outreach Specialist
512-936-3153
major.jones@twc.texas.org

Shared email addresses: careerinformation@twc.texas.org

TWC Grant Management/Contract Team

Jennifer Troke
Director, Workforce Grants & Initiative
512-936-0234
jennifer.troke@twc.texas.org

Jill Bent
Grant Manager, WF Board Grants
512-936-6282
jill.bent@twc.texas.org

Shared email (including EO Manager): outreach.specialist@twc.texas.org

Labor Market & Career Information Website:

Use this website to access our tools, publications, and more

www.lmci.state.tx.us

Regional Specialist Team Contacts

Name: ______________________________ Phone: ____________________

Email: ______________________________ Website: __________________

Name: ______________________________ Phone: ____________________

Email: ______________________________ Website: __________________

Name: ______________________________ Phone: ____________________

Email: ______________________________ Website: __________________

ESC CTE Specialist & Counseling Specialist

Name: ______________________________ Phone: ____________________

Email: ______________________________ Website: __________________

Name: ______________________________ Phone: ____________________

Email: ______________________________ Website: __________________

Economic Development Contacts

Name: ______________________________ Phone: ____________________

Email: ______________________________ Website: __________________

Name: ______________________________ Phone: ____________________

Email: ______________________________ Website: __________________

Workforce Solutions Staff Contacts

Name: ________________________________ Phone: ______________________

Email: ________________________________ Website: ____________________

Name: ________________________________ Phone: ______________________

Email: ________________________________ Website: ____________________

Community Representatives Contacts

Name: ________________________________ Phone: ______________________

Email: ________________________________ Website: ____________________

Name: ________________________________ Phone: ______________________

Email: ________________________________ Website: ____________________

Other Useful Contacts

Name: ________________________________ Phone: ______________________

Email: ________________________________ Website: ____________________

Name: ________________________________ Phone: ______________________

Email: ________________________________ Website: ____________________

Name: ________________________________ Phone: ______________________

Email: ________________________________ Website: ____________________

Name: ________________________________ Phone: ______________________

Email: ________________________________ Website: ____________________

Additional Training Opportunities

Booster Trainings: We will offer monthly virtual meetings to gather together to provide additional trainings as practices change or new publications and/or tools are released. In this way, we will always ensure that all Outreach Specialists are disseminating one collective message and similar content. More importantly, these meetings will provide regional Education Outreach Specialists the opportunity to discuss concerns, hurdles, or triumphs they experience while on the job. All meetings will have a set agenda, but we always encourage you to use this forum to bring up questions or concerns you have so that experienced Outreach Specialists can offer practical advice on how to approach solutions or process improvements.

If you have a request for a monthly topic or agenda point, please contact the outreach team to submit your suggestions. outreachspecialist@twc.texas.gov

Booster Training Dates:

The first Friday of each month at 9:00am CST, for 2021 that means:

January 8th	April 2nd	July 9th	All future dates TBD
February 5th	May 7th	August 6th	
March 5th	June 4th		

- Meetings take place using Microsoft TEAMS software
- A meeting invite along with proposed agenda points is emailed to all Specialists each month
- Links to join the meetings are included in each invitation
- Once you have participated in one Booster Training session, that training room link will exist as part of your TEAMS chat history and future meetings can be joined by clicking on the **Join** button at the top of that chat group

Request an Observation or Additional Training

If you need additional assistance or tips on your presentation style or effectiveness, contact Lori Knight for a request for an observation and coaching opportunity. Depending on the situation, someone may come out to your area to observe you in action and provide on-the-spot coaching and follow-up training. If other Specialists can benefit from a concern you've pointed out, that topic may be added to our monthly booster sessions.

If You Need to On-Board Train New Specialists to Your Team

The training materials and recommendations contained in the document can be used to prepare new Education Outreach Specialists for their role on your team. Rather than simply having new Employees read through the material on their own, it would benefit new staff and ease their transition into their role if a mentor or direct Supervisor can cover the materials with them. In this way, mentors or leadership can share real-world scenarios as examples to reinforce the concepts the new Specialists will be learning. In addition, we highly recommend new Specialists have the opportunity to shadow experienced Specialists in the field before they are assigned to provide events on their own.

If you need some assistance with training new Specialists, the TWC Education Outreach Manager has recorded some training sessions to get new Specialists started. They are available in 5, 2-hour videos which can be used by regional teams. If you would prefer to have an Agency Specialist or Trainer visit your region to assist you to on-board new Specialists, please reach out to the EO Manager, Lori Knight, at her contact information listed on page 15. Lori will let you know if she or any of the members of the Outreach team have the capacity to provide the training. If this is not available, feel free to get through the basics using the video links below:

Day 1: https://tinyurl.com/OBtrainDay1

Day 2: https://tinyurl.com/OBtrainDay2

Day 3: https://tinyurl.com/OBtrainDay3

Day 4: https://tinyurl.com/OBtrainDay4

Day 5: https://tinyurl.com/OBtrainDay5

Links to Resources

Use the following link to get to templates you can use for presentations, activities, surveys, data collection and documentation, and reports.

https://tinyurl.com/EduToT

The link will lead you to:

Presentations

- For students
- For Teachers and Counselors
- For parents
- For Professional Development training sessions

Activity Templates

- Activities for use with our tools
- Activities used during training

Documentation Forms

- Survey templates

Data Collection

To obtain the most updated data collection spreadsheets to be used to report regional quarterly data, regional Specialists should communicate with their immediate Supervisors. TWC Specialists will have access to a shared data document to track travel, outreach, and budget data. For detailed information on where to find this document, turn to page 129 of this manual.

Education Outreach Checklist

At the Start of the Week

- Finalize timesheet information for the previous week
- Ensure all preparation is complete for events taking place a week ahead
- Input data and collect feedback for events which took place the week prior
- Submit information to leadership
- Attend regional Education Specialist meetings on the first Monday of each month

At the End of the Week

- Ensure all event folders have feedback included and expenses attached
- Ensure calendar is up to date on events
- Pack up materials and equipment as needed for events taking place in the coming week

Once a Month

- At the mid-month, be sure to check all calendars shared with your team to confirm that all events you have scheduled for the coming month are entered with complete information.

Everyday

- Submit survey requests to event coordinators or event contacts the day after event is complete
- Create event folders as invitations are accepted
- Follow up with contacts at least one week prior to each event to verify event details
- Stay on top of emails and event requests
- Reach out to campuses to solicit event invitations

The In’s and Out’s of an Education Specialist

What is an Education Specialist?

The Labor Market & Career Information department of the Texas Workforce Commission collects data and information about the labor market in Texas. There are data experts in the department who focus on how to collect, verify, process, assess, and distribute that data to the public.

Our job as Education Outreach experts is to take that information to anyone within the realm of education and help them digest, understand, and apply knowledge of labor market data, trends and occupation information to use as the basis of well-informed career decision making. This will be your job too.

This means, many out in the field will look to you as the labor market data expert, so you need to familiarize yourself not only with the data, but with the state of the labor market as it stands now and what it is predicted to look like in the future.

Students and Teachers will expect you to know all sorts of information about jobs, and they will ask you questions about jobs from every corner of the world of work. Therefore, we recommend that you spend time exploring in Texas Career Check to learn more about occupations, job descriptions, average wages and education requirements for as many industries and occupations as you can memorize. This will be greatly beneficial for many of the conversations you are sure to have soon.

Also be prepared to be seen as the go-to intermediary between education, industry, employers, and workforce, and rightfully so. The network you will build in this role will allow you to easily make those connections needed to build new and exciting opportunities for the students and the communities you are working in, and you will be in the best position to make those connections happen. Embrace this aspect of the role, as you will leverage it often.

What to Expect from Schools?

You will be assigned to a specific district. This will ease your marketing and network building processes, but it may also blow your schedule up. Once campuses learn that they have access to a free resource who is a workforce and career-readiness expert, believe me, they will be lining up to book you for as many services as they can get. As you begin to build relationships with staff and schools, you will be invited back for repeat events.

Having to maintain many events and invitations can be overwhelming, so be sure to have a calendar in use as well as a sure-fire way to keep yourself organized and on track. We will share some tips on this later.

Who are Our Customers?

As an Education Outreach Specialist, you will spend a lot of time with students, Teachers, and Counselors. Specifically, the majority of your time will be spent servicing secondary campuses (middle and high schools) in the district for which you have been assigned. On occasion, you will also provide services to others such as: parents, CTE staff, and academic Administrators.

From time to time, you may also be contacted by schools in other districts, colleges, universities, or community partners with invitations to attend their campuses and events. Keep in mind that your primary audience is the secondary level campuses of a specific district. With that in mind, if you are invited to visit a campus covered by another regional Specialist, connect with your team to hand off that invitation to the appropriate person. If you cannot accept an invitation, and cannot find someone else who can, forward those event requests to Lori Knight and her team at careerinformation@twc.texas.gov They may be able to accept those invitations based on their availability.

What Support is Available to You?

Remember, you always have the TWC Education Outreach team and the Grants Management team at your fingertips. If you are ever unsure about an event invitation, need some sage advice on how to handle presentations or content, have questions about your data or contract, or just need some tips, you can call or send an email to either one of the shared email accounts on page 15 to get the assistance you need.

If you just need an expert to answer a question or provide additional training, let the TWC Education Outreach team know before the next monthly webinar, and that topic can be added to the agenda. If you have questions about certain aspects of the job, chances are we need to clarify it with the entire team. Adding your questions, unique experiences, or concerns to the agenda of our monthly meetings can be helpful to multiple members of the team.

Resources to Help You Understand How to Talk to Your Customers

One thing you can be certain of in this position is that people in your audience who are on the workforce side of the house will expect you to be an education expert, and those on the academic side will expect you to be a workforce expert. This means you need to know how to speak their languages as well as know how their process work.

Depending on the work experience you bring with you, this may be something you are either well-prepared for, or might need some help navigating. Either way, we have resources available which can help familiarize you with both the worlds of work and education as well as their respective vocabulary. Please browse through the resources below to learn what you need to be that expert.

Texas OnCourse

The Texas OnCourse website, found at https://texasoncourse.org, is our state's one-stop-shop for all things college and career prep from the perspective of a school Counselor. Their website can lead users to tools from the Tri-Agency network: Texas Education Agency (TEA), Texas Higher Education Coordinating Board (THECB), and the Texas Workforce Commission (TWC) as well as resources from many other education partners. Under the "Tools" tab on the website, you will find several resources to help you learn the lingo and nuances for both the academic and workforce sides of the house.

For example, if you are not sure what it means when a Teacher says to you:

CCMR Student Achievement Domain
"According to the IEP that resulted from Jane's ARD meeting, she indicated her goal of attending college after high school and majoring in Tourism and Travel Services, so she can work as a Travel Agent. She was unable to pass the TSI in writing, so she will start at ACC this fall by taking a Developmental Writing class. They have a great Certificate program out there; not to be confused with a workforce certification course. We can look over the degree plan with her next week to determine her next steps once she meets college readiness standards."

We recommend you log in to the Texas OnCourse Academy to complete some of their learning modules and familiarize yourself with K-12 academic practices and regulations as well as preparing students for the post-secondary experience of their choosing. If you don't know about all the options and pathways available, now is the time to learn about them. The learning modules in the Texas OnCourse Academy cover topics in the K-12 arena as well as the post-secondary world and the world of work. There is so much to learn from this tool, and it is free!

There are plenty of tools within Texas OnCourse which are extremely helpful to students as well, but understand that this resource can be hugely beneficial to you. When you enroll in the academy, you will be invited to their monthly educator webinar series where you will have the opportunity to learn in a collaborative environment.

TEA's Career, College, & Military Readiness (CCMR) Website

Career and Technical Education (CTE) faculty, staff, and students will more than likely make up the bulk of your audience members as this is the case for us. Therefore, it would be wise to familiarize yourself with anything related to the world and work of CTE. To do this easily, you can visit the Texas Education Agency (TEA)'s CTE website located at www.txcte.org/

This CTE website is a resource center and one-stop-shop for CTE program information and instructional materials. This information will be very useful to you because CTE classrooms are probably the classes that will most utilize our labor market data and tools. It is important that you learn about the CTE offerings in your districts, which employers and post-secondary institutions partner with those districts to provide work-based learning (WBL) experiences or talent pipelines, and the policies that govern CTE course and faculty requirements. You can learn all these things from this site.

Across the banner of their homepage, you will see several different CTE personnel listed. We recommend you explore the information available under all of the headings (specifically: Teachers, Administrators, Counselors, and WBL). You may see that some of the information is repetitive, but there are unique offerings within each of the headings and you want to be sure not to miss any of it.

CTE Teachers do the work of ensuring all students within CTE programs and classes are working towards the goal of being college, career, and/or military ready upon graduation. You, your services, and our tools will be assets to them. Before you begin to reach out to these folks to build relationships and partnerships, ensure that you understand the world and work of CTE first. This website can help you do that.

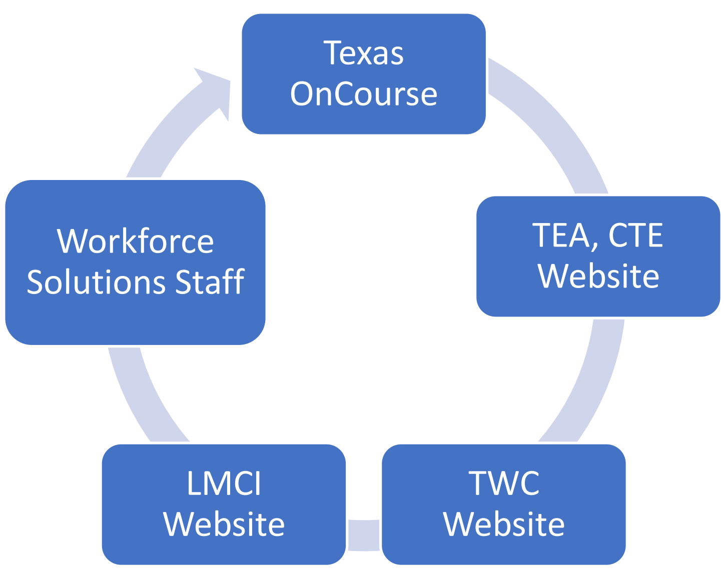
TWC Website and Workforce Solutions

Finally, if your previous work experience brings with you plenty of know-how in the world of education, you may be lacking with know-how in the world of work. If this is the case, there are some websites we can point you to. You will want to start at the Texas Workforce Commission's website at www.twc.state.tx.us On the homepage of the website, you can learn information about our workforce programs and services based on several customer types. There is also a spotlight on some of the TWC's most current and successful tools and programs. We recommend that you start by just browsing all of the links and tools that seem most interesting to you.

If you are looking for more information specific to career education and exploration, browse the Labor Market & Career Information (LMCI) department's website at www.lmci.state.tx.us. We will take a deep dive into this website and all of its tools and services later in the training, but for now, know that you can explore all of the links, tools, and pages to learn about all of the career education products and publications we offer, the labor market data behind all of our services and products, and more information about our Career Education Outreach team.

Lastly, while on any TWC page (even when on the LMCI pages) the topmost banner has a hot button titled **Find Locations**. This title is paired with an icon in the shape of the state of Texas. This link will lead you to a way of discovering all of the Texas Workforce Solutions offices closest to your zip code. Keep in mind that although you will be partly housed on a school campus, you will be an employee of the Workforce Board. This means that employees at the Workforce Solutions offices are your colleagues. They will be a HUGE asset to your journey in learning about the world of work and specifically, localized resources, programs, services, and partnerships with employers and industry representatives. Meet these coworkers. Ask them questions and allow your curiosities to lead you to conversations and understanding.

Your Resources at a Glance

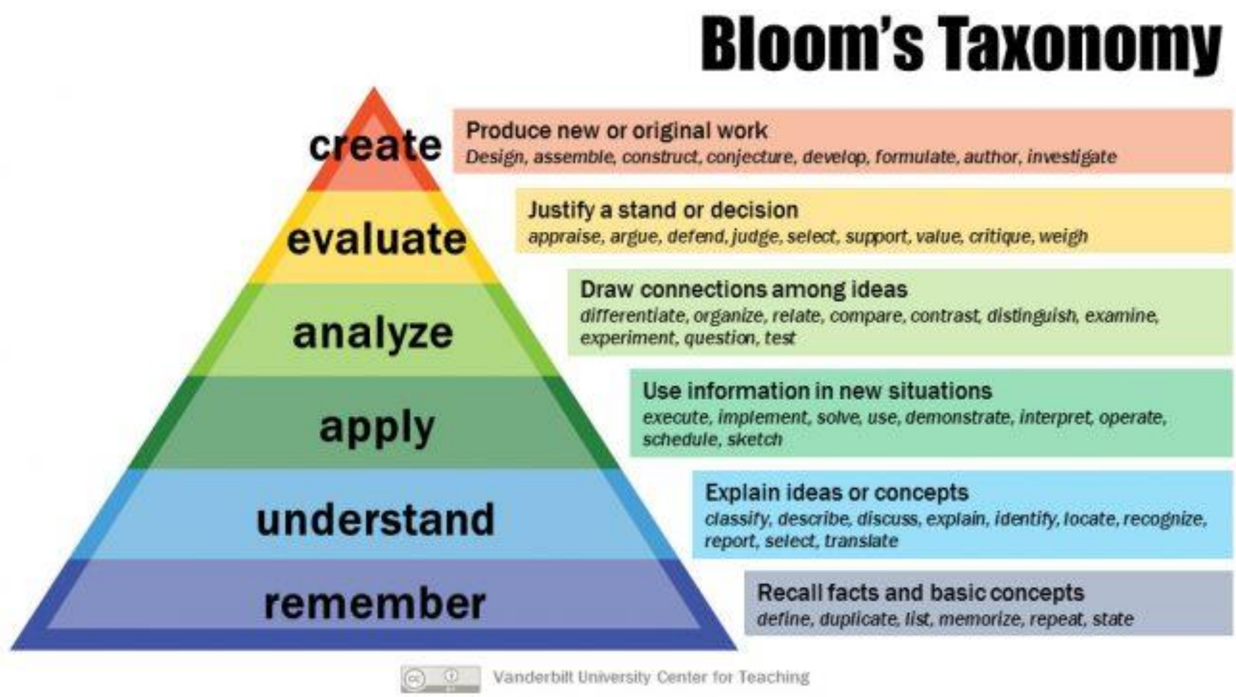


Notes

Teaching Framework, Strategies, and Recommendations

In 1956, a research team led by Benjamin Bloom published a framework for categorizing educational goals called *Taxonomy of Educational Objectives.* This report is commonly known as *Blooms Taxonomy.* This framework has since been used by K-12 educators and college instructors, so the concept will work with students of any age. The framework has six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. In 2001, these categories were updated and labeled with action words instead of nouns to describe the cognitive processes by which thinkers encounter and work with knowledge. In both versions, knowledge (or Remembering) is at the base of all other processes and everything from Comprehension (or Understanding) to the top of the pyramid are considered skills and abilities that rely on understanding of the base knowledge in order to complete them effectively.

The pyramid below shows the updated version of the Bloom's Taxonomy pyramid with the original six categories replaced by the verbs: Remember, Understand, Apply, Analyze, Evaluate, and Create.



The boxes to the right of the pyramid explain different ways in which you can ask your students to experience and process information and concepts in your classroom. For every new concept that is introduced in a class, nearly all students will start at the bottom of the pyramid, in regard to that topic, unless they already had prior knowledge they knew and remembered. As they perform the activities on the right side with the new information they are learning, the more knowledgeable they become on the topic. By the time they make it to the top of the pyramid, they should be able to create new work on the topic and thus be considered experts on the concept. When it comes to career exploration, research, and knowledge, we should always be working to move our audiences from novice to expert levels by guiding them through each of the steps and asking them to process that knowledge in different ways.

This is only a very small introduction to Bloom's Taxonomy but there is a wealth of knowledge on the subject which can be found in any Teaching books or websites. For more examples of how to apply the different levels, explore Section III of *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* There are over 150 pages of examples.

Pedagogy vs Andragogy and Classroom Management

For many years, the most common way to teach students was through the traditional classroom lecture. Today, there are so many more options to choose from.

Classroom management is the process by which you create an environment where students feel safe to learn and stay engaged. How you approach doing both teaching and classroom management effectively depends on the age of your students, your setting, and the methodologies most conducive to the group of folks you are working with. You will be working to train and/or teach two separate groups who may need two very different approaches to how to teach and manage their learning environment.

The two groups are young students and adult learners. Specifically, the younger students will be those in the secondary environment, or 6th-12th grade, while the adult learners will be the Teachers, Counselors, and even parents within your community.

Learning how to teach and manage them correctly is important to do because the purpose of implementing the appropriate strategies is to build positive, compassionate classroom communities that engage learners, manage distractions, and ensure that everyone in the room is digesting, analyzing and learning how to apply the knowledge they are gaining.

The strategies used to teach younger students is called pedagogy while the strategies to teach adults is called andragogy. There are similarities between both as well as differences. We will be pointing out some of the most common and effective strategies you can use for each of the groups, but this will not be the most exhaustive list. We encourage you to continue learning more about teaching strategies and classroom management strategies (two different approaches) for each of the groups whether you learn them from online resources or your local Education Service Center's training opportunities (more to come on that later).

Pedagogy- Teaching Strategies for Students

- Fit the lecture to the audience
  - Based on grade level, be mindful of topics and vocabulary used
- Focus your topic—don't give too much information in one sitting
  - Focus on 5-9 major points to cover in a single lecture
- Keep students actively involved in every activity
- Allow students to learn the information through:
  - Visual learning- give then something to see
  - Auditory learning- let them hear about it
  - Kinesthetic learning- Let them do something physically with it
- Allow students to verbally share the information they are learning
  - Through group discussion, peer-to-peer discussion, or student presentations
- Allow students to work in groups
  - Groups of 4 usually work well, but any sized group will do
  - Collaborative work is great for application purposes
- Provide wait time when asking the students questions
  - There are two different kinds of wait time: The time that elapses between when you ask a question and someone offers a response; and the time that elapses after a response is offered and you reply
  - Literature on learning suggests there is a connection between the level and depth of student responses due to the use of at least three seconds of wait time between their response and your reply
  - That wait time, allows them to think more critically and formulate a meaningful answer, as well as evaluating their response and determining if they need to change or further clarify their answer before you jump in (and in some cases will encourage other students to respond and participate in the discussion before you confirm or reject an answer)

- Integrate technology where you can (but be mindful of students use, and move around the room more if you use this approach)
- Periodically stop to check for understanding
    - Verify that students are following and learning the content
    - It's critical to knowing when disconnects are happening so you can reframe how you deliver the content
    - How you can do this:
        - Ask a question
        - Ask someone to summarize the concept
        - Intentionally make a mistake to see is someone can identify and correct it
        - Ask for a real example or application of the concept
        - Ask for a similar problem, metaphor, or analogy
- Use **Interactive Lecturing**- including polling, engaging graphics, or videos in your lectures
- **Flipped classroom**- expose the students to new content first in videos or reading outside of class. Then use class time to apply their knowledge through problem-solving, discussion, or debates
- **Read the room**- notice the verbal and physical feedback you are getting from participants and adjust where you need to in case you feel like you're losing them.

Student Classroom Management Strategies for Single Visits

- Greet students as they enter the room
- Set expectations at the beginning to let the students know what you want from them in the classroom
    - Be positive in what you tell students
    - Example: Don't say, "Stop running." Instead, say "Please walk"
- Develop relationships with the students
- Move around the classroom as you work with the students
    - Student behaviors are proportional to distance

- Use a calm and even voice when addressing a discipline management issue
- Praise and acknowledge when students show the behavior you want to see
  - This positive interaction can influence the other students

Student Classroom Management Strategies for Long-Term Visitations

- What you do on your first encounter can influence the success you have going forward
- Greet students as they enter the room
- Develop relationships with the students
- Set expectations at the beginning, let the students know what you want from them.
- Model the behavior you want the student to display
- Provide procedures for the classroom
  - Procedures teach the behavior you want. When a student violates a procedure, you reteach that procedure
  - As opposed to a rule, where when a student violates a rule, there is a consequence for that student.
  - Procedures help change behavior
- Praise and acknowledge when students show the behavior you want to see
  - Students follow a procedure that you have set thank them
  - This positive interaction can influence the other students
- Use a calm and even voice when addressing a discipline management issue
- Be positive. Tell students what you what from them
  - Example: Don't say, "Stop running." Instead, say "Please walk"
- Move around the classroom as you work with the students
  - Student behaviors are proportional to distance

Andragogy- Teaching Strategies for Adults

Many of the strategies discussed under pedagogy can also be used when working with adult learners. In fact, many of the strategies are interchangeable. You can always experiment with the strategies depending on your audience to see if you can find a combination that works for both you and them. Below are a few learning strategies that are commonly used with adult learners, but some of these can be used with high school students too.

- **Hands-on learning**- students are trained to understand how to collect and digest information in a classroom setting as they are immersed in this environment day after day. Once we are removed from that environment for a while, many adults adjust to learning in different ways. Commonly, as we get older, many adults prefer the kind of learning environment that allows them to learn through hands-on experimentation. Therefore, reinforce learning with activities when you can.
- **Redirecting questions**- Whenever someone asks you a question that you think the audience should know because it was covered in the content, redirect the question to the audience and ask if anyone else can answer the question. You can even ask someone to demonstrate through one of the tools to find the answer. This promotes student-to-student interaction and makes them less dependent on you.
- **Apply knowledge to life experience**- many adult learners can make new concepts stick if they can relate how to apply the knowledge to a real-life scenario. Allow them to demonstrate concepts using personal experiences.
- **Case studies**- Much like the life experience approach, students can absorb new knowledge by engaging in active discussions about issues and problems inherent in practical application, but the scenario does not have to be personal. In fact, you can provide the scenarios and have students role play ambiguous or challenging topics
- **Classroom or group discussions**- There are many ways you can stimulate discussions. Discussions can occur as an entire class group, or in smaller groups. Having participants discuss content or ideas can help them process or understand differing points of view.

- **Active learning**- learning environments that allow students to talk, listen, read, write, reflect and problem-solve. Active learning means students are applying the knowledge they are learning in some way
- **Cooperative learning**- systemic teaching strategy that encourages small groups of students to work together to achieve a common goal
- **Visual thinking**- visualizations such as diagrams, charts, drawings, or pictures can help students understand complex information. You can choose to either present information in a visual way or assign an exercise to ask the students to make a visualization of the content. Both approaches work well with students.
- **Integrate Technology**- using technology when appropriate to enhance the learning of students. This could be the use of online tools, websites, or even smart phone/tablet apps
- **Distance Learning**- Any form of teaching and learning when the teacher and students are not in the same room at the same time
- **Test then tell vs Tell then test**- adults traditionally come into sessions with some prior knowledge while not all students do. With students we tend to use a tell new knowledge than test to check for understanding. With adults, we can start with the test to gauge knowledge or help you determine where to focus discussions, then we can move on to telling the new content
- **Ask Why instead of What**- Force participants to dive deep into the Bloom's taxonomy by asking them WHY instead of what. Forcing yourself to come up with some good why questions can also be beneficial for their ability to absorb and apply the information
    - For example: Instead of asking, "What can students learn from the Texas Reality Check tool," ask instead, "Why do you think Texas Reality Check is our most popular tool with students?"
    - Now they know it's our most popular tool, that students like it, and they will be able to identify the value of what the students learn by determining the reasons why students enjoy using it.

- **Direct questions versus overhead questions**- Overhead questions are questions the instructor tosses out to the class as a whole. A direct question is one presented to a specific person in the room. Either type of question can be used whether to draw out participation from a reluctant student, to quickly gauge understanding from everyone, or to force one person to focus on a question (helpful if you have a disruptive participant)
- **Open-ended and closed-ended questions**- a closed-ended question is one that can be answered with a simple one-word response, such as Yes or No. An open-ended question is usually one that requires a deeper response and therefore time for contemplation.
    - Checks for understanding can be done with closed-ended questions
    - To encourage students to analyze and synthesize information, ask open-ended questions
    - If participants get stuck on open-ended questions, redirect the question to the room to solicit help in offering a response
    - Beware of starting questions open-ended and then talking your way through so that you end with a closed-ended question. Participants will always cling to a closed-ended question if given the choice
        - For example: "Susan, describe for me the process you used to determine which occupation pathway you selected? Did you use Texas Career Check?"

Adult Classroom Management Strategies

Again, some of the strategies pointed out in the student's classroom management section can be used for adults as well, but to be honest this is not really an issue with the groups you will be presenting to. The fact that you are commonly facilitating to educators and counselors, there is not much you need to do to keep them on task, but it is still essential that your environment be comfortable and engaging. Here is a brief list of recommendations you can use with your adult learners:

- Adults need to know why they are learning so don't just give them objectives, tell them how meeting those objectives will help them
- Establish expectations and ground rules
    - Let the participants establish the rules rather than simply reviewing a list you came up with yourself
    - Whenever there are issues with behavior, point back to the expectations set by the participants
- Direct questions to individuals who are disengaged
- Manage debates and discussions carefully
    - Give everyone a chance to speak and draw out those who are quiet
    - Ensure all perspectives are heard
    - Ensure you have a method prepared to end the discussion and transition into a new topic when the discussion has run its course

Cleaning Up Your PowerPoint Slides

You will be given a number of ready-made presentations to use as your starting point. Each presentation can be adjusted to include your regions pertinent data, or to modify as you see fit. If you make content changes to the presentation that you think are beneficial, as a whole, be sure to share with the team at one of our booster trainings!

No matter what the content is you are delivering, you must be sure not to overwhelm or underwhelm your audience. This way you can ensure they are always engaged and learning from their interactions with you. If you have never seen it, take a few moments to watch the famous YouTube video called "Death by PowerPoint." It is a very instructive video on the common pitfalls that occur in presentations and how you can avoid them. The advice in the presentation can be summarized by the following bulleted lists:

Students learn more when:

- Presentations offer material in short phrases rather than full paragraphs
- Teachers talk about the information on the slides rather than having students read it
- Slides include relevant pictures

- Students take notes only while the instructor is not lecturing
- Students are given the PowerPoint slides ahead of time

Recommendations:

- Minimize music, sound effects, animations and background images
- Spoken words with pictures are better than pictures with text
- Use simple cues to express important points, such as: text size, bolding, italics, or text boxes
- DO NOT put every word you intend to speak on your slides.

According to Vanderbilt Universities' Center for Teaching Website (a fantastic resource on teaching methodologies and activity suggestions) there are certain characteristics that the students on their campus identified that they liked or didn't like about their Professor's PowerPoint presentations. Consider these recommendations when creating your own presentations.

Don't Like

- Too many words on a slide
- Clip art
- Movement in slide transitions or word animations
- Templates with too many colors

Did Like

- Graphs that increase understanding of the content
- Bulleted lists that help them organize ideas
- PowerPoints that help structure lectures
- Verbal explanations of pictures/graphs help more than written clarifications

Recommended Exercises and Activities

The following pages contain some definitions of collaborative learning strategies you can use with students of all ages, as well as some activities that may be useful as well. These are by no means strict guidelines as to the only activities you can use in your class presentations or training sessions. These are just recommendations. If you have some tried-and-true lessons or activities you want to incorporate with this role, feel free to do so. The key to be a great Education Specialist is to be flexible with what you do and to experiment often with your options; but also do not be afraid to stick with activities that work well for you.

Your audience will definitely let you know when they are no longer interested or stimulated by what is happening during a session. You can tell by mere observation when they are no longer engaged. If that happens, refer back to some of these suggestions and find another approach to tackling the content.

Collaborative Learning Strategies

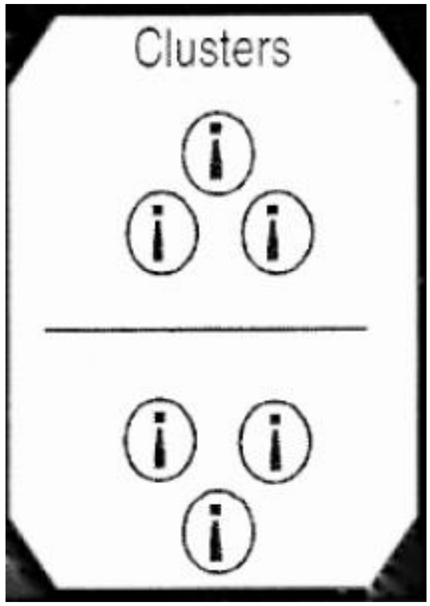
Assigned Discussion Leader

One person in the group is asked to present on a topic or review material for the group and then lead the discussion for the group. This person should not be the regular group leader.

Hints

When assigning a discussion topic to individual members of the group, you may need to be prepared to allow a little time for the person leading the discussion to prepare for the discussion. This technique works best when everyone or nearly everyone in the group is given an assignment to be the "expert" on.

Clusters

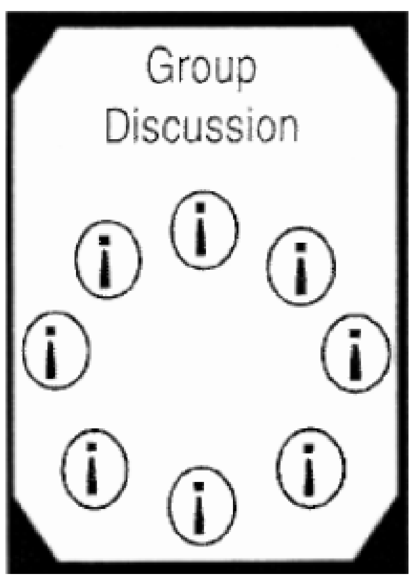


In *clusters,* group participants are divided into smaller groups for discussion. They may also be allowed to self-select the small group they want to be in. After discussing the assigned topic, the cluster may report their findings to the large group.

Hints

If possible, see that each group is provided a flip chart or a space on the blackboard to record the important points of their discussion. Allow time for each group to report back to the large group. You may have to assign someone from each group to report back.

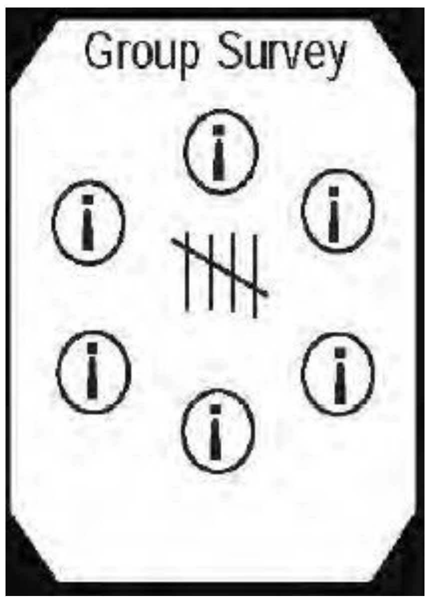
Group Discussion



A group discussion is, more or less, just like it sounds: a general discussion of an issue or topic by the group. Individual members are free to contribute or not contribute.

Hints
This is the most common form of collaborative learning. It is also the form that requires the most skill to use successfully. Ideally, everyone is actively involved in the discussion and the discussion topic is of equal interest to all group members. When group discussion is successful, it may be difficult to determine who is actually leading the discussion.

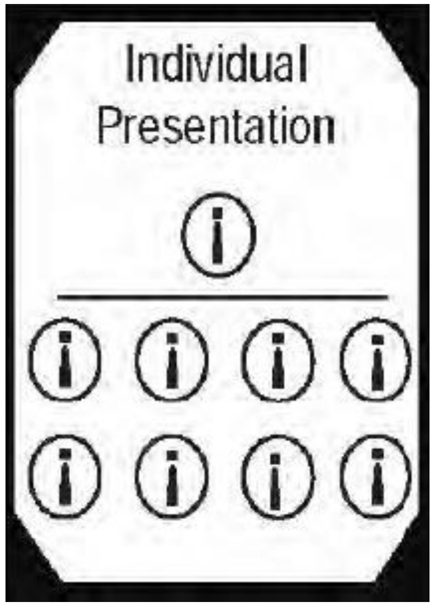
Group Survey



Survey each group member to discover their position on an issue, problem or topic. This process ensures that each member of the group is allowed to offer or state an individual point of view.

Hints
A survey works best when opinions or views are briefly stated. Be sure to keep track of the results of the survey.

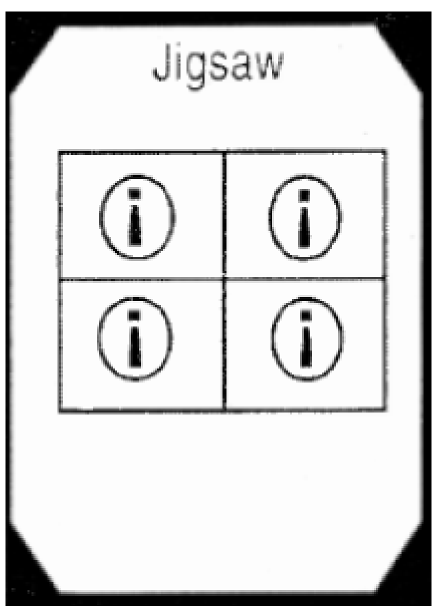
Individual Presentation



An individual presentation is an uninterrupted presentation by one person to the group. Group members present on a topic, question, or issue to the group. Unlike an "Assigned Discussion Leader" this is a formal presentation delivered to a captive audience.

Hint
Use of individual presentations should typically be used sparingly and only when independent research is required.

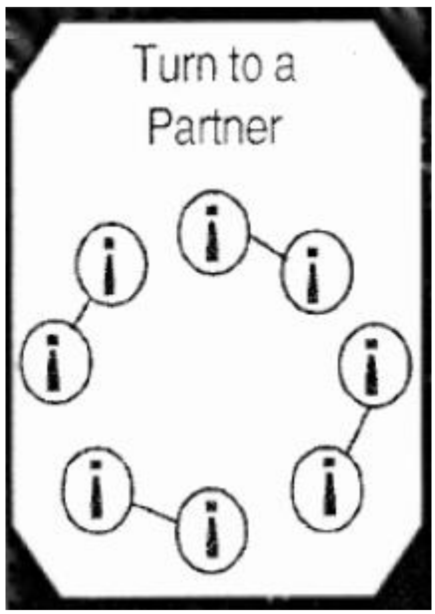
Jigsaws



Jigsaws, when used properly, make the group as a whole dependent upon all of the subgroups. Each group provides a *piece of the puzzle.* Group members are broken into smaller groups. Each small group works on some aspect of the same problem, question, or issue. They then share their part of the puzzle with the large group.

Hints
When using a *Jigsaw,* make sure you carefully define the limits of what each group will contribute to the topic that is being explored.

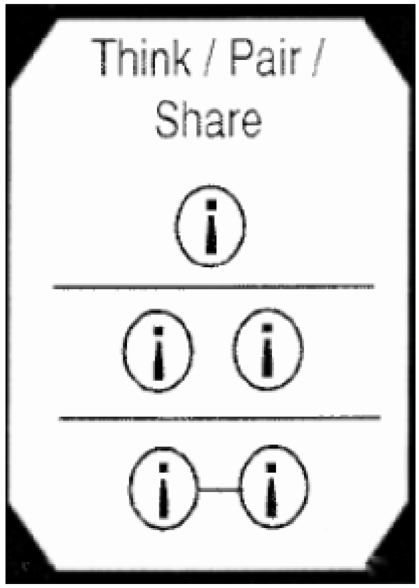
Turn to a Partner



Group members work with a partner on an assignment or discussion topic.

Hints
This technique works best with group participants who have already been provided with enough background on a subject that they can immediately move to a discussion with their partner without previewing or reviewing concepts.

Think/ Pair/ Share



Group members work on an assignment or project individually and then share their results with a partner.

Hints
The goal of a Think/Pair/Share is to allow participants time to think BEFORE they discuss. Research shows that when people are given time to contemplate an answer to a question, their answers differ from those they would give if they responded immediately. When doing a Think/Pair/Share, give participants a specific amount of time (30 seconds, five minutes, etc.) for the "think" portion.

Learning Strategies

The following strategies can be used with a group or even a single student. They can also be used with both young students and adult learners. Try as many as you like and stick with the ones that give you the best results.

The Big Picture

This exercise is a good one to help students make a visual map to show how some skills are connected to multiple jobs or for students to make a visual timeline of a career plan, or even a visual of an occupation character with identified skills or requirements.

Definition: This activity allows students to recreate (on a large piece of paper) visual study tools such as the different career pathways available, timelines, informative info graphics, etc.

Procedure:
Step 1. You draw the structure on the poster board or white board using different colors or pull up a digital image online or in presentation format for students to see

Step 2: Use the graphic to discuss the topic with the group

Step 3: Students recreate the visual on large pieces of paper using colored markers adding new information as we discuss it

Step 4: Have students take a picture of the poster to use again or study from later

Step 5: When everyone finishes, discuss how being able to see the "big picture" helps them understand and retain the material

Step 6: Encourage students to add to their visual as they are given more information in the future

Brainstorming

This exercise works well with trying to help students identify occupation titles.

Definition: Brainstorming is a method to generate a multitude of ideas free of criticism. Brainstorming helps in writing papers or essays, having conversations, problem solving, and more.

Rules: Everyone contributes. No answer is wrong. Write everything down except repeats. All answers are accepted. Welcome non-traditional ideas. Stop when the preset time limit is up.

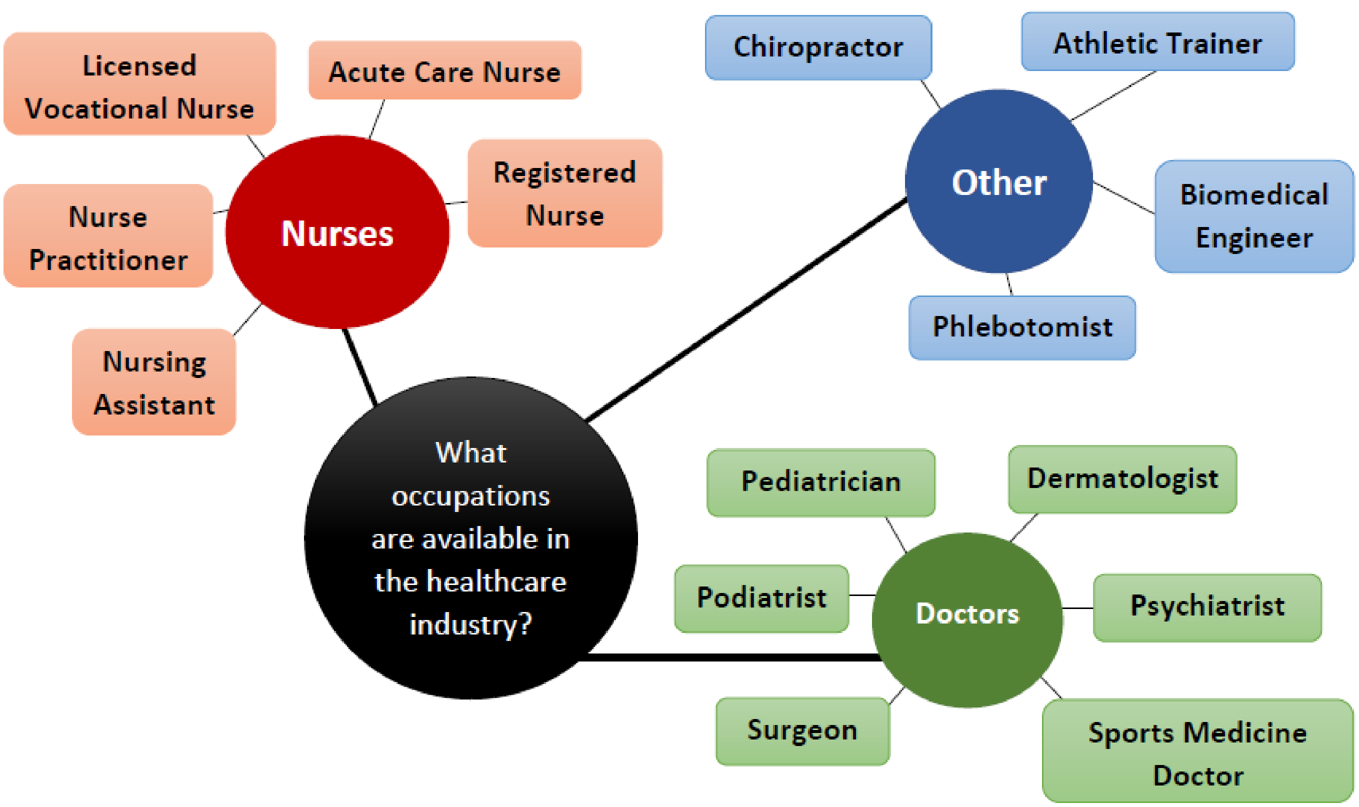
Procedure:
• Use groups of 3-5 people. Keep in mind some students may need to learn the rules of brainstorming. Define the time limit of the exercise.

• When time is up, group all responses into like groups (such as career clusters or industries). Don't forget to combine and improve ideas where appropriate.

Ideas to remember about brainstorming:

- Focus on the quantity of responses. More ideas mean that you will have a greater chance of exposing kids to new occupation ideas
- No idea should be criticized. Any ideas should be encouraged no matter how crazy or silly it may seem. This should be a fun and positive event
- Non-traditional ideas should be encouraged. Think outside the box. New ways of looking at occupations could make for an interesting conversation
- Don't forget to work with the TWC career exploration tools at the end to explore some of these job titles, especially those that are new to the students
- You can focus the brainstorm session even more if you have students only produce occupations they know of in specific industries or businesses

For Example:
What occupations are available in the healthcare industry? -or- What jobs are present in a retail store?



Career Cube

This exercise is good to use for both young students and adult learners. It is the perfect exercise to use after showing an audience how to navigate through the Texas Career Check website.

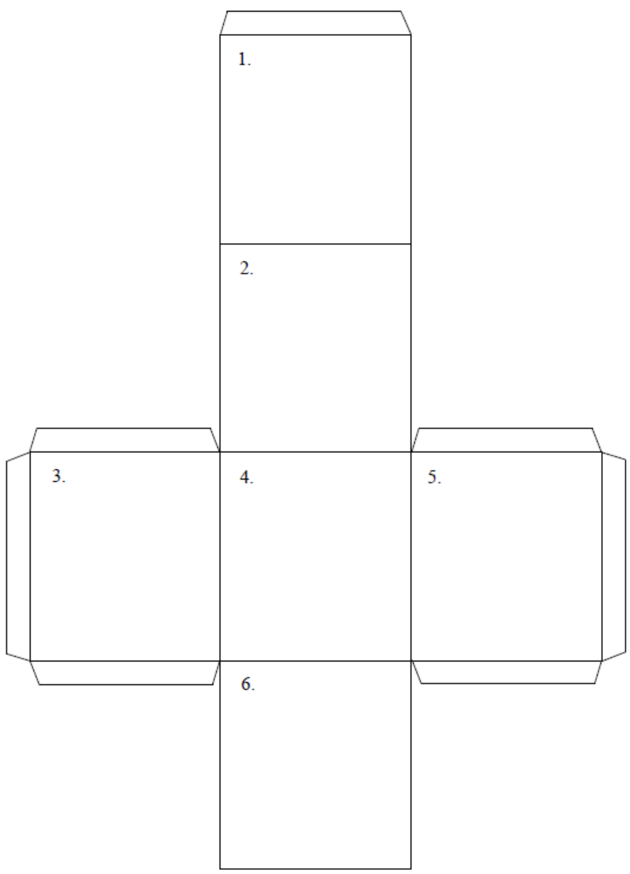
Definition: This kinesthetic activity requires students to complete career research in order to complete the cube.

Procedure:
Step 1. Neatly fill the following information in each separate square of the cube:

1. Your name and title of chosen career
2. Job Description
3. Two-to-three skills needed for the occupation
4. Level of Education required
5. Annual wages (including both starting and experienced salaries)
6. A reason why you would like this job

Step 2. Outline each square in a different color then fully color in the square

Step 3. Cut out and assemble your cube



Chain Link Vocabulary

This exercise is great to help students learn soft skills, financial aid terminology, or workforce and business jargon. It will take some time to properly complete the set up for this activity to ensure all terms are defined and that the cards match up to make a chain.

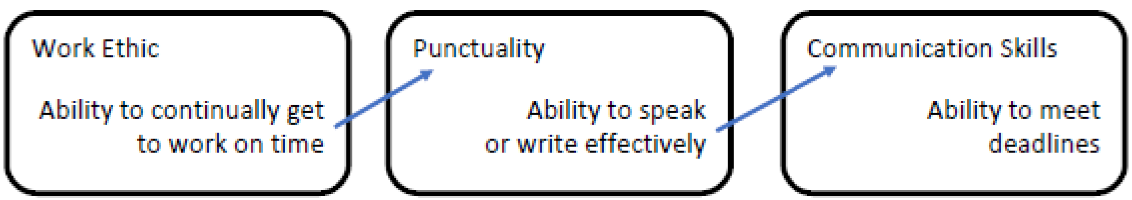
Definition: This kinesthetic activity causes students to ponder several different word/definition combinations to find the right pairs.

Procedure:
Step 1. Each student receives a card with a vocabulary word at the top and a definition at the bottom (the word and definition do not match)

Step 2: The student must match their definition to the person with the matching vocabulary word

Step 3: This continues until everyone is matched, making a chain

For Example:
If working with soft skill terms, you could have cards such as these:



Competitive Problem Solving

This exercise is great if you are working with a group of students who already have previous knowledge of some careers and their information.

Definition: This activity is basically a race where students compete to answer questions on the board.

Procedure:
Step 1: Split the class into two teams and have one team member from each team come up to the board for each round

Step 2: Put a series of 6 slides in a PowerPoint for each occupation you want to highlight. Each slide will contain one hint or data point for the occupation (such as level of education, job task, salary, industry, etc). This will ensure that the people racing can see it clearly and the rest of the class can as well

Step 3: Show each slide (or hint) and wait for several seconds before moving on to the next one

- The person at the board is the only one who can attempt to guess the occupation title as you move through the first 5 slides.
- The 6th slide will have the occupation title (or answer).
- If the student racing at the board cannot come up with an answer after waiting 10 seconds on the 5th slide, team members can then shout out ONE response to take a guess (but it must be an answer everyone agrees to).
- The team who gets the answer correct first earns a point for his/her team.

Step 4: As each occupation is guessed, answer any questions the students may have about that job

Divide & Conquer

This is a great exercise to use with faculty and staff during professional development sessions.

Definition: This strategy conquers difficult or abundant content by dividing it up among the members of the session to facilitate understanding of the whole by each member.

Procedure:
Step 1: Select a number of career exploration tools to explore or a topic centered on career education. If focusing on a concept rather than a tool, print up multiple copies of several articles focused on that topic

Step 2: Divide the participants into groups (or individuals if too few students are present). Divide articles or tools to be covered among groups

Step 3: Assign the articles or tools and ask each group to summarize the point of their material

Step 4: Each group will provide a summary of the material or tool they cover. Go first and demonstrate an effective summary before groups begin. Be prepared to emphasize any portions of the tool or topic that the participant might miss or misunderstand

Step 5: When all have shared their summaries, discuss the tool or topic. How does it relate to career exploration or research for students

Uses: This strategy can be used if participants come to the session without having prior knowledge of career readiness strategies or tools. The strategy also can be used to present very difficult or complex academic topics.

Group Quiz

This exercise works well if you have multiple visits with the same students or during longer sessions.

Definition: A Group Quiz is a quick quiz completed by individuals then discussed in a group. This strategy allows students to analyze material individually and then share their results in a group. Using this process can improve your student-to-student interaction and help check for understanding.

Procedure:
Step 1: Make an informal quiz over material or content you have shared with students in the past

Step 2: Split your students into groups of 2 to 3 and pass the quiz out to each group at the end of a presentation or upon returning after a previous presentation

Step 3: Give the students 10 to 15 minutes to work together to complete the quiz. Remember to keep the quiz short enough for students to finish quickly

Step 4: When the groups have finished their quiz, agree as a larger group, on the correct answers with participants, and use this opportunity to discuss the more difficult questions

In Your Own Words

This is another great exercise to help student better understand soft skill, financial aid, or workforce vocabulary. This exercise can be completed individually or in small or large groups.

Definition: Using paraphrasing, students will be forced to think about vocabulary words differently.

Procedure:
For a Vocabulary Word:

Step 1: Provide a list of vocabulary words to a group (or an individual)

Step 2: Have students write the formal definition for each word as they found them online, in a dictionary, or from notes from one of your lectures

Step 3: Have them rewrite the definition in their own words

Step 4: Have students write one word or draw a picture to summarize or remember the word

Definition from presentation	Definition in own words	Word or picture to remember

Identify the Big Picture

This is a great way to help close up a presentation if you have a few minutes at the end but don't have a lot of questions. For faculty members who can sometimes be overwhelmed with the amount of information we present, this could be a great way to take home a list of highlights.

Purpose: This strategy helps students to deal with the volume of information as well as identify and organize the information presented.

Procedure:
Step 1: Ask each student or participant to tell what he/she thought was the most important concept they learned during the session

"If you could only take home one thing from the information presented, what would it be?"

Step 2: Ask each student to offer a different "take home"

Step 3: Ensure everyone takes notes on all contributions

Incomplete Worksheet

This activity works well in ensuring all students stay alert and engaged during your presentation. It is especially helpful if their teacher lets them know that their worksheets will be picked up at the end of the period and graded.

Definition: The Incomplete worksheet helps students recognize the main points of information given in lecture. Determining the major points can help to sort information and locate the ideas being communicated, making connections easier to find and understand. It helps the students to figure out what's important, and they keep it to refer back to later.

Procedure:
Step 1: Hand out a worksheet to students which has some of the information missing. Explain that they will need to pay attention during your presentation to fill in the blanks

Step 2: The audience will fill out the missing parts as a way of taking notes

Note: This activity is an excellent way to gradually promote student independence. If you have the opportunity to visit the same students multiple times, you can change how much you leave blank on the worksheets each time you go. At the start, you can provide worksheets that are nearly complete. As you visit again, make the worksheets more and more incomplete.

Example:

1. ______________________is the most important soft skill to have.
2. The estimated age of retirement for Generation Z is ___________.

Matching

This is a great way to help audiences learn about matching skills to jobs, wages to occupations, education level requirements to jobs, and so much more.

Definition: This simple matching exercise can be performed on the board during a presentation or can be prepared on a worksheet beforehand. Be sure to put your students in pairs to complete the exercise.

Procedure:
Step 1. List possible occupation titles on one side of the board or worksheet

Step 2: List sample wages, education attainment, skills, or job duties on the other side

Step 3: Have the students work in pairs or small groups matching the jobs to the information provided on the other side

Note: Each occupation may have more than one match.

Matrix

This is a great exercise to use to help students with the career or post-secondary decision-making process.

Definition: A matrix is a chart of columns and rows that are used to compare multiple subjects. A matrix helps students to organize information by showing its relationship to similar categories of information.

Procedure:
Step 1. Draw the lines required for the number of items that you compare

Step 2. Label the headers with the items or concepts to compare

Step 3. Label each row with the comparison concepts

Example: Which job is the best for me?

	Computer Programmer	Paralegal	Diagnostic Medical Sonographer
Level of education needed			
Average annual salary			
Do I like job description			
Job prospects in the future			

Onion Peel

I like to use this exercise in place of Q&A at the end of training sessions with faculty and staff who may not always be willing to ask questions. I start the "onion" myself with some questions that are commonly asked and will write down questions I get asked privately during breaks or those questions that are placed in the parking lot. This exercise can be used with young students or adult learners.

Definition: This approach involves students asking and answering each other's questions. Students contribute questions on paper creating a "paper onion." Then the group answers the questions, peeling the onion.

Procedure:
Step 1: Using a half sheet of paper, ask students to write down a short-answer question regarding session content. They should be directed to ask a question of clarification regarding some aspect of the material which they do not fully understand

Step 2: Collect the first question, crumble it into a ball, and then continue walking around the room wrapping each sheet of paper around the previous sheet

Step 3: When all questions are handed over, and the onion is complete, toss the "onion" to a participant and ask them to "unpeel" the outside sheet and read the question. Anyone in the room can answer the question

Step 4: The participant keeps the peeled sheet, and then tosses the onion to someone else who repeats the peel and question portion. Continue until all layers of the onion are "peeled"

Alternative: This approach can be modified using a bowl or hat containing strips of paper on which students have written their questions. Pass the bowl or hat around and have students answer the question they pull out or work together to formulate the correct answer.

Pass the Marker

This activity works best in a computer lab with students but can also work if students are allowed access to their smart phones in class. You also want to run this exercise only if you have shown students how to research occupations using the TWC career exploration tools.

Definition: This problem-solving exercise gets every student in the room to participate.

Procedure:
Step 1. You write a list of items you would like to be identified for individual occupations, such as: wages (including starting, mean, and experienced wages), education requirements, job outlook, other associated occupation titles, number of

folks who have graduated with a degree for this job any given year, the number of job postings that have placed in the area for that job in the past 6 months-if any, if there are any internships in this area available for that job, and the endorsement the job is aligned to. Students will need access to all of our online tools to answer all of these questions

Step 2: You select the first student to provide the top data point about any occupation title you select. They can use their computer (or phone) to gain access to our resources to provide that piece of information. When they discover the answer, they come to the board and write it down

- If the student gets stuck, he/she can ask for help from others to find the answer or the tool recommended to find the answer.

Step 3: When the first student is done providing the first item of data, he/she selects the next student to go up and do the next step by passing them the marker

- This repeats until all of the data is provided and you do not have any other occupations to research.

Note: This activity involves more students while taking the pressure off of the facilitator to call on students who are often reluctant to participate; when called on by their classmates, they seem more willing to go to the board.

Peer Career Lessons

This is a great exercise for students you see repetitively or those you will have longer sessions with. They will need to know how to navigate our tools to complete this exercise.

Definition: This activity allows students to teach others about careers they are interested in.

Procedure:
Step 1. Divide the students into 4-5 groups

Step 2. Have groups either select a career they are interested in researching or you assign random careers to the students. Either way, you need to ensure they all have different job titles and there are none that are too similar. You want a good variety of jobs to discuss

Step 3: Give each group one career and have them write all of the information they can find about the occupation using all of our different tools

Step 4: Have each group come up and explain their occupations in as much detail as they can

Step 5: You can add or correct anything you feel is necessary

PowerPoint Discussion Questions

This exercise is a good one to use when facilitating a training session for CTE faculty or staff. This is a great way to get some good conversations started that can lead to an easy transition to discuss using our labor market data to make CTE programmatic decisions.

Definition: This group exercise allows participants to delve deeply into concepts and challenges and provides an opportunity for them to discuss the concepts or suggest solutions to program hurdles.

Procedure:
Step 1. Before the session, make some slides with two-to-four discussion questions on each slide that pertain to CTE programs, CTE faculty, CTE outcomes, CTE challenges, CTE roadblocks, etc

Step 2: Divide your participants into one group per question

Step 3: Assign each group one question to answer and defend

Step 4: Allow some time for the groups to create the main points they feel should be discussed to answer their question. If a group finishes with outlining their points before time is up, they can start coming up with ideas to contribute to discussion for the other questions

Step 5: Have each group give their answer for their assigned question or response to their discussion topic. They then need to explain their answer to the others, writing down their points

Step 6: Encourage discussion from the other groups and questions about the different answers

Note: This works best with application of concepts and "what-if" type questions.

Problem-Solving Customer Review

This activity incorporates case studies that the participants get to respond to determine how best to serve their audience/customer.

Definition: This exercise encourages participants to solve problems and share solutions and processes with a partner.

Procedure:
Step 1: Split the students into two groups

Step 2: Give blank index cards to participants. Walk participants through important tools and resources for students, the special features in each resource, when to use them, and how to use them while the students write this information on the index cards

Step 3: Provide each group with a case study that represents a student with a particular career or college readiness challenge

Step 4: Each group should receive a different problem that they work through together. They can refer to the index cards to help them work through solutions or suggestions

Step 5: Each student from group 1 pairs with a student from group 2 and teaches his/her new partner about their case study and the solutions that were determined. When complete, the student from group 2 teaches his/her partner case study and solution assigned to him/her

Note: Each case study should read like a story.

Reciprocal Questioning

This is a good exercise to use to encourage students to synthesize new information and paraphrase what they learned into their own words.

Definition: Reciprocal Questioning is an alternating question-and-answer process that aids students in a deeper understanding of content. You allow the students to ask questions of you first, and then you answer and ask questions of the students.

Procedure:

Step 1: Select a brief but important section of a presentation you gave or material or data you handed out

Step 2: Prepare varied questions over the material (factual, inference, application, or evaluation, see Bloom's Taxonomy page 25 for ideas on different ways to phrase questions). Include at least one question that requires the students to make a prediction based on the material. (e.g. What kinds of skill do think will be important for the workforce of the future?)

Step 3: When students ask a question, you answer. Then, you ask a question and the students answer

Step 4: When students ask a question that extends beyond the content of your presentation, model your thinking for the students. If you do not know an answer, it is okay to tell them that you do not know, but then model how you would think about it and where you would go to find out about it

Step 5: When you answer a higher order question, it is appropriate to ask the student or the group for input. For instance, you may say, "Is that what you had in mind?" or "Did someone think of a different response?"

Ideas to remember:
1. Using this strategy requires you to have a strong knowledge base.

2. When you or a student finishes answering a question, try to redirect to extend the discussion if you feel the topic is important to emphasize.

3. It is okay to answer some questions in order to keep the discussion moving.

Six Second Resume Challenge

This fast-paced online game, helps players understand what it feels like to be an employment recruiter in today's workforce. This is a great game for both high school students as well as adult learners.

Definition: What can you do in six seconds? If you're a recruiter, you can identify a promising candidate for an open position. So, what exactly stands out in such a quick glance—and how can you make sure your own resume makes a lasting (but quick) impression?

You can better understand the perspective of a recruiter by playing the 6-Second Resume Challenge. It shows you a series of resumes for an entry-level customer service role but gives you just six seconds to make a snap decision about each candidate.

Procedure:
Step 1: Go to https://resumegenius.com/6-second-resume-challenge

Step 2: Click start to begin the challenge

Step 3: View a series of resumes for an entry-level customer service role, and in 6 seconds make a snap decision about whether or not you would keep or reject the candidate

Note:

- The seconds tick down a lot faster than you would expect
- If you need a few more seconds to process all that information? After completing the exercise, you can review the resumes in a timer-free environment, taking an extra few minutes to see if your keepers aligned with the candidates a real recruiter would have chosen.
- You'll start to see a few patterns. Overall, the "keeper" resumes:
    - Were neatly organized and easy to read
    - Included no grammatical errors
    - Demonstrated accomplishments with quantified results
    - Listed prior experience in a way that was relevant to the open position
    - Made it easy for the recruiter to contact the candidate

Maybe you already knew those tips. But by experiencing those six seconds of pressure, you really start to get a feel for what your resume may be lacking and how you can improve its at-a-glance appeal.

Timelines

This is a great exercise to help students visualize the time needed to not only map out a career goal, but to also do this for multiple goals so that they can make comparisons on time commitments based on education requirements or pathway options.

Definition: Timelines can be an effective way to show a continuum of events or ideas. Students can use timelines as a frame on which they can hang additional information.

Procedure:
Make sure that the dates are truly important before using this procedure. Then, you make a brief, very general timeline of events needed to occur to reach an occupational goal and include the estimated dates that they would be completed assuming success at every point. Give this general timeline to the group at the beginning of the session to use as an example.

Then, have the students draw a duplicate timeline directly below the one you constructed. They should work in pairs to find key estimated dates based on job requirements and time for skills development and place them on the new line. Discussion should center on requirements which are fixed, how salary ranges will change based on experience levels, and an estimation of how long it might take for them to earn the salary they desire.

Notes

Notes

Providing Services in a Virtual Environment

First Impressions Matter

How your audience will respond to you as a virtual presenter is a direct response to how you present yourself in a virtual platform. Their decision to be engaged, focused, and participatory happens in a matter of seconds upon seeing you for the first time. Therefore, ensuring you have a professional and effective set up is critical to setting the tone that you are a competent (and interesting) virtual presenter. With that in mind, follow the guidelines below to ensure you always put your virtual best foot forward.

Guidelines to be an Engaging Presenter

When it comes to your cyber presence, there are some things you definitely want to practice and some things you want to avoid. The following bullets will highlight some of those important differences while the sections which follow will expand upon each of the best practices further.

Virtual Practices to **Avoid**

Before You Present

- Not knowing how to use your virtual platform and tools
- Not making a plan to present from
- Not understanding your audience
- Using visual aids that are not interesting/ text-heavy/ or are not meaningful to content presented
- Not having a back-up plan or back-up presentation files
- Not practicing your presentation (with your platform) ahead of time

Your Virtual Set Up

- Using an unstable WIFI source
- Presenting without a moderator or co-facilitator
- Using the built-in audio input and output devices on your laptop/computer
- Not performing a sound check or presentation tool check prior to a session
- Having your primary light source set up behind you
- Using a background (or background effect) that is distracting
- Setting up the camera below eye level
- Setting the camera up too high so you have to look up at it
- Being too far from your camera; or being too close

During Your Presentation

- Slouching in your chair (if seated)

- Moving/shifting around too much (if standing)
- Moving the camera a lot
- Walking around while holding the camera
- Never making "eye contact" with the lens of your camera while talking
- Speaking overly excited and rushed or monotoned and slow
- Not providing interactive activities for your audiences

Your Follow Up

- Not following up with event coordinators
- Not collecting feedback from participants
- Never watching recordings of your sessions to find ways to improve

Virtual Presentation/Training **Best Practices**

Before You Present

- Know what you are doing
- Make a good plan of what you will say or content to cover
- Knowing your audience well
- Have visually appealing slides (if you are using them)
- Send your presentation files to others ahead of time
- Practice your session ahead of time, and more than once

Your Virtual Set Up

- Bring along a second facilitator/moderator to monitor chats, Q&A or deal with technical difficulties
- Plug into your modem if you can, or connect with designated hot spot
- Complete a sound check prior to every presentation; particularly if you are incorporating video into your presentation
- Turn off your phone so you won't be distracted
- Get the lighting right
- Choose the right background
- Set up the camera at eye level
- Position yourself so your head and shoulders are framed well

During Your Presentation

- Stand if you can or commit to sit (at attention) without getting too relaxed
- Keep the camera in one fixed position
- Be animated, but not over the top

- Pace yourself
- Engage your audience, and do it often
- Be yourself and enjoy each presentation and audience

Your Follow Up

- Record your sessions to watch again later so you can improve the next time
- Reach out to whomever you worked with to set up the event to thank them
- Provide an opportunity for participants to provide feedback
- Review that feedback with an open mind and incorporate improvements

Virtual Best Practices for Before You Present

Your virtual sessions will run a lot smoother the more you ensure your set up is effective and serves the needs of your audience. Therefore, we recommend you follow the guidelines below.

Know what you are doing

Know what you have, how to use it, what it sounds like, and how to help your audience engage and access your resources effortlessly. This starts with knowing which virtual platform you will use to provide your presentations and whether or not your audience is familiar with it too. In some cases, the platform we can use based on agency or board safety concerns is not necessarily the same platform your customers have been trained on or are using.

If your customer is adamant that a particular platform is required, and they have access to it, you can ask your customer to host the virtual space. On the day of the event, you can sign in as an attendee, and they would change your role to a co-presenter, facilitator, or host when you log in. In the case that your customer opts to provide the virtual meeting space for any sessions, keep in mind this would require that someone on their end moderate the session and control functions such as muting participants, monitoring the chat, helping with technical issues, etc.

Whether you host the virtual meeting or others do, you need to ensure you are familiar with the software you will be using so that your session goes off without a hitch. This may mean some research and video tutorial training before you even start to consider the content you deliver, but we promise you that this preliminary work will pay off in the end if it makes you proficient in the platform you will use for a session.

Having the Right Equipment

The next thing you will want to ensure you know how to use is the equipment/ hardware you will use for your virtual sessions. Specifically, this means your camera, mic, laptop, and WIFI source.

We do not intend to list any equipment brands we suggest you use. Instead, we will include considerations to keep in mind while you are shopping around for equipment and using these to determine the right fit for you and your team.

Camera:

In most cases, the camera built into your laptop will suffice for these needs. If, you are using an older laptop or the quality of your camera is not the best, consider using the camera in your smart phone or an external webcam. Both external cameras and smartphones can be assigned to your laptop as the camera source using USBs, cables or Bluetooth connections. Be sure you know what connection hub options are available before you purchase any cameras. Also, be sure you can get a tripod which would fit not only your camera, but that you can either attach to your laptop or have the desk space to set it up close to your laptop or monitor. Ultimately, your aim here is to be able to produce a clean and steady image for your audience.

Mic:

Though your laptop will also come with a built-in mic and speakers, we highly recommend that you use outside sources for both of these functions. If you use both the internal mic and speakers, you will unintentionally create an echo chamber every time you are unmuted in any meetings or presentations you attend because of the fact that your mic will pick up what is being said and will feed it back to anyone in the session.

A great (and cheap) alternative is any pair of earbuds with an in-line mic. These can be connected to laptops by USB, the headphone jack, or Bluetooth. In addition, there are many other external mics, headphones or combination headphones with a mic you can choose from online resources. Feel free to shop around and always ensure the set you choose to use is compatible to connect to your laptop.

Laptop:

Literally any laptop with a good WIFI source and updated hardware and software can be used to host or attend virtual meetings and presentations. The key here is to make sure you are familiar with the laptop you choose to use or are assigned. With that said, we don’t recommend you try to host any sessions on a laptop that is brand new to you. Unfamiliarity with your device can really complicate what may otherwise be a simple session.

WIFI:

Speaking of WIFI, you want to ensure you have a strong WIFI source available to you; particularly if you are the person hosting an event. If you are able, connecting your laptop directly to your modem may be the best way to ensure your WIFI connection is strong. If you are unsure of the stability of your WIFI or whether or not you will have enough bandwidth, purchasing a hot spot or using your smart phone as a hot spot during a presentation is another way to ensure you can host a session with stability and confidence.

Make a Plan

Another importance piece to knowing what you are doing is to put together a solid plan of what you intend to cover in your sessions, and how you plan to deliver and visualize the content for your audience. The plan should be thorough and driven by the outcomes you want your audience to gain by attending your session. One way to determine the outcomes is to consider what the purpose of your session is for. Here are some good questions to think about to help you determine both the purpose of your session and what your outcomes will be:

- What does your audience want to know?
- What does it need to know?
- What problem does you audience hope to solve?
- What will the audience members be able to do once they have completed your training sessions?

Knowing these answers is critical to helping you plan out and design a presentation that meets the specific needs of your audience. This will also make the content you deliver interesting and relevant for that audience.

One final thing to consider in your plan, is that you should know what you want to say in your session but avoid writing a script for your video presentations unless it is necessary for closed captioning reasons. We recommend avoiding a script not because we want your session to be unrehearsed or spontaneous—we actually want you to know what you will say ahead of time—but because if you have a script written and available to you, you may have an inclination to just read the script when you are recording or providing the session live. This would make for a very dull and unengaging session. If you take the time to plan ahead, create interesting visual slides to use as a reminder cue for the topics you want to cover on each slide,. If you practice the presentation more than once, you will be prepared to provide a session that is rehearsed without it appearing to be too practiced or unnatural.

Know your audience

Knowing your audience is one of the most critical components in the “know what you’re doing” piece of preparation because it can inform so many other areas of the preparation work. You should be able to define the following:

- Who your audience members are
- What they need from your session
- How you can help them
- How is the information you will share useful to them (how can they apply it)

- How they prefer to communicate or learn, and
- How to keep them engaged

If you get this piece of preparation right, some of the other parts will be easier to complete.

Length of session

The first thing to understand about virtual presentations in comparison to face-to-face sessions is that a virtual session can me more mentally taxing on your audience, and yourself, because your participants will need to be literally plugged into the session and therefore stationary for a time. For some, this can be challenging or a sensory overload. It will also require intention on the part of the participants to remain engaged in what is happening on their screen in comparison to what is happening in their environment. This too can also require a lot of concentration. Finally, you will be tasked with delivering information to the audience as well as juggling the logistics of a session and doing what you can to ensure participants are engaged and interacting with yourself and others in the session.

Needless to say, this means every virtual session can lead to mentally exhausted participants and facilitators. With that in mind, we suggest you schedule the length of each session accordingly. In some instances, you may be told the exact length of time you will have available for a session and you work around that. These are the easiest session perimeters to work with. In other cases, you may be tasked with determining the length of time for your session. To do this well, there are a few things you need to consider:

1. What is the most important information your audience needs to take with them?
2. How much time do you need to get them that information while also providing an opportunity for them to complete some activities using/applying the new information?
3. Is there additional content you can add to the session which would supplement their learning?
4. OR- would you and your audience be better served to break down your content into multiple sessions if you have that option available?
5. Can you include activities/lessons your audience can participate in during your session; as well as later on their own?
6. What additional virtual sessions or learning will my audience be doing the same day as my session?
7. How old is my audience?

Once you have this knowledge, determining a suitable timeframe for your session should be easy.

Know Your Interactive Options

Something else you need to consider is the fact that as the facilitator of the session, your audience will expect that you know how to use and control all of the tools and options available in the session. Therefore, it is to your benefit that you become familiar with how to use and operate the following functions which may be available in your virtual platform.

Chat:

The chat option is usually always provided for participants, but hosts can choose to remove this function. The chat tool allows participants to communicate with the host, facilitator or moderator in a virtual room, but more importantly, it is the only way for participants to communicate with each other aside from taking themselves off of mute and/or turning on their cameras.

As the facilitator, you will have the ability to include or remove the chat function. If you choose to include it, you can also determine who the participants can communicate with via chat; just the presenter, host, or moderator (the panelists of the session) or the other participants as well. You even have the ability to allow participants to speak to panelists or other participants privately or you can shut that function off. You get to decide.

Breakout rooms:

This function allows participants to work in smaller groups separated from the larger group. This can be particularly useful if you want to include collaborative exercises in your session. Participants using this function for the first time, may be nervous or overwhelmed, so it is particularly important that you are comfortable with this tool as well as moving yourself in and out of the additional breakout rooms so that you can check in periodically with each team when they are in the smaller sessions.

Q&A:

Though the chat function is usually always turned on, the Q&A function is one the facilitators must turn on to use (in most platforms). If you want participants to place questions in a specific area (so you don't have to dig through the chat to find questions) this is the tool you want to use. Before your session starts, as a panelist, you can set up the tool to determine if you want all participants to see the Q&A content or just the panelists.

Polls:

An easy and quick way to get participants reengaged in a session is to toss out a quick poll and to share the responses with the group. This tool can come in handy especially if you want to gauge how much your audience is paying attention, because questions can be added to the poll tool quickly and made public to the participants. As answers come in (depending on the platform you are using), participants can see the poll dashboard changing and facilitators can even make a game out of it. If you find that your audience is suffering from screen fatigue, this is also a good tool to use to shake that off and refocus. If your virtual platform does not include a poll tool, there are plenty of them available online that are free to use. Google these tools to find them online:

- Poll Everywhere
- Kahoot
- Mentimeter
- Easy Polls

Whiteboard:

Many platforms also provide virtual whiteboards which participants can add comments, highlights, sticky notes, or questions to. These can be fun tools to use for a large group collaboration as well as in smaller breakout rooms, and it is a great way to encourage collaboration and individual participation and input. If your particular platform does not provide a whiteboard function, there are some free ones available online that work just as well. Google these to find them:

- Padlet
- Jamboard (from google)
- Ziteboard
- Explain everything

Visual Aids with Meaning

Another function you should be knowledgeable about is knowing how to create visual aids that have meaning for your presentations. This is especially important in a virtual setting because if you do not have visual aids created for your session, your audience is forced to simply watch you speak, watch others who have their cameras on, or allow themselves to be distracted by their environments. No one wants to attend a presentation where no visual aids are used, or worse, where the visual aids are text-heavy or boring. Therefore, spend the time you need on ensuring you create visually interesting and content-relevant slides to present during your virtual sessions.

Virtual Materials Matter

Just as your virtual presence is important, so too is how you provide opportunities for your audience to process, synthesize, and apply the information they are learning with you. Therefore, supplemental materials you offer to your participants should be available in a variety of formats. This will allow the participants to engage with the material in the structure which best meets their needs and interests. Below are some options in how you can integrate and disseminate activities and exercises to supplement your virtual experiences, but this is just a sampling of what is possible. The great thing about creating the best asynchronous experience for your participants, is that you can be creative in the approach, and it is relatively easy to experiment with your options to determine which method is best for which content or if you prefer to attempt to do something completely different.

Printed materials:

You read that right. There are some areas of the state where access to reliable WIFI is not always guaranteed. In such cases, we have been requested to send printed materials ahead of time to the school. The schools then facilitate the distribution of these materials to the students. In the past, that meant passing them out in the classroom on the day of our presentations. During the time of COVID-19 orders to stay in place, this meant schools were either provided a PDF of materials and they printed them out, they ordered completed materials from us and they were mailed to the schools, or the students were sent links to the materials and they had the option to print them out themselves. In the cases where the schools had the printed materials, community partners worked with the schools to provide porch drop offs to the students, students and/or families drove to the schools to pick up the materials, or the materials were included with lunches or supplies being provided to families in the community. Either way they make their way to your audience, do not forget about the importance of printed materials even in the event of providing only virtual sessions.

Online PDFs:

The easiest way to distribute materials to your audience is by providing them as PDFs. In this format, you can email them to participants, post them online somewhere and provide a link to them, or share them in your virtual space as attachments. All of these options allow your audience access to the materials at no cost and they can read through them at the time of the session and/or save them for later to work on as homework assignments.

When you have created your PDFs, always ensure that the documents you are sharing with your audience are accessible to anyone with visual disabilities or who may be using screen reader software.

Digitized PDFs:

One reason why we specifically enjoy using PDFs to share materials with our audience is because you can easily convert any PDF to be filled out digitally. This means your audience will have the ability to read through the document as well as interact with the content (so filling in answers, checking off boxes, etc) based on the digital options you build into the PDF. More importantly, this means you can send them a link to the document, and they can use it effectively without ever having to print it out.

Learning modules:

If you have the software available, creating online learning modules for your audience can be a great way of being able to deliver all the content you need while allowing participants to set the pace of how they take in and work with the information you are teaching them. This particular method has a huge learning curve if you are not familiar with building modules or have a platform available to house them, but it can provide some great options to teach or train your audience and keep them engaged. Therefore, if you want to try this method, we recommend you enlist some help from colleagues or partners who may be able to help you put something together and/or host your modules, or get the proper training you need to create these yourself. Keep in mind, that perfecting this may take some time and that is something to consider.

Google Classroom:

It's a fact, the majority of schools and ISDs are using Google Classroom and all of its in-suite tools. If you have access to this resource, it may be an excellent source to create multiple lessons and share them easily with others in one place. The key here is whether or not you can gain access to the Google suite of tools and filesharing based on the firewall or IT safety measures of your employer. Reach out to your IT support to determine if access to Google tools is an option for you and your team before you invest any time in learning how to use the tools.

Videos:

The final piece in the pre-planning phase is to consider your proficiency with, access to, and assistance you may have available for video creation. Incorporating videos in learning modules or even during a live session can be a good mental break for users who are reading a lot or learning by being spoken to in a virtual session. If you plan to use videos in your virtual learning offerings, be sure you are making quality videos which incorporate good-quality audio and visual aids. If you need assistance with this, follow the guidelines below.

If You Need to Create Video Content

If you are part of a regional team, please communicate with your immediate Supervisor to discover your Board's protocols for requesting help with the coordination and creation of videos for your team to include in your virtual sessions or post to your social media or websites. If you are a TWC state agency employee who needs to have video content created, please use the following guidelines:

- Collect a good idea of what you want/desire for the video to look like and its overall objectives
- Create a storyboard and/or all visual aid files which will be incorporated into the recording

- Create a script to go along with your recording (to be used for closed captioning)
- When you are ready to request help from TWC Communications staff, complete the following steps:
  - Using the TWC agency intranet, click on the tab for **TWC Service Portals** from the intranet homepage
  - Select **Communications** by clicking on that link
  - Select **Miscellaneous** under the service options provided by the Communications team
  - Complete all required information for your request, including as much detail as possible, and click **submit**
  - The communications team will reach out to you to coordinate the next steps

Back Up Plan for Everything

No matter what visual and supplemental content you take the time to create, you want to make sure your audience will have access to them. This may sometimes mean ensuring there is a backup plan in place in case, for any reason, your virtual platform or tools within the platform are not working right. This may also mean you share the materials and visual aids with your audience in multiple ways at several different times.

For example, if you are sending participants reminder emails of the session time and date, in your final reminder email, you can attach the documents they will be using in your session. We also recommend you send all of the materials and slide deck you plan to use to whomever you are working with to coordinate the session. This can be any co-facilitators or whomever is hosting the session. You can also simply save the files in several different locations such as your laptop, a flash drive, or in a Google drive or other similar online location. Either way, share them with others or store them in several locations, so if your computer decides to be difficult on the day of the session, you know there are other ways to ensure your participants can get the materials they need, and you can have access to your presentation slides.

Practice Will Make Perfect

The best way to ensure you are ready to present virtually, that you provide engaging and interesting sessions, and you are comfortable with the virtual platform you use is to practice, practice, practice. The more you practice, the more comfortable you will become with the tools, but more importantly, the more you will sound natural and at ease in the virtual space.

When you practice, you have the opportunity to record the sessions. When you do this, you can go back and watch them after you have spent some time away from the content. This will allow you to view the session from the mindset of the participant, and you can pay attention to how all of the aspects of your session look and make you feel. You can focus on different aspects of the video and watch it several times, always changing what you are focusing on as you watch. In this way, you can make notes on how you and the background look, how the audio sounds, if the visual aids enhance the experience, if there are any parts that seem confusing, or if there are parts you particularly like. Be sure to take all of your notes and use them to improve upon your performance, the content, or the visual or audio aspects of the session. Your audience will certainly appreciate you making this added effort to perfect your virtual performance. With that in mind, make note of the best practices and recommendations we offer in the next few sections and look out for these when you are reviewing any recordings of your sessions for possible improvements.

Virtual Set Up Best Practices and Recommendations

Bring a Co-Facilitator

If you have a colleague who is available to help you co-facilitate any of your virtual sessions, we highly recommend you bring them along. This is critical for the virtual environment because it is rather difficult to be the person who is presenting information if you are also the person in charge of facilitating the chat, Q&A, moving participants in and out of breakout rooms, or helping audience members with any technical difficulties they may be dealing with.

If you bring a co-facilitator to take care of these other aspects of the virtual environment, you can focus solely on presenting and engaging your audience without interrupting the flow of a session by having your attention pulled away due to the chat box or a question. Just as important as it is for you to practice your session ahead of time, it is equally important that your co-facilitator practice with you, even if that means they are just playing around with the tools in the platform while you present and record. This will ensure you are both prepared and that your co-facilitator can become familiar with areas in the presentation which may be good places to break in with questions or comments from the audience found in the chat or Q&A tools.

If a co-facilitator is joining you, be sure everyone understands the role they are filling and who will take care of what during the session.

Your Internet Connection

The ability to offer an effective session relies heavily on your ability to work with a reliable internet connection. Especially if you are the person hosting the virtual platform. Here are some tips which may help you ensure you have a strong internet source:

- Plug your laptop directly into your WIFI modem for your sessions, if you can

- Use an external hotspot like your smart phone or a MiFi during your session
- Ask participants to turn off their cameras to free up extra bandwidth if your connection is slow

Background/ Frame

One way to prevent needless distractions to your audience is to make sure you always present in front of a clean and decluttered background, or not using digital backgrounds that are distracting. Though it may be beautiful to have a background which includes the Eifel Tower or a mountainside, remember if the background is too interesting or entertaining, viewers will find it all too easy to let themselves be distracted by it.

Another aspect to guaranteeing that you are creating a visual set up that is not distracting to your audience is to ensure that you are sitting in the frame correctly. This means you are not too far to the right or left of the frame and you are not too close or too far from the camera. If you record your practice sessions, you can see how well you fit the frame and know if you need to adjust where you sit, or where the camera is pointed.

Lighting

You also want to check that you are well lit when presenting online. This means making sure that you are lights are:

- Not primarily set up *behind* you. This will put you in shadow and your audience will have trouble seeing you
- Not too warm (golden-brown tint) or cool (blueish-white tint) based on your skin tone. Again, pay close attention to how the light works with your skin and hair when you record and watch your practice sessions. You don't want the light source to wash you out or make you look like you're glowing unnaturally
- Not visible in the frame. This will also distract a viewer
- Flattering with the colors of clothing you plan to wear. During one of your practice recording sessions, be sure to wear whatever it is you plan to wear in the session to make sure it looks great with your light set up
- Providing 3-point lighting, meaning you have a light source to the left/front; another to the right/front, and one behind (but high) behind you. This is the set up that professionals use. You may or may not need this set up depending on the quality of natural light or other light sources already available

Some light sources you can use are:

- Open windows
- Lamps
- Professional "hot lights/lamps"
- Ring lights attached to a tripod or your laptop

Be sure to experiment with your lighting options and record yourself with the different options so you can pick the set up that works best with your situation.

Audio and Mic Check

We talked about your audio input and output options in detail earlier, but you will need to consider them one final time before every session. In fact, before every new session starts, be sure to perform a sound and mic check to ensure both are operating at optimal performance. This will not only ensure that your audience can hear you and you can hear them, but it will also ensure your audience is not distracted by sound quality and giving you their full attention.

Virtual Best Practices When Facilitating

To Sit or to Stand. That is the Question

Ideally, you will keep yourself in one position when you are presenting rather than moving in between sitting and standing. There are several reasons why you will want to do this and keeping things simple is the biggest one. Sometimes, you have to change from sitting to standing or vice versa in the middle of facilitating a session. If you can do this without upsetting cameras, lights, or mic equipment, give it a shot. Just be sure to check that your lights and the background are still working to your benefit. Also ensure you are still sitting in the center of the frame.

Some movement in your sessions may be good and even necessary, but there should be reason behind it, and it shouldn't be distracting. Therefore, if you are sitting to facilitate your session, make sure you are not slouching in your chair and are leaning slightly forward so your back is not up against the chair (and tempting you to get too comfortable). Also, avoid rocking or swiveling if you are in a chair that moves. Finally, if you choose to sit and deliver a presentation or run a meeting, do not do it in bed. Even if you are propped up against a headboard, you will appear too comfortable within the setting, and it may not feel appropriate to your audience.

If you choose to stand and present information, plant your feet and get a nice natural bend to your knees so you are not swaying, shifting your weight from foot to foot, or pacing. Also consider how your energy will feel to you and your audience should you make the choice to sit or stand.

You Have the Right Camera & Mic, Now What?

Most importantly, whether you or sitting or standing, there is one rule for your camera and mic: keep them stationary. If you are using the camera built into your laptop this can be easy, but if you are using a smart phone or external camera, we recommend you also use a tripod with it or set it on something flat and immobile.

The same needs to be said for your mic. If you are using an independent mic, set it up on a tripod as well and put in a place that is best to pick up your speech. If you are wearing your mic (using a lavalier mic or ear buds with an in-line mic) make sure not to fidget with it too much or move it around.

Look at the Lens

Looking directly into the camera lens is how you can connect with your audience members. When others are speaking, it is OK to look at their thumbnails on the screen, but you are never sure where your thumbnail will sit on your audiences' screen. Therefore, you want to make sure to look into the lens, rather than any other portion of the screen so that no matter where your thumbnail sits on their screen, your eyes will be pointed in the right direction. That way, you won't look like you're talking to someone off screen or being distracted by your environment.

Presenters who let their eyes wander away from the lens tend to appear disconnected to the conversation taking place, and it is really difficult for audience members to feel engaged with the experience if it is the presenter who seems distracted. If you need to occasionally look away from the camera to check your notes, think, to point out visuals, or to look at participants if they are speaking that is fine, and actually encouraged. However, much like you want to look into the eyes of someone you are speaking with, you should also look into the lens of the camera when presenting to keep the audiences eyes on you.

What You Say, & How You Say It

There are some items you should consider when it comes to how you speak in a virtual session.

Energy

No matter what, you always want to appear confident, relaxed, and like you are enjoying yourself. This will rub off on the participants and they will be more prone to participate if they are feeling comfortable.

Pace

Your pace, language, and speed should feel natural and not forced. If you happen to start late for any reason, consider cutting out some of the content of your session rather than trying to move through it all faster to jam it all in. If you're speaking or moving through the information in a rushed way, the audience will pick up on that energy and may start to feel an urgency to just get the session over with. This may cause some of them to “check out” early and not be engaged in what they could be learning.

On the other hand, you also don’t want to move through the content too slowly or speak in a monotone. This can do the opposite and rather than make your audience feel tense or urgent, you will make them too relaxed or bored. The result is the same though. You get an audience who is checked out and ready for the session to be over.

Jargon

Finally, consider the words you use in the session. Are they words your audience will be familiar with? Are they words you would need to define. For some, consider if this will this be the first time they are hearing them, despite the fact that you may be really familiar with them. If this latter situation is the case, you may find yourself using words, abbreviations, or acronyms that your audience is not familiar with and you can easily lose their attention and interest if you do so. You cannot just assume they will know what you are talking about.

Therefore, if you find yourself needing to use words, acronyms, language, or shortcuts of any kind within your presentation that are specific to a topic, industry, community, or culture be sure to define and/or explain them the first time you use them. You then want to ensure everyone is on the same page with understanding them before you refer to them again later.

Ice Breaker

Virtual audiences do not want to just sit and get information from a speaker who simply talks to the audience. They are hoping to get information, sure, but trust me when I say they want to be engaged, interested, and even excited about what they have come to learn from you. Therefore, we highly recommend you consider including an ice breaker at the start of your session (or even just before your session starts) so that members of the audience get to know one another and are invited to participate in your session from the start. This will make their participation throughout your session easier to get.

There are a lot of different ice breakers you can choose from, and the method you pick should be selected based on two important pieces of information:

1. The number of participants you will have in your session
2. The interactive tools your virtual platform provides to participants

If you are anticipating a large audience, stay away from ice breakers which require each individual attending to perform something or provide information to others. Even if they are answering one or two questions, such as providing their name and something fun they did over the weekend, if you have a lot of participants to get through, it can eat up a lot of time from your presentation. You can, however, ask everyone attending at one time to put that information in the chat. All participants will then have the opportunity to engage with others, and they can browse through responses and even respond to or ask additional questions in the chat box based on what others have posted.

If your group is small enough, you can ask each participant to come on camera and say their name, company, and some other piece of information which will be personal so that they can all learn more about one another. Some examples of information they can share are:

- Favorite childhood memory
- First job they ever had
- Dream vacation destination
- Most enjoyable thing they experienced over the summer
- And so many other options

You could also use a poll as a quick ice breaker or a whiteboard activity. Either way, getting everyone comfortable with each other and with your shared virtual space, will ensure a session that invites participation and encourages the group to comfortably collaborate.

Engage Your Audience Often

Remember to engage your audience with interactive activities sprinkled throughout your session. Even if that activity is a simple poll or pausing for Q&A. Your audience wants to be able to share ideas and be interactive. Therefore, there will be participants who speak up and interact if you ask them to but beware to stay away from including activities simply for the sake of having a moment when your participants will need to *do* something in your sessions. All instances of your audience’s interaction and collaboration should be intentional and have some purpose.

Include activities

Many of the collaborative activities we explored in the *Recommended Exercises and Activities* section of this manual can be implemented within the virtual environment. It may just take some creativity to pull it off. If there is an activity you particularly like to use when in face-to-face sessions, brainstorm some ways to can replicate that activity in a virtual session. Do the same for any additional new activities or lessons you discover that are created for in-person teaching. If, for any reason, you come across a lesson strategy that is particularly difficult to modify for the virtual environment, and it is one you definitely would prefer to use, reach out to the network of Outreach Specialists during a booster training or in an email to see if anyone else can come up with some suggestions that may work.

Enjoy Your Virtual Sessions

Once all of the preparation is done and your virtual session has started, it is now time to really enjoy the act of teaching and training and sharing information with others. This is what you do, and you were chosen to perform this task because you do it well. So smile as soon as your audience members start to arrive. They will pick up on that welcoming and positive energy and will project it right back.

If your session is well practiced, and your WIFI signal is strong, the session should run like clockwork. Let your co-facilitator focus on the logistics of running the show, and you focus on encouraging interaction and enjoyment from the audience. Do this, and every session will feel like an easy and enjoyable conversation with your participants.

Finally, be sure to record your sessions so you always have the option of sharing the videos with others later. More importantly, you can watch it yourself to learn from it. These videos will be your opportunity to see how you perform when interacting with others and to verify whether or not the activities you are using actually work for your participants to reinforce what they are learning in an enjoyable way. This will allow you to improve your practices and ensure your sessions just get better and better for both you and your audience.

Virtual Best Practices for when the Presentation is Done

Follow Up with Your Customer

Once your session is complete, you still have a few steps to do before you will be considered finished. These are simple to do, but the partners you have been working with to coordinate your events will appreciate the wrap up. Follow up using any and all of the following activities:

- Edit the recording of your session so that you can share it with individuals who were interested in your session but couldn’t attend, or for those participants who would like to return to the session and learn more from it;
- Ensure you include closed captioning in your video if you will be posting the video for the public;
- Send an email of thanks to the individuals who requested a presentation from you and/or helped you coordinate the event;
- Send an email to anyone who participated or registered for the event (whether they were able to attend live or not) which includes a thank you, a link to the recording, a copy of any worksheets or documents which were distributed in the session, and a link to a survey if you are sending one out for feedback;
- Watch the video and take notes on your performance and the implementation of any activities;

- Follow up with any questions from your Q&A or chat which you we unable to provide an answer to in the session, or if you have additional information needed to clarify a response.

Incorporate Feedback for Continuous Improvement

Though it is not a requirement to collect feedback from your session participants, we highly recommend it as this can provide you with critical information that can help you improve future sessions. Ensure that the survey you provide allows those responding to be able to do so anonymously. Any survey you conduct is only as good as the information provided is honest. Some participants may not feel comfortable in giving you honest feedback, if they are worried that it might offend you and you can identify who it was who said it. With that in mind, also understand that any constructive criticism you receive may be difficult to see the first time you get it but allow yourself to find the value in every critical comment as a means for you to improve and learn from the feedback. This will ensure your future sessions will have less and less negative feedback.

Data You Will Use

Labor market and career information representatives will be able to find out about various Texas Workforce/ Bureau of Labor Statistics programs. Specifically, in this training, we will discuss:

- Long-Term Projections
- Occupational Employment Statistics Including Wages
- Local Area Unemployment Statistics (Unemployment Rates)
- Quarterly Census Employment and Wages (Industry Data)
- Current Employment Statistics

LMCI representative, Phil Arnold will also be discussing:

- Where the data comes from
- How to use it

He will also share examples of some key short cuts to find data

See Below for a Detailed Description of Each Program:

The Quarterly Census of Employment and Wages (QCEW) is a cooperative program involving the Bureau of Labor Statistics (BLS) of the U.S. Department of Labor and the State Employment Security Agencies (SESAs). The QCEW program produces a comprehensive tabulation of employment and wage information for workers covered by State Unemployment Insurance (UI) laws, as well as Federal workers. QCEW is not a sample. We collect data on every single UI covered worker and Federal Employee in the nation. The QCEW program serves as a near census of monthly employment and quarterly wage information by 6-digit NAICS industry at the national, State, and county levels.

Data collection methods include:

- UI Forms
- Status Determination Form (SDF)
- Quarterly Contribution Report (QCR)
- QCEW Surveys
- Multiple Worksite Report (MWR)
- Annual Refiling Survey (ARS)

Data from the QCEW program serve as an important input to many BLS programs. The QCEW data are used as the benchmark source for employment by the Current Employment Statistics program and the Occupational Employment Statistics program. The UI administrative records collected under the QCEW program serve as a sampling frame for BLS establishment surveys.

The entire state benefits from the data collected on the Multiple Worksite Reports. The information collected on this form by the Bureau of Labor Statistics and the Texas Workforce Commission, cooperating in its statistical programs, is used for statistical and Unemployment Insurance program purposes, and for other purposes in accordance with law. The (statistical) information is used by the Comptroller of Public Accounts for tax, fiscal, and economic impact forecasting for certain industries and local areas. It is also used by the Texas Department of Transportation and several other state agencies for planning purposes. The Texas Department of Insurance uses the statistical data as a variable in the formula for making extra-hazardous employer designations.

No individual company or personal data is used or released and is protected by law.

QCEW: state/fed cooperative program:

- State uses quarterly tax reports from employer
- Take the quarterly employment from employer and ask for establishment data per month for each location – Multiple Worksite Report
- State staff watches for employment or wage fluctuation every quarter

The Occupational Employment Statistics (OES)

program conducts a semiannual mail survey designed to produce estimates of employment and wages for specific occupations. The OES program collects data on wage and salary workers in nonfarm establishments in order to produce employment and wage estimates for about 800 occupations. Data from self-employed persons are not collected and are not included in the estimates. The OES program produces these occupational estimates for the nation as a whole, by state, by metropolitan or nonmetropolitan area, and by industry or ownership. The Bureau of Labor Statistics produces occupational employment and wage estimates for over 450 industry classifications at the national level. The industry classifications correspond to the sector, 3-, 4-, and selected 5- and 6-digit North American Industry Classification System (NAICS) industrial groups.

The OES program surveys approximately 200,000 establishments per panel (every six months) and takes three years to fully collect the sample of 1.2 million establishments. To reduce respondent burden, the collection is on a three-year survey cycle that ensures that establishments are surveyed at most once every three years. The estimates for occupations in nonfarm establishments are based on OES data collected for the reference months of May and November.

The OES survey is a federal-state cooperative program between the Bureau of Labor Statistics (BLS) and State Workforce Agencies (SWAs). BLS provides the procedures and technical support, draws the sample, and produces the survey materials, while the SWAs collect the data. SWAs from all fifty states, plus the District of Columbia, Puerto Rico, Guam, and the Virgin Islands participate in the survey. Occupational employment and wage rate estimates at the national level are produced by BLS using data from the fifty states and the District of Columbia. Employers who respond to states' requests to participate in the OES survey make these estimates possible.

OES: state/fed cooperative program:

- BLS defines methodology and survey structure
- State collects and enters data
- State runs estimates in Local Employment Wage Information System (LEWIS) and submits to Washington
- Estimates are published annually by State, WDA, MSA, for hourly and annual for 10th, 25th, 50th, 75th, 90th percentiles and average.

The Dissemination Unit

releases information that the LMCI Department produces. This largely concerns the Bureau of Labor Statistics (BLS) programs that include: Local Area Unemployment Statistics (LAUS), Current Employment Statistics (CES), the Quarterly Census of Employment and Wages (QCEW), and the Occupational Employment Statistics (OES) wage survey. The unit also distributes information for ETA funded programs like the Industry and Occupational projections, and various web software tools provided by the Career Information section of LMCI. Dissemination mainly answers e-mails inquiries sent to the LMCI e-mail, and also answers data requests and questions from customers. The unit also helps to produce the Texas Labor Market Review and QCEW publication, and sends out e-mails to various customers who have signed up to receive newly released data files. Dissemination personnel also attend agency workforce conferences and forums, provide training on LMCI data and products to local officials and planners, and give presentations upon request and updates on the Texas and local economies.

The Current Employment Statistics (CES) Unit

oversees the cooperative program of the same name that is a joint venture of the Bureau of Labor Statistics and the Texas Workforce Commission. Each month the CES program surveys about 144,000 businesses and government agencies nationwide, representing approximately 554,000 individual worksites, in order to provide detailed industry data on employment, hours, and earnings of workers on nonfarm payrolls for all 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, and about 400 metropolitan areas and divisions. The CES program generates monthly data for all 25 metropolitan statistical areas (MSAs) and both of the metropolitan divisions (MDs) in Texas.

CES: state/fed cooperative program:

- BLS creates and collects survey based on QCEW universe
- State staff analyze estimates and provide input
- Data is collected each month for the week including the 12th
- State staff also participate heavily during annual benchmark cycle. This is when the monthly CES estimates are anchored to the quarterly QCEW data. State staff also provide non-covered UI employment estimates

The Local Area Unemployment Statistics (LAUS) program produces monthly, annual employment, unemployment, and labor force data for Census regions and divisions, States, counties, metropolitan areas, and many cities, by place of residence. The concepts and definitions underlying LAUS data come from the Current Population Survey (CPS), the household survey that is the official measure of labor force in the nation. These estimates are key indicators of local economic conditions.

LAUS: state/fed cooperative program:

- BLS defines methodology
- State staff provides CES inputs, claims data
- State staff runs estimates
- Data is collected each month for the week including the 12th
- State staff also participates heavily during annual benchmark cycle

Projections Methodology

The industry and occupational employment projections are funded by the Employment and Training Administration (ETA), U. S. Department of Labor (USDOL) and generated every two years for a ten-year period for Texas and the 28 Workforce Development Areas (WDAs). The process of making employment projections depends on two main ingredients: industry employment and occupational employment within each industry (staffing patterns).

There are two principal sources for the industry employment (1) the Quarterly Census of Employment and Wages Report (QCEW) and (2) the Current Employment Statistics (CES) Survey. Using the Long-Term Industry Projection (LTIP) module found within the Projection Suite, a PC-based system developed through a grant from the ETA, industry employment projections are developed. The Occupational Employment Statistics (OES) Survey provides current estimates of occupational employment by industry or staffing patterns. The Occupational Projections (OP) module within the Projection Suite is used to develop occupational employment projections.

Resulting Projections for Texas and the WDAs:

- Industry employment projections for a base and projected year by 4-digit NAICS
- Occupational Staffing Patterns by 4-digit NAICS
- Self-Employed and Unpaid Family Workers estimates
- Occupational employment projections for a base and projected year by SOC
- Total Annual Average Job Openings (due to permanent exits from the labor force, transfers from one major occupational group to another, and job growth.)
- Occupational typical education and training requirements

Projections: Made up of state partnership (Projections Management Partnership)

- State analyzes QCEW data back to 1990 and smooths out or creates a time series
- Data for 4-digit NAICS industry is analyzed for each WDA and "smoothed out" for a time series
- Take the series history for each 4-digit NAICS WDA and arrive at a projected estimate based on different models
- Take this projected estimate and added staffing patterns by 4-digit NAICS to get long term occupational projections

Automated Student and Adult Learner Follow-Up

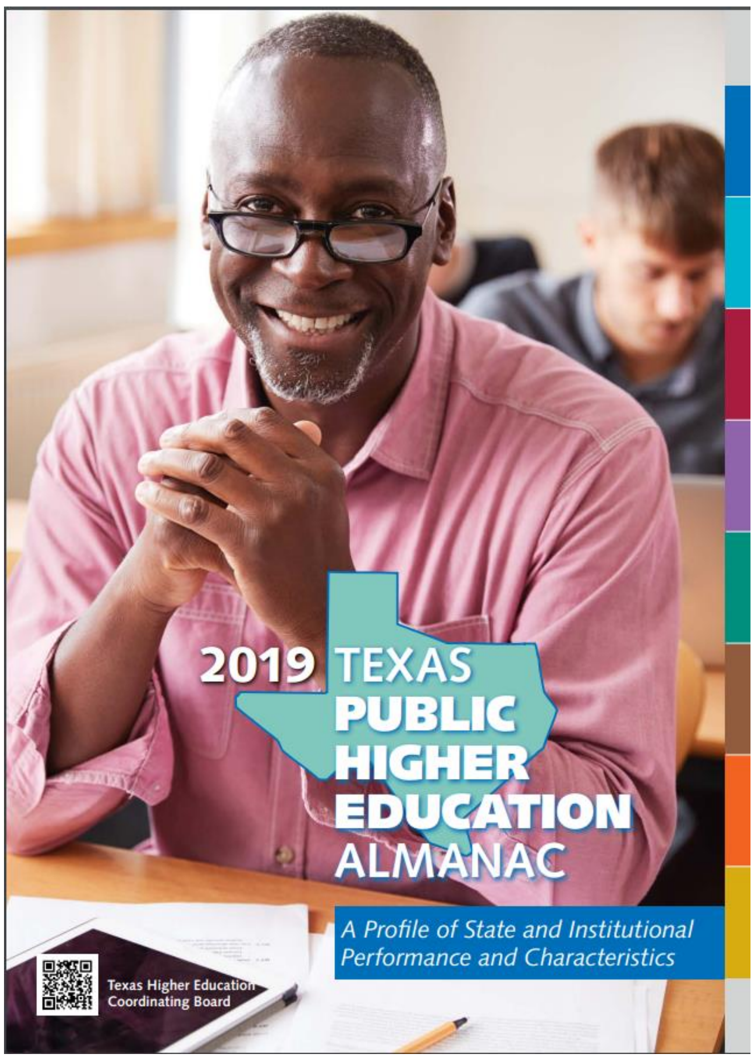
The functions of this unit are required under Senate Bill 281 from the 78th regular legislative session. Under the requirements of SB281, the Texas Workforce Commission is required to conduct follow-up of education (secondary, postsecondary, Adult Education, GED) and workforce training (Choices, SNAP E&T, TAA, Apprenticeship, etc.) exiters at the 1-yr, 3-yr and 5-yr post-exit periods for the purpose of evaluating labor market success and effectiveness of workforce development. Outcomes data include placement, wages and pursuit of higher education. The data collected, analyzed and compiled by the unit are required to be posted annually on the TWC website. The Follow-Up Unit uses The Workforce Information System of Texas (TWIST) for generating workforce records and works closely with TWC Performance and Analysis Division to facilitate outcomes data collection outside Texas. In-state data needs are obtained through data sharing agreements with the Texas Higher Education Coordinating Board and Texas Education Agency.

Notes

Texas Higher Education Coordinating Board's Data Tools

Education Almanac

Each year the Texas Higher Education Coordinating Board (THECB) publishes a resource called the *Texas Public Higher Education Almanac*. This almanac provides a profile of state and institutional performance data and characteristics. We have used the data in this resource (also available in spreadsheet format or through the THECB's accountability system data tools online) when working with secondary-level faculty and staff, and for many teachers, it is their first glimpse at post-secondary data. Obviously, for some it can be an eye-opening experience to see completion, retention, and persistence data of our collegiate students for the first time.



We encourage you to download the PDF of this document by going to the following link:
http://www.thecb.state.tx.us/reports/PDF/12371.PDF?CFID=101152086&CFTOKEN=85893587

TX Higher Education Accountability System Online Tool

www.txhigheredaccountability.org/

The Accountability system online provides detailed data on the state of higher education in Texas and tracks performance on critical measures. It is organized around the goals and targets of 60x30TX. You can use the tool to gather data on the following information:

- State percentage of population who are educated beyond high school
- Annual completion data for education attainment from certificates to master's degrees
- Percentage of high school graduates enrolled in public higher education institutions
    - Graduates by gender, race/ethnicity
- Percentage of graduates (with a certificate or degree) enrolled in higher ed or working within one year of degree/certificate completion
- Undergraduate student debt as percentage of first year wage

Much of this data is used within the Higher Education Almanac

60x30TX Website

www.60x30tx.com

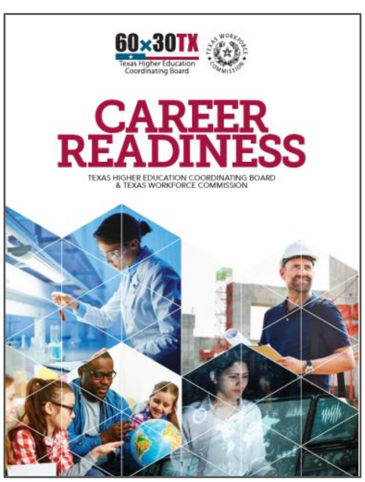
The 60x30TX plan was launched in 2015. Experts say that in 12 years, 60% of Texans will need a certificate or degree for the state to stay competitive in the global economy. Right now, not enough Texas students are completing the levels of education needed to fill the jobs that will be available. The 60x30TX plan wants to place Texas among the highest-achieving states in the country. The plan includes several different goals. They are as follows:

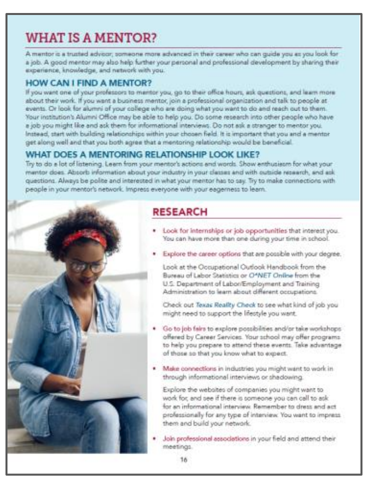
1. By 2030, at least 60% of Texans ages 25-34 will have a certificate or degree.
2. By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.
3. By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.
4. By 2030, undergraduate students loan debt will not exceed 60% of the first-year wages for graduates of Texas public institutions

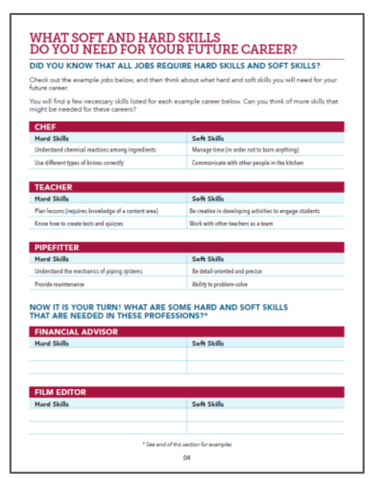
Career Readiness Handbook

www.60x30tx.com/resources/reports

Released in January of 2019, this handbook is digitally distributed to every first-time-in-college student at the start of every semester in every public state institution of higher learning. It was co-authored by our team and the THECB. Our team is currently working on using some of the content to build a high-school version of the tool.







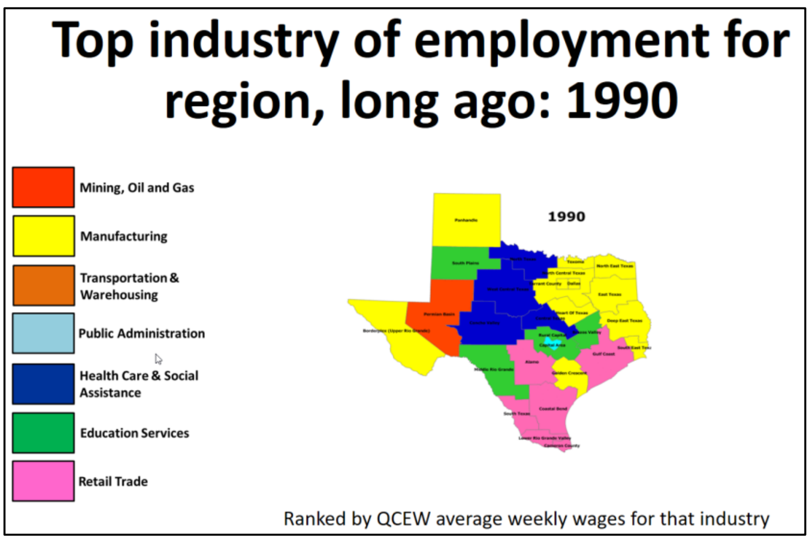
Notes

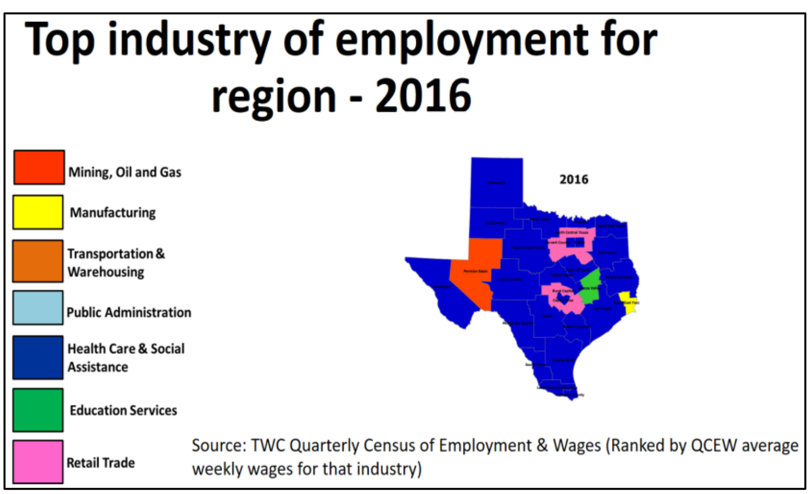
Data Walk Information

There are several different types of data you will see during the data walk portion of the training. There will be nine different stations to view. We will spend 4-5 minutes at each station to view the data provided, read the questions listed under the charts, discuss any of the information and ask questions of the LMCI staff member stationed at each poster. For more information about the data provided at each stations, read the summaries below.

Top Industries by Year

The following graph shows that state of Texas from the year 1990 to 2016 divided into the 28 workforce regions. Each region is color-coded based on the leading industry of demand in that region for the year represented. The map changes each year as it demonstrates how our state leading industry of demand went from a variety of industries across the state to having a state whose leading industry of demand is the Health Care and Social Assistance industry in all but five of our 28 regions.





Student Demand vs State Demand

Every two years we publish updated information on the labor market called projections. Essentially this information can tell us a little about the expected workforce demand of the future. This information is offered at the state level but can also be pulled for each individual region. Every year we also collect data from our toll-free career hotline to determine the top 30 occupations students request information on the most. For our partners in education, we like to compare these data sets side-by-side to see how they compare. Specifically, we look at the projected demand for the state and juxtapose it with the leading occupation interest of the students who call our hotline. Below is an example of the projections compared to our callers from 2016 of which there were just over 12 thousand of them.

*The occupations with a black diamond next to them are those that align with state demand

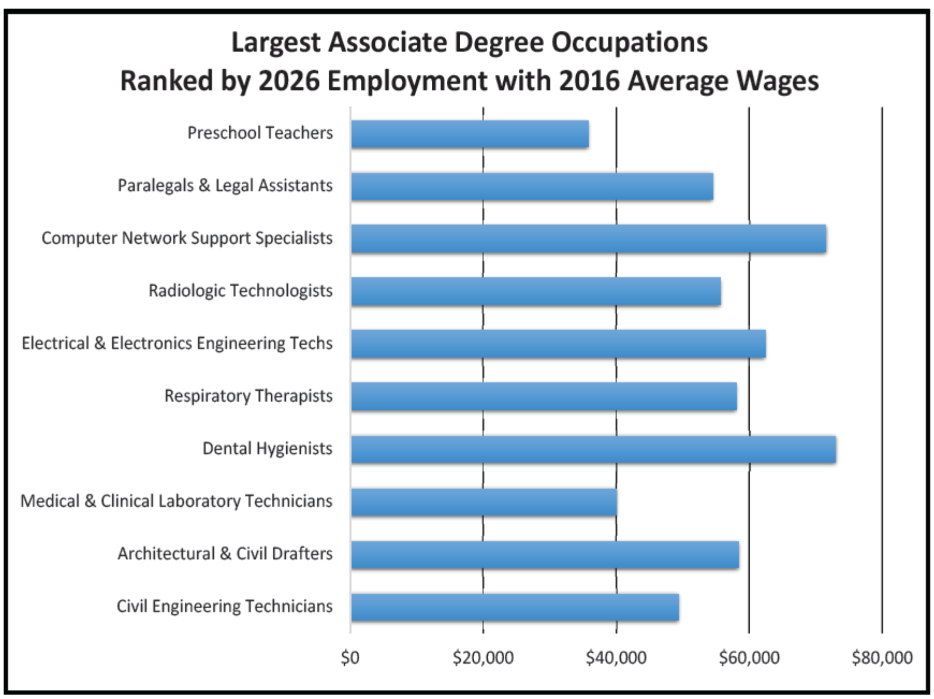
Career Interests of Texas Students - 2016	
1. Registered Nurse ◆	**16. Musician / Singer**
2. Video Game Designer ◆	**17. Graphic Designer**
3. Professional Sports Athlete	**18. Truck Driver ◆**
4. Forensic Science Tech	**19. Police Officer**
5. Architect	**20. Hairdresser, Cosmetologist**
6. Chief Executive Officer / Entrepreneur	**21. Computer Programmer ◆**
7. Lawyer	**22. Zoologist, Wildlife Biologist**
8. High School Teacher	**23. Computer Engineer ◆**
9. Veterinarian	**24. Surgeon ◆**
10. Physician (family, general practitioner) ◆	**25. Psychologist**
11. Physical Therapist	**26. Multi-Media Artist / Animator**
12. Accountant, Auditor ◆	**27. Pediatrician ◆**
13. Dental Hygienist	**28. Art, Drama, Music Teacher**
14. Special Education Teacher	**29. Middle School Teacher**
15. Web Developer ◆	**30. Auto Service Mechanic**

From 12,049 Texas students contacting LMCI in 2016

Associate Degree Job Demand

The chart below shows the occupations in the state of Texas which will employ the most people where an Associate degree is the method of entry into the occupation. The information below is taken at the state level. This chart is particularly helpful to academics because it can help them determine some very important information when this data is pulled at the region level. For example:

- CTE faculty and Administrators can determine if their schools offer the appropriate programs to lead their students into these occupations
- CTE faculty and staff can determine which post-secondary institutions to work with based on which campuses provide the Associate Degrees needed for these occupations
- CTE faculty and staff can determine which employers or industry leaders they should be partnering with based on the occupations listed to ask for opportunities for their students to experience:
    - Job shadows
    - Internships
    - Mentoring programs
    - Pre-apprenticeship opportunities
    - Part time jobs



Good Jobs That Pay Without a BA

www.goodjobsdata.org

This website provides data on three educational pathways that lead to good jobs: high school, middle skills, and the bachelor's degree. According to Georgetown University's Center on Education and the Workforce, there are good jobs out there that do not require a bachelor's degree. We collected the state analysis they developed for Texas. Below are some definitions they developed to define what their data means. This is followed by graphics we included on this data poster.

What is a good job?

We define a good job as one with earnings of at least $35,000 annually for those under age 45 and, earnings of at least $45,000 annually for workers age 45 and older. This is roughly the median earnings of all full-time full year workers aged 40-49. It represents a real earnings increase of 1.26% per year for 20 years if a worker enters the labor force at age 25 at $35,000.

What are the median earnings for a good job?

The median earnings paid by good jobs vary from year to year. In 2016, median earnings for workers without a bachelor's degree were $56,000, up from $55,000 in 2015; median earnings for workers with a bachelor's degree or higher were $75,000; and overall median earnings for all good jobs were $65,000.

NON-BA GOOD JOBS

Top five industries

Industry	Number of non-BA good jobs	Share of non-BA good jobs	Share of non-BA workers with good jobs	Median earnings
Manufacturing	348,000	14%	48%	$61,000
Construction	259,000	11%	38%	$57,000
Transportation and utilities	254,000	11%	54%	$60,000
Information, financial activities, and real estate	244,000	10%	47%	$56,000
Health services	240,000	10%	29%	$52,000

Top five occupations

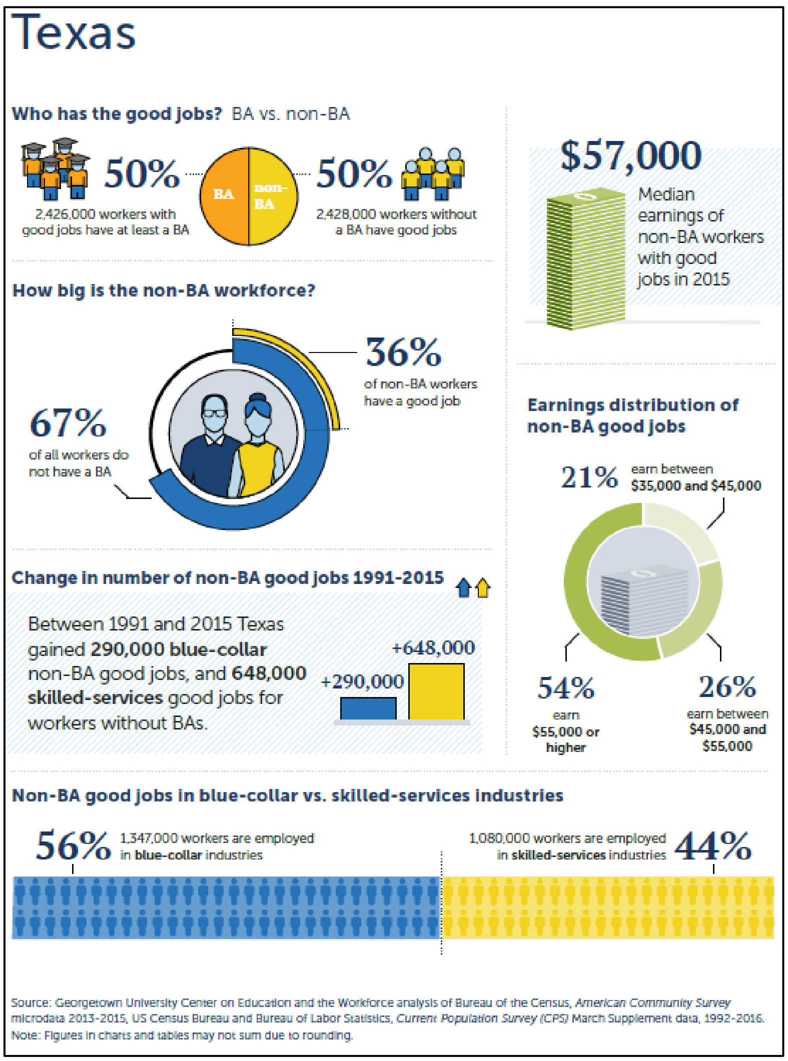
Occupation	Number of non-BA good jobs	Share of non-BA good jobs	Share of non-BA workers with good jobs	Median earnings
Management	325,000	13%	67%	$70,000
Office and administrative support	319,000	13%	29%	$51,000
Sales and related	247,000	10%	36%	$60,000
Construction and extraction	238,000	10%	38%	$57,000
Production	219,000	9%	40%	$58,000

Source: Georgetown University Center on Education and the Workforce analysis of Bureau of the Census, *American Community Survey* microdata 2013-2015.

Note: Figures in charts and tables may not sum due to rounding.

Jobs by educational attainment

Educational attainment	Number of workers	Workers with good jobs	Median earnings	Median earnings of workers with good jobs
Non-BA Workers				
Less than high school	1,220,000	226,000	$21,000	$52,000
High school graduate	2,359,000	774,000	$28,000	$56,000
Some college	2,362,000	1,021,000	$34,000	$59,000
Associate's degree	778,000	407,000	$40,000	$60,000
All non-BA workers	**6,720,000**	**2,428,000**	**$30,000**	**$57,000**
BA+ Workers				
Bachelor's or higher	3,303,000	2,426,000	$57,000	$72,000
All workers	**10,022,000**	**4,854,000**	**$37,000**	**$62,000**



Top Skills Demand

Every six months, our team collects the data that tell us about the skills and licenses and certification that are listed the most in job ads from the four largest MSAs (Metropolitan statistical areas) in Texas. These MSAs are: Dallas-Fort Worth MSA; Houston, The Woodlands, and Sugarland MSA; Austin-Round Rock MSA; and the San Antonio-New Braunfels MSA. These MSAs combined, generate a large majority of the want ads that are posted in our state.

We study the information within each ad to determine which skills and licenses or certifications are listed as both required or preferred and we identify the top 20 of each category to share with our customers. We focus on: technical skills demand, certification and licensing demand, and soft skill demand. That data is as follows:

Top Technical Skill Demand in TX			
1	Microsoft Office	11	Technical Support
2	Quality Assurance	12	Software Development
3	Freight+	13	Forklifts
4	Bilingual	14	Bilingual-Spanish
5	Structured Query Language	15	Linux
6	Quality Control	16	Food Preparation
7	Preventative Maintenance	17	Python
8	Java	18	Salesforce CRM SFDC
9	Customer Relationship Mngmt	19	Geriatrics
10	Pediatrics	20	Hypertext Markup Language

Top Soft Skill Demand in TX			
1	Oral & Written Communication	11	Coaching/Coachable
2	Integrity	12	Work Independently
3	Detail Oriented	13	Management Skills
4	Problem Solving	14	Time Mangement
5	Teamwork	15	Microsoft Office
6	Customer Service Oriented	16	Project Management
7	Creativity	17	Troubleshooting
8	Self-Starting/Motivated	18	Leadership Skills
9	Organization	19	Analytical Skills
10	High Energy	20	Work Ethic

Top Certification Demand in TX			
1	Driver's License	11	Accounting
2	Certificed Registered Nurse	12	Food Safety Programs
3	Commercial Driver's License	13	First Aid Certification
4	Basic Life Support	14	HIPA
5	CPR	15	CPA
6	OSHA	16	Cardiac Life Support
7	Continuing Education	17	DOT Medical Card
8	Secret Clearance	18	Pediatric Life Support
9	HAZMAT	19	Associate in Reinsurance
10	Advanced Cardiac Life Support	20	Pharmacy Technician

Source: Help Wanted Analytics January/2019

Projected Hot Jobs

Projection data is probably going to be the most sought-after data for educators and counselors. These audience groups are particularly interested in the occupations we classify as hot jobs. In order for an occupation to be considered a hot job, it must meet three specific criteria. The job must have:

- High Demand- provide a large number of job openings to fill
- High Growth- that demand is expected to be high for an extended period of time
- Wages are above state mean- provides a salary higher than the state mean wage (currently: $36,168)

Below is the current hot job list at the state level, but this information can also be pulled for the region:

Hot Jobs in the State of Texas

Occupational Title	Regional Annual Mean Salary (Starting & Experienced Wages)	Projected Annual Openings, TX
Registered Nurses	$69,891	10,815
Heavy & Tractor-Trailer Truck Drivers	$41,294	7,085
General and Operations Managers	$128,942	7,870
Elementary School Teachers, Except Special Education	$52,813	6,480
Accountants and Auditors	$78,488	6,175
Secondary School Teachers, Except Special and Career/Technical Education	$53,641	4,875
Sales Representatives, Except Technical and Scientific Products	$72,534	4,815
First-Line Supervisors of Office & Administrative Support Workers	$59,468	4,125
First-Line Supervisors of Retail Sales Workers	$46,209	5,095
Sales Representatives, Services, All Others	$60,744	4,140
Computer Systems Analysts	$94,045	2,635
Licensed Practical & Licensed Vocational Nurses	$45,129	3,815
Farmers, Ranchers, and Other Agricultural Managers	$57,718	6,110
Middle School Teachers, Except Special and Career/Technical Education	$53,075	3,240
Electricians	$45,676	2,470
Computer User Support Specialists	$51,180	2,120
Software Developers, Applications	$99,827	2,065
First-Line Supervisors of Construction Trades and Extraction Workers	$68,435	1,890
Lawyers	$143,487	1,980
Police & Sheriff's Patrol Officers	$58,712	3,155
Management Analysts	$96,032	1,590
Automotive Service Technicians and Mechanics	$41,444	2,340
Plumbers, Pipefitters, and Steamfitters	$45,634	1,425
Market Research Analysts and Marketing Specialists	$75,383	1,265
Insurance Sales Agents	$59,886	2,030

HWOL Data

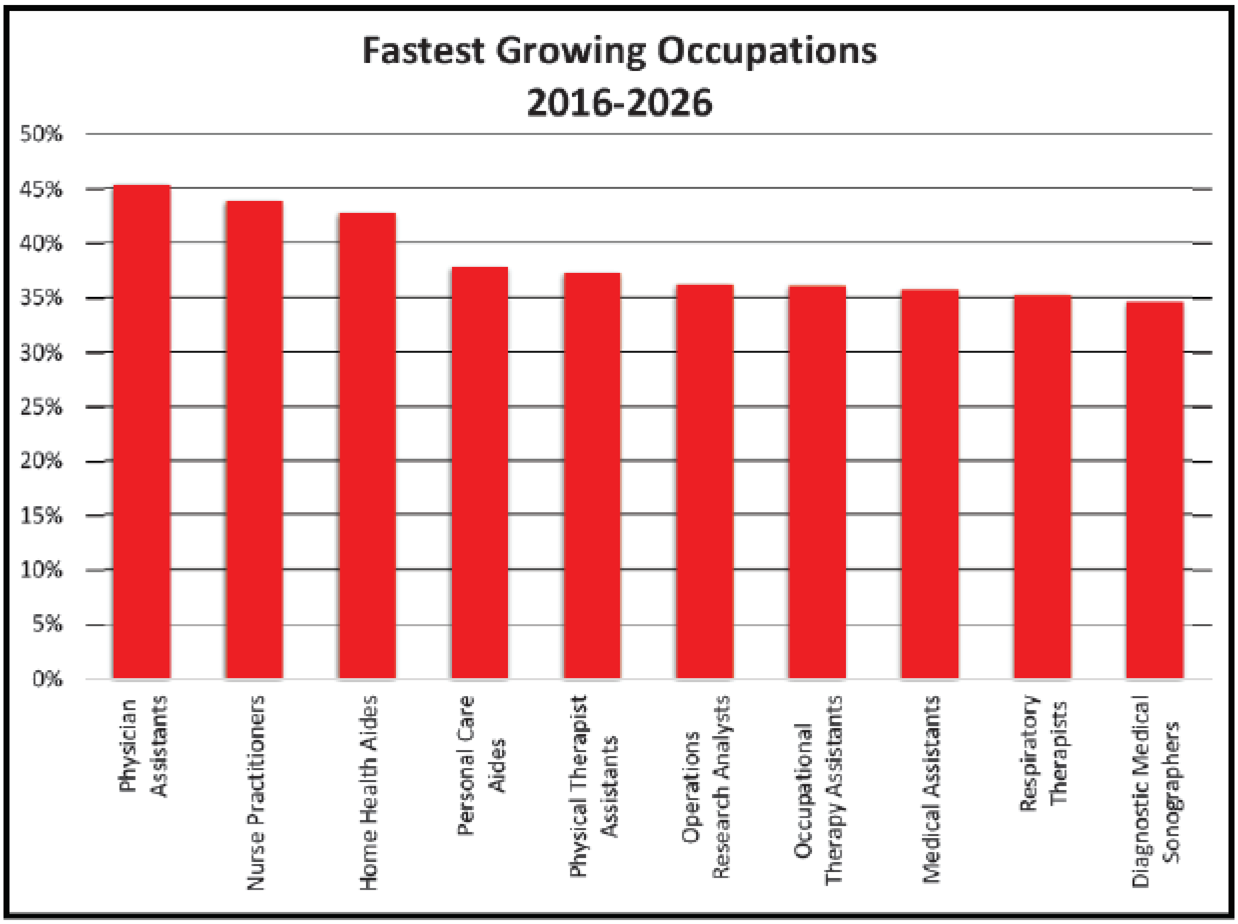
In addition to projection data, many educators and counselors want to know the real-time job posting numbers for highest demand occupation job ads in their regions. We can provide this data too at the state or region level. The chart below shows the top 25 occupations which have posted the most want ads in the state for a 6-month period between November 2018 and April 2019.

Top 25 Occupations by Help Wanted Postings
November 2018 - April 2019
For State of Texas

Rank	SOC	SOC Title	Postings
1	29-1141	Registered Nurses	103,856
2	41-2031	Retail Salespersons	74,272
3	41-1011	First-Line Supervisors/Managers of Retail Sales Work	73,347
4	15-1132	Software Developers, Applications	59,285
5	43-4051	Customer Service Representatives	53,118
6	53-3032	Truck Drivers, Heavy and Tractor-Trailer	50,551
7	15-1199	Computer Occupations, All Other	41,505
8	43-5081	Stock Clerks and Order Fillers	39,368
9	49-9071	Maintenance and Repair Workers, General	36,027
10	35-1012	First-Line Supervisors/Managers of Food Preparation Workers	32,865
11	43-1011	First-Line Supervisors of Office and Administrative Support Workers	32,170
12	35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	27,628
13	13-2011	Accountants and Auditors	24,058
14	41-3099	Sales Representatives, Services, All Other	23,818
15	31-1014	Nursing Assistants	23,784
16	15-1142	Network and Computer Systems Administrators	22,931
17	13-1111	Management Analysts	21,919
18	15-1151	Computer User Support Specialists	21,577
19	11-2022	Sales Managers	20,614
20	15-1121	Computer Systems Analysts	20,487
21	11-9199	Managers, All Other	19,871
22	41-2011	Cashiers	19,778
23	35-2014	Cooks, Restaurant	19,260
24	33-9032	Security Guards	19,058
25	11-2021	Marketing Managers	18,762

Fastest Growing Occupations

Below are two different charts that show the fastest growing occupations in the state of Texas. The occupations are the same, but one chart is a graphically-engaging bar chart which includes the top 10 occupation titles of growth aligned to their percentage. The second chart below provides 15 more fast growing occupations to take the list up to the top 25 fastest growing jobs and shows additional information about each occupation such as level of education needed and annual mean wages. This data is also available at the region level.



Texas Fastest Growing Occupations*

Occ Code	Occupational Title	Annual Avg Emplmnt 2026	% Change 2016-2026	Total Annual Openings	Typical Education Needed for Entry into Occupation	2017 Mean Annual Wage
29-1071	Physician Assistants	9,735	45.3	738	Master's degree	$95,921
29-1171	Nurse Practitioners	13,031	43.8	927	Master's degree	$111,335
31-1011	Home Health Aides	103,141	42.7	12,848	HS diploma or equivalent	$20,690
39-9021	Personal Care Aides	282,766	37.8	41,897	HS diploma or equivalent	$19,342
31-2021	Physical Therapist Assistants	9,395	37.3	1,209	Associate's degree	$70,449
15-2031	Operations Research Analysts	13,816	36.2	1,064	Bachelor's degree	$85,364
31-2011	Occupational Therapy Assistants	5,120	36.1	677	Associate's degree	$72,800
31-9092	Medical Assistants	79,526	35.8	9,367	Post HS nondegree award	$30,881
29-1126	Respiratory Therapists	15,943	35.3	1,056	Associate's degree	$59,894
29-2032	Diagnostic Medical Sonographers	7,039	34.6	493	Associate's degree	$78,251
35-3021	Combined Food Prep and Serving Workers, Including Fast Food	443,572	33.7	81,410	No formal edu credential	$19,984
15-1122	Information Security Analysts	9,901	33.5	823	Bachelor's degree	$94,966
15-1132	Software Developers, Applications	79,132	33.3	6,322	Bachelor's degree	$107,280
31-9011	Massage Therapists	14,954	31.7	1,692	Post HS nondegree award	$46,191
29-1123	Physical Therapists	21,138	31.2	1,248	Doctoral/professional degree	$95,922
31-9097	Phlebotomists	12,087	30.9	1,360	Post HS nondegree award	$31,782
13-1161	Market Research Analysts & Specialists	37,590	30.8	4,041	Bachelor's degree	$79,476
39-2021	Nonfarm Animal Caretakers	23,237	30.2	3,599	HS diploma or equivalent	$23,130
29-1122	Occupational Therapists	12,823	30.2	846	Master's degree	$94,529
11-3031	Financial Managers	36,657	29.8	3,193	Bachelor's degree	$151,171
35-2014	Cooks, Restaurant	132,026	29.7	19,225	No formal edu credential	$25,165
11-9111	Medical and Health Services Managers	29,464	29.6	2,655	Bachelor's degree	$107,290
25-1072	Nursing Instructors and Teachers, Postsecondary	6,111	29.6	543	Doctoral/professional degree	$71,420
43-6013	Medical Secretaries	126,878	29.5	14,836	HS diploma or equivalent	$33,047
29-2099	Health Technologists and Technicians, All Other	11,635	28.2	885	Post HS nondegree award	$43,308

*Fastest growing occupations with employment greater than or equal to 2500 in 2016

Fastest Growing Industries

We can also pull the data on the top 25 industries growing the fastest overall. This information can be pulled at the state or region level as well. Below is a chart that shows the top 25 industries growing the fastest in Texas, and their percent changes.

Texas - Fastest Growing Industries

Industry Title	Annual Average Employment 2016	Annual Average Employment 2026	Percent Change 2016-2026
Total, All Industries	**12,852,467**	**14,988,566**	**16.6**
Outpatient Care Centers	47,488	68,064	43.3
Home Health Care Services	258,176	360,033	39.5
Educational Support Services	9,071	12,311	35.7
Highway, Street, and Bridge Construction	34,051	45,522	33.7
Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	49,071	64,433	31.3
Offices of Physicians	215,692	280,709	30.1
Specialty (except Psychiatric and Substance Abuse) Hospitals	39,534	51,390	30.0
Offices of Other Health Practitioners	62,851	81,615	29.9
Individual and Family Services	98,400	127,673	29.7
Management of Companies and Enterprises	115,959	150,397	29.7
Medical and Diagnostic Laboratories	22,119	28,639	29.5
Other Personal Services	25,564	32,871	28.6
Other Information Services	6,687	8,592	28.5
Restaurants and Other Eating Places	948,437	1,207,178	27.3
Utility System Construction	82,444	104,610	26.9
Other Schools and Instruction	31,512	39,855	26.5
Commercial and Industrial Machinery and Equipment (except Automotive and Electronic) Repair and Maintenance	24,035	30,176	25.6
Lumber and Other Construction Materials Merchant Wholesalers	22,131	27,547	24.5
Steel Product Manufacturing from Purchased Steel	4,121	5,112	24.0
Management, Scientific, and Technical Consulting Services	121,561	150,628	23.9
Activities Related to Real Estate	51,210	63,337	23.7
Other Ambulatory Health Care Services	21,742	26,882	23.6
Residential Building Construction	49,663	61,300	23.4
Computer Systems Design and Related Services	143,675	177,194	23.3
Waste Collection	9,962	12,277	23.2

*Fastest growing industries with employment greater than or equal to 500 in 2016

Notes

Classroom Presentations with Students

Description

We provide presentations to students in many different ways:

- In classrooms
- In the cafeteria
- In the library
- In an auditorium
- In the gym

We do classroom presentations for many reasons:

- Help students understand their local labor market demands
- Explore career paths
- Resource showcase
- Demonstrations of tools
- Classroom lessons

Tools, Equipment, and Materials

Tools, equipment, and materials:

- Laptop and/or Ironkey with presentation
- Presentation Wireless Presenter with Laser Pointer (clicker)
- Extra batteries for clicker
- MiFi for internet access
- HDMI cable (incase not provided)
- Projector (incase not provided)
- Appropriate brochures and printed publications for audience and presentation
- Appropriate Desk Aid

Best Practices

- When delivering classroom presentations with students it is best to make the presentation as much like a conversation as possible. By interacting with the students and keeping them engaged and included in the conversation the more of an impact it will have on them. It is great if you can greet the students and mingle with the them as they come in the room. For example, ask them what grade they are in, what do they know about the topic that will be covered in the presentation, or have they thought about what they would like to do after high school?

- If you are presenting at a location you have not attended previously, ask for specifics like, parking, loading/unloading area if needed, specifically which building on campus you will be presenting, how much time should you allow to get from parking lot to actual presentation location, check in location, amount of time for lunch, will there be breaks between presentations. Specialists may also want to keep snacks with them in case they don't have time for lunch between presentations.

- No matter how many times you return to the same school, you should always arrive on campus prepared to check in at the front desk with ID ready if you are on campus as a visitor.

- You should always be ready to make adjustments to your presentation or room assignments as well.
    - Often, when teachers learn that there is a visitor on campus to provide presentations on career readiness or data, they pair up their students. On more than one occasion, we arrived at a campus and started in one classroom, but by second or third period, we are moved to the library or auditorium to accommodate the students in two or three classrooms combined.

    - On other occasions, the teacher we are partnered with will listen to the presentation and request that we add more information about this or that, or if we could focus more on this or that, so we adjust as we need to. You will need to be as flexible.

Tips:

- We encourage you to include video clips when presenting to break up the monotony, but be sure to have the video downloaded to your laptop otherwise some schools may block you from gaining access to the video via Wifi
- Always strive to include opportunities for students to respond to the presenter, ask questions, and engage them.
    - If you find that this makes your presentation end early and the students don't have any questions to ask (this happens occasionally) have them get on one of the tools to run out the clock until the bell rings—Reality Check is a great option.

Data Collection

We collect or track information for each event Education Outreach Specialists attend. It is important to keep records for what events are attended as well as the number of attendees and the impact each event provides for the audience. For example, we track detailed information regarding each event that is attended. There is a shared spreadsheet which the Education Specialists use to track the following information:

Date of event; organization/school/campus; ISD; number of students attending; number of foster youth attending; number of adults attending, purpose of trip-topic-Audience; number of presentation sessions given; projected and actual number of presentations to partners; projected and actual number of training workshops provided on resources for employment; projected and actual number of students exposed to apprenticeship and pre-apprenticeship programs; projected and actual number of students exposed to post-secondary education; projected and actual number of students exposed to direct employment services; projected and actual number of career support workshops provided; projected and actual number of students entering internships; projected and actual number of subject-matter expert workshops provided; projected and actual number of students engaged through employment services; projected and actual number of one-on-one individual meetings with students, parents, or teachers; overall exposures; overall engagements; social media engagements; social media exposures; and special notes or comments.

You will be given a digital copy of this spreadsheet by your immediate Supervisor. You will be required to track the visits and services you provide and will turn those into Lori Knight or Stephanie Huerta once a month. These reports should be turned in just before the monthly Booster Training Webinars.

Data Collection for Agency Outreach Specialists

If you are a Specialist with the TWC Education Outreach team, as opposed to a regional team at a Board office, you will report travel and event data on the LMCI department travel spreadsheet located in the department shared drive. Find the spreadsheet by following this path:

H drive → Travel → *FY20XX LMCI Travel and Training*

Keep in mind the title of the document you will be looking for will include the fiscal year in which we are collecting the data for our reports as this document is used for department accounting. For our records, our department fiscal year always runs from September 1-August 31st.

For each event you are tracking, please include the following information:

Name of traveler; travel dates; city traveled to; organization/school; ISD; rural or urban; WDA number; ESC number; number of students attending; number of adults attending,; purpose of trip-topic-Audience; number of presentations given; type of service provided; exposures; engagements; number of products distributed; miles traveled; cost of rental car, gas, meals, other, lodging; total cost; and special notes.

Be sure to update the spreadsheet to include all of your events once you have completed them. A good time to do this would be just after preparing your travel paperwork for reimbursement as you will have all travel costs and event information at hand.

Resources

Each Education Outreach Specialist will have access to presentations to use with parents, teachers, counselors/administrators, and students.

These resources will be housed at https://tinyurl.com/EduToT

Notes

Teacher & Counselor Presentations, Trainings, or Professional Development Sessions

Explanation

As an Education Specialist, there will be opportunities to share TWC online tools and resources with teachers, counselors, and other staff through professional development and trainings. These professional development sessions can be as short as one hour or last a full day. Depending on what the focus of the professional development will be, you can focus your presentation on the following topics:

- Help staff understand their local labor market demands
- How to get the current labor market data for their area
- Educate them on our tools and resources so that they can guide students through the tools and resources as they explore career paths
- Resource showcase of TWC tools and products
- Demonstrate how to use the tools
- Classroom lessons
- Teaching soft skills
- And more… usually staff are very specific about what content they want us to present on

Tools, Equipment, and Materials

☐ Laptop and/or Ironkey with presentation

☐ Presentation Wireless Presenter with Laser Pointer (clicker)

☐ Extra batteries for presentation pointer

☐ MiFi for internet access

☐ HDMI cable (incase not provided)

☐ Projector (incase not provided)

☐ Resource folder – Includes:

- Local labor market data and demands
- LMCI printed publications
    - Texas Occupational Highlights (employment projections)
    - Top 10 Career Tips

- Pocket Resume
- Where Can You Find A Job?
- Financial Aid
- Are You a …Doer?
- Starting the Conversation
- Beyond High School
- One Endorsement Bulletin
- Student Navigate workbook
- Blank LMCI Publications order form
- Bookmark (Red/White/Blue with websites and Career Information Hotline information)
- Appropriate Desk Aid for the audience

Best Practices

- When delivering presentations with teachers or other school staff it is good to interact with them as they come into the room. Depending on the time of year you are presenting, you might ask what their vacation plans are or maybe what grade/subject they teach?

- Keep a bag stocked with bottled waters, cough drops, and mints you may need them during your presentation. Education Specialists may also want to keep snacks with them in case they don't have time for lunch between presentations.

- If you are using a video clip, have it downloaded on your desktop of your laptop so that you are not relying on the internet at the location of the presentation.

- If you are presenting at a location you have not attended previously, ask for specifics like, parking, loading/unloading area if needed, specifically which building on campus you will be presenting, how much time should you allow to get from parking lot to actual presentation location, check in location, amount of time for lunch, will there be breaks between presentations.

Tips:

- Feel free to add videos, data visualizations, and engaging graphics, but be sure to have videos and links downloaded to your laptop otherwise some schools may block you from gaining access to them via Wifi
- Always strive to include opportunities for participants to respond to the content, ask questions, and understand how to apply the information
    - If you find that this makes your presentation end early and the participants don't have any questions (this happens occasionally) have them get on one of the tools to run out the clock until the session ends—Texas Career Check is a great option.

Data Collection

We will collect or track the same information on these events as we do for each event the Education Outreach Specialists attend. Refer to the **Data Collection** section of the **Classroom Presentations for Students** segment for specific instructions for the regional and TWC Education Outreach teams. Reach out to Lori Knight or Stephanie Huerta for any questions or to turn in quarterly reports.

Presentation Resources

Each education outreach specialist will have access to presentations to use with parents, teachers, counselors/administrators, and students.

These resources will be housed at https://tinyurl.com/EduToT

Notes

Conference Attendance

Explanation

Education specialists may be asked to attend conferences to provide a vendor booth/table, to deliver a presentation for a breakout session, to attend as a participant or even to be the keynote speaker. In some instances, you may be attending a conference serving multiple roles.

Vendor Booth/Table

The purpose of providing a vendor booth/table is so attendees can come by and talk to the Education Specialist about the data, tools, and publications TWC has available to assist with career exploration. Here are some things to consider when scheduling or attending events as a vendor:

- Typically, the organizer will provide one table and one or two chairs for each vendor space.
- The layout of the vendor space you will be assigned to will vary based on the location, but often Coordinators will honor special requests, so if you prefer a corner booth, for example, be sure to ask for one.
- Sometimes, the vendor exhibit will be in a convention center that provides a wide-open space with curtains dividing the vendor booths.
- Other times, times you may be provided a simple table that is lined up along a hallway in a school
- At some events, Coordinators will offer refreshments or a box lunch, depending on the length of the event, but it is always smart to pack a lunch or snack just in case it is not provided

This means Education Specialists will have to be adaptable to how to set up your tables depending on the space provided and whether or not you can mount or display items on the wall.

Vendor Table Tools, Equipment, and Materials

The following items are recommended for a successful vendor booth/table:

- ☐ Large table cloth
- ☐ Table Runner with logo (if available)
- ☐ Brochure holder

- ☐ Selfie Boards
  - Bin to put them in for display
  - Table cloth to cover bin so it looks more professional
- ☐ Business Cards
- ☐ Counselor/Teacher Packet signup sheet
- ☐ Pens
- ☐ Copies of one-pager, local labor market data and demands
- ☐ LMCI printed publications
  - Texas Occupational Highlights (employment projections)
  - Top 10 Career Tips
  - Pocket Resume
  - Where Can You Find A Job?
  - Financial Aid
  - Are You a …Doer?
  - Starting the Conversation
  - Beyond High School
  - Each of the 5 Endorsement Bulletins
  - Student Navigate workbooks
  - Teacher Navigate workbooks
  - Blank LMCI Publications order forms
  - Bookmarks (Red/White/Blue with websites and Career Information Hotline information)
  - Appropriate Desk Aid for the audience
  - Jobs! & Careers Are Everywhere! Activity books

Breakout Session Presenters

The purpose of the breakout session presenter is to deliver a presentation specific to the event coordinator's request.

- These breakout sessions can range from 30 minutes to 1-1/2 hours long.
- Sometimes the Coordinator will ask how the presenter would like the room to be setup for the audience (classroom tables, round tables, or lecture style).

    - The audience setup really depends on the type of presentation that will be presented and personal preference.
    - For example, if the presenter is planning to do a resource showcase, tables might be best, so the audience can use the tables for their devices.
- Resource folders are recommended to be provided for each audience attendee.
    - The resource folder contents will be dependent on what the presenter is covering in the presentation and what has been requested.
    - Typically included are one of each of the printed publications including any regional specific data/charts discussed in presentation along with a Navigate student workbook.
- On occasion, breakout sessions can be set up as panel discussions where you will be one person on a panel of multiple people
- It is also recommended to have several pages of the counselor/teacher packet signup sheets for attendees to leave their information to receive a FREE counselor/teacher packet.

Keynote Speaking Events

When conference Coordinators invite you to provide a keynote presentation at a conference, this means:

- You will be providing either an opening presentation, closing presentation, or one offered during lunch
- This would be a presentation for all conference attendees rather than a smaller group as in the breakout sessions
- We do not recommend making individual participant resource folders to this kind of presentation as the groups attending can be very large
- In some cases, a keynote session could also be offered as a panel discussion and you would be one person on the panel
    - These sessions are usually moderated

  - You will usually be asked to sit on the panel and provide very specific information based on the topic of discussion
- To plan appropriately, be sure to collect as many details about what the presentation content should be
- Allot extra time to arrive early and stay for at least 15minutes after your presentation to field questions (if you are not also attending the conference)

Being a Conference Participant

As a participant at a conference, the Education Specialist will attend Keynote addresses, breakout sessions, networking events, and exhibitor sessions. It is important to use this time to network and learn from others at the conference. Remember to bring plenty of business cards to give to new people you meet at the conference and gather business cards from your new colleagues. Be aware that in most cases if food is not included in the conference price, it can be expensive, so plan appropriately.

Best Practices for All Conference Roles

- When providing a vendor booth/table the education specialist will need to interact and engage the attendees. For example, ask what grade/subject they teach.

- ALWAYS sign in/check in at the registration table to let folks know you have arrived, no matter what role you will fill. (Sometimes, there is so much going on that event Coordinators may not know you showed up and participated unless there is a written record of you checking in)

- It's a good idea to have a bag stocked with bottled waters, cough drops, and mints as you may need them while attending the event. Specialists may also want to keep snacks with them in case they don't have a break for lunch.

- Be sure to ask for specifics like: parking, loading/unloading area if needed, specifically which building you will be setting up, how much time you should allow to get from parking lot to actual setup location, check in/set up time and location, amount of time for lunch.

Data Collection

We will collect or track the same information on these events as we do for each event the Education Outreach Specialists attend. Refer to the **Data Collection** section of the **Classroom Presentations for Students** segment for specific instructions for the regional and TWC Education Outreach teams. Reach out to Lori Knight or Stephanie Huerta for any questions or to turn in quarterly reports.

Presentation Resources

Each education outreach specialist will have access to presentations to use with parents, teachers, counselors/administrators, and students. You have the ability and it is recommended that presentations are customize reflecting the data for each WDA/ESC.

These resources will be housed at https://tiyurl.com/EduToT

Notes

Career Fairs, Career Days, & Expo Events

Explanation

The Education specialist will attend career events sponsored by schools, school districts, Education Service Centers (ESC) and Local Workforce Solution Offices or Boards. The services you will provide at these events will really depend on the kind of career event you are attending, so let's talk about what those options are.

- Career Day: an event where participants share information with students about their personal careers
  - Usually held on a school campus and attendees are from that single school
  - Visiting workers are normally assigned one classroom and students rotate to different rooms
  - In some cases, students get to choose their own schedules of the rooms they will rotate between and other times they will be assigned a schedule
  - "Presentations" can usually last anywhere from 15 minutes to 45 minutes
  - Presentations will focus on your current role, the company you work for, the skills you use in your work, the level of education you need to do your work, etc
  - I always include information about TWC career education resources and tools and encourage students to explore their options (using our tools) before making career decisions
- Career Fair: event where multiple vendors provide information about the companies they work for, the occupations available at their company, and in some cases will also post job openings at their company and may even conduct interviews at the fair
  - Events can occur on a school campus, district office, regional center, community center, convention center, etc
  - Participants are usually students from multiple schools and multiple grades
  - Vary in size (20 to 100+ vendors) and (50-2,000+ students)

    - Vendors discuss their companies/industry of work and occupations within that company rather than their own jobs (though they may also do this as well)
    - Vendors give away "swag" and marketing materials to those who visit their tables
    - Our "swag" is informative materials that lead students to resources to help them complete career research
    - Length of fairs vary as well (1 hour- all day)
    - In some cases, short presentations will be provided to fair attendees throughout the event, and you may be asked to provide one or more of these.
        - Determine how long you will need to be away from your booth as you may need to ensure there is someone else available to man the booth while you are gone
- Career Expo: event where multiple vendors provide information about the companies they work for
    - Much like a career fair, but usually a much larger event
    - Participants are usually students from multiple schools and districts and vary in grade levels
    - Vendors usually cannot interview during the event because attendance is traditionally very high
    - Expos are commonly half day to full day events
    - Expos rarely happen on a campus but rather normally take place within convention centers or large community venues
    - In some cases, short presentations will be provided to fair attendees throughout the event, and you may be asked to provide one or more of these.
        - Determine how long you will need to be away from your booth as you may need to ensure there is someone else available to man the booth while you are gone

At all events, the Education Outreach team assists students and educators in learning about career exploration, awareness, and the pathways to career success.

The team does this by taking regional and state-level data and turning it into information which can help students make better informed career decisions. They include this information in their services as well as information about the career education publications distributed by the Labor Market and Career Information department of TWC.

Publications to Take to these Events

When attending career days, fairs, or expos it is good practice to identify the estimated number of students in attendance, and the theme of the event. This will assist in the decision of which publications to provide and the appropriate amount to take. Below is a list of the publications we traditionally bring with us for our vendor booth:

- High School endorsement publications: Science, Technology, Engineering & Math (STEM); Arts and Humanities; Multi-Disciplinary; Public Service; Business and Industries
- Beyond High School
- Bookmarks: Texas Career Check; Texas Reality Check; Texas Internship Challenge; Texas Crews; Career Hotline (We also have one with a combination of tools in case you want to bring only one)
- Brochures: Succeed at Work today; Where Can You Find Job Openings; Are you A…Doer?; Texas Employment Outlook; Top 10 Career Tips
- Pocket resume
- Booklets- Job Hunter's Guide, Navigate, Succeed at Work

Equipment Needed

When attending a career fair, verify the space and table size. This will assist in the decision of what materials you will take to the event. Below is the equipment we traditionally take with us:

- Mechanism to carry the materials to the venue
- Laptop for presentations, or to display TWC tools and resources
- Mifi for internet connection
- IronKey (TWC encrypted flash drive)
- Portable projector and cords to connect to the laptop (if presenting)

- Table covering/cloth (x2)
- Table runner with logo
- Candy (optional) to display to attract students

Selfie Boards

Selfie Boards are cartoon caricatures of different occupations with the heads cut out. On the back of each board, we have posted data related to the occupation. Students can take selfies with a chosen occupation, or they can just snap a photo of the data on the back of the board. Or they can do booth. Below are some tips on what to do with the boards:

- Bring hooks and/or clips to hang the boards
- Ensure you have a way to display or store the boards so that students can browse through them easily
- You can draw students to your table by walking around with one (or more) boards and displaying how to use them as students walk by
- If you must walk away from the booth for more than a couple of minutes, cover the boards or place them under the table until you return as we have had students walk away with them multiple times (and they are expensive to replace)
- You can create your own boards by clicking on the following link to access all of the graphics as well as a step-by-step video on how to build them. https://tinyurl.com/SelfiesTWC
- We printed our boards in a 16x20 format, but you can print them in any size you want

Best Practices and Tips

- Do not pay to provide a vendor booth
- Take copies of your contact information
- Take copies of the LMI data for the area.
- Wear comfortable clothing and shoes
- If you can pick your location be on a corner. Where students must turn, is a good spot
- Stand at the table, minimize sitting

- Greet students with a smile, be engaging
- Be sure to collect the following information before every career event:
    - When you can come and set up for the fair
    - Length of time the fair will take place
    - Intended Audience (helps determine what materials to bring)
    - Number of expected attendees
    - Physical location
    - Parking instructions
    - Contact person for the event
    - Size of the table you will be using
    - Ask if there is a questionnaire that the students will be filling out
    - If lunch will be provided (so you know if you need to pack a lunch or snack)
- It is best practice to arrive an hour early to the event to set up your display
    - Make booth eye-catching
    - Don’t overcrowd the table with materials

Data Collection

We will collect or track the same information on these events as we do for each event the Education Outreach Specialists attend. Refer to the **Data Collection** section of the **Classroom Presentations for Students** segment for specific instructions for the regional and TWC Education Outreach teams. Reach out to Lori Knight or Stephanie Huerta for any questions or to turn in quarterly reports.

One important thing to note here: When it comes to the vendor booths and career event attendance numbers, we record the total number of folks who attended the fairs (you can get this number from event Coordinators) and we also record the estimated number of folks who stopped by our booth and had an interaction with us. The total number of folks at the fair would be considered exposures because each of these folks were exposed to your table by walking around the fair or expo. The total number of folks who interacted with you would be considered engagements.

- Record the number of materials given out to students and adults (this can be an estimate)

- Keep track of the number of students and adults that you have direct contact with (this too can be an estimate)

Notes

Career Education Products & Publication Creation

Explanation

The TWC Education Outreach team works to update existing career education materials and tools as needed. They also work to create new career education materials as well. Some of the best resources they have recently developed or most useful updates to older materials and tools all came from suggestions and conversations the team has had with Teachers and Counselors who requested specific materials or features in our tools.

Who is Responsible?

Because all Education Specialists will be in constant communication with Teachers and Counselors (boots on the ground) it is our job to listen to the needs and requests of our partners in schools to help them get what they need. In other words, it is everyone’s responsibility to consider and discuss ideas for new or updated material.

If you have any special requests for publication topics, tool recommendations, update suggestions, or more, please submit that information to the TWC Education Outreach team. They are familiar with statewide initiatives, programs, and resources and may be able to lead you to a resource that already exists to meet your needs. If a resource does not yet exist, we can discuss the process needed to create one.

Finally, for any new materials to be published or tools to be created and distributed with TWC approval, we have to circulate those products or updates to top leadership within the agency. Not only must they have the opportunity to review it, but they can request changes and additional reviews before we can gain the endorsement of the Executive staff and our Commissioners in order to deliver a final product to the public. The in-house TWC Education Outreach team will facilitate that approval process.

How Can You Help?

When it comes to the actual creation of new materials or updates, that’s when we need to look at the requests to determine who should be working on it. Specifically, when it comes to writing new materials, that has been the responsibility of the TWC Education Outreach team. Members of the team have the training and experience of writing and we have access to Editors, an IT team, and graphics folks to help create new publication and tools. If, however, you would like to author or co-author materials, reach out to us and we can discuss the best approach.

Depending on your comfort with writing, we can write the product if you prefer, but we would keep you updated of all progress to ensure the final product will meet your needs. If you are interested in working on the product yourself, you can write or even co-write the publication in tandem with our team. TWC Education Specialists can then submit it to our in-house Editor before circulating it through agency leadership for their stamp of approval.

All requests for updates to our online tools, or suggestions for new tools must go through our TWC Outreach Education team so they can be properly submitted to LMCI IT team and receive execution approval. If you have suggestions or requests, you can pass those along to our team and we can complete the forms to submit a formal request to the team. Your name and contact information will be included on the request in case the team needs clarification or an explanation of any change requests.

Tracking Publication Progress

For all TWC agency Education Outreach employees who participate in the creation of new publications, the creation of translated materials, or coordinate the updating of current materials, please use the following guidelines to track the progress of each publication project underway.

- A spreadsheet has been created to track the overall progress of publication projects based on several high-level stages
- Each of these stages have been broken down further into the numerous steps present in each of these phases
- These spreadsheets along with the Planner tool inside of the Microsoft TEAMS software will be used to generate visual dashboards to represent the project status of publication creation, translation, and updating
    - To get to a copy of this spreadsheet, use this link: https://tinyurl.com/PublicationPM
- As each employee tracks and completes the different tasks in individual phases or entire project stages at a time, that employee will notify their immediate Supervisor of this progress
- The Education Manager will update the LMCI Director of project dashboards as part of the LMCI department weekly update which is circulated to all LMCI staff and the External Relations Division Director

Notes

Committee Work and Community Building

Explanation

Once you become settled into your position and more people in your community know you are available, you will more than likely begin to get invitations to join committees. Share these invitations with your direct Supervisor, before committing to join, to ensure the committee invitations you accept make sense for your role and scope of work. For example, every ISD has a CTE Advisory Committee—our team members serve on a few of these. It would make sense for you to be on the CTE Advisory committee for the ISD which you are assigned to. In addition, many ISDs or individual campuses have P-16 Councils, and these would be appropriate committees for you as well.

Below are some of the additional committees our team is currently committed to. Use these as a point of reference when determining some of the committee invitations you may be inclined to accept.

- RGV LEAD
- Texas OnCourse Content Advisory Committee
- Texas Reach Higher Planning Committee
- Foster Care & Education Committee
- Cariño Coalition
- TEA's, CTE Advisory Committees
- Pathways to Prosperity
- Texas Tri-Agency
- San Antonio Education Partnership

Networking: Who and How?

Whether you are at an event to work, attending a conference, or attending a committee meeting, always be willing and ready to network with others in the room. Take your business cards with you and collect business cards from others, especially those whom you could see yourself partnering with in the future.

Be sure to follow up with those individuals whom you promised to either share a presentation, data, or answer a question for, or simply follow up with them to let them know you enjoyed meeting them and wanted to ensure they kept you in mind if they are interested in partnering later. These small gestures can do wonders to build working relationships with those whose partnerships may be highly beneficial to you and your work.

*Remember, we cannot make promises to anyone about how and when the agency will support a community. It is our agency leadership who decides that, and sometimes this requires legislative backing. We (all Education Specialists) however, can come up with proposals that define partnerships, initiatives, or programs we would like to see develop with the support of the agency. Therefore, if you believe you have an idea for a program or beneficial partnership, share those with your direct leadership so they can notify your Board, and inform Lori Knight as well so she can notify her leadership.

This can ensure communication between the Board and agency leadership, which would be the recommended way to move program ideas forward.

Notes

Documentation of Work

Data Collection, Why and How?

Your position is currently grant-funded. We want to make sure this position has a good chance of becoming a permeant role within your region. With that in mind, we will work together to collect important data, feedback, and evidence of the impact this role has on your local community. Therefore, you will be completing and submitting data and reports on a regular basis, so the Program Manager can share this with Board and agency leadership.

Some of the data you will be required to collect are:

- Campuses visited
- Meetings attended
- Service provided
  - Presentations
  - Professional development
  - Career fairs
  - Committee meetings
  - Etc.
- Number of exposures
- Number of engagements

Some of the anecdotal information you will collect is:

- Survey responses from students
- Survey responses from Teachers and Counselors
- Survey responses from community partners

Presentation Note:
If you visit one campus and provide 6 back-to-back presentations, we enter it on the spreadsheet as 6 under the presentation column rather than 1.

Exposures:
The total headcount of individuals attending any event you go to.

Engagements:
The total headcount of individuals whom you directly impacted at each event; whether through experiencing your presentation, sharing information or discussing career interests at your career fair booth, training on the tools, etc.

**Keep in mind: your exposures and engagements can be different, the same, and an estimation.*

Survey Your Customers

The information we hope to collect through customer surveys is not about keeping tabs on your performance, but rather the customers interpretation of your role, the services they received, and how critical your role is to the community.

Find out if your Workforce Solution office has a survey profile you can use to collect responses easily, as customers are more prone to answer survey questions in a digital/electronic format as opposed to handing them a paper survey you have to collect. Below are the questions we send out to survey our customers. We recommend you start here and add any questions you think are relevant.

> *You've recently reached out to the Education Outreach Specialist for assistance. In an effort to support ongoing improvement, we would appreciate your feedback on your experience. Please take a moment to complete this survey and tell us how we did!*

1. How would you identify your audience group? *Check all that apply.*
   - Student
   - Parent
   - Teacher
   - Counselor
   - Administrator
   - CTE faculty or staff
   - ESC-level staff
   - Post-secondary faculty, staff, or administrator
   - Other academic partner
   - Workforce
   - Employer
   - Government/ State agency
   - Policy Maker
   - Non-profit
   - Other

2. What service did we provide for you?
   - Answered a question
   - Assisted with ordering LMCI materials
   - Shared contact or facilitated networking among partners

- Provided data or explanation of data
- Webinar
- Training
- In-Service presentation
- Classroom presentation
- Parent presentation
- Conference Keynote presentation
- Conference session presentation
- Career Day presentation
- Career Fair or Expo
- Other ______________________________

3. How would you rate this experience on a scale of 1-4, with 4 being the best?
   - The staff member was helpful 1-4
   - The response to my request was timely 1-4
   - The response to my request was thorough 1-4
   - My overall satisfaction with the experience was 1-4
   - I would recommend this service to others? Yes No

4. How would you rate this experience on a scale of 1-4, with 4 being the best?
   - The staff member was knowledgeable 1-4
   - The staff member was on time 1-4
   - The staff member was professional 1-4
   - The staff member provided a skilled presentation 1-4
   - The presentation provided was helpful and useful 1-4
   - My overall satisfaction with the experience was 1-4
   - I would recommend this facilitator to others? Yes No

5. Is there anything else you'd like to share with us about your experience, including ways we can better assist you in the future?

Outreach Spreadsheet for Regional Teams

Your immediate Supervisor will have the Outreach spreadsheet you will be using to track your data. Get a copy of the latest version from them and save this spreadsheet to your laptop. Be sure to update the data on the spreadsheet weekly. Your monthly entries will be due to the TWC Education Outreach team once a month, just before the monthly Booster Training webinars.

Name of Traveler (last, first)	Date of Event	City Traveled to	Out of State Y ?	Organization/School	ISD	R (Rural) or U (Urban)	WDA #	ESC #	Student Attendence	Adult Attendence	Purpose of Trip - Topic - Audience
Barnes, Malisa	09/05/18	Taylor	n	Taylor High School	Taylor	U	15	13	60	1	5 Career Prep & Employability Classes
Knight, Lori	09/19/18	Corpus Christi	n	Workforce Solutions Coastal Bend	Multi	U	22	3	1500	200	YOU Choose Career Expo
Jones, Major	09/20/18	09/21/18	n	LaMarque High School	Texas City	U			35	2	Presentation: Healthcare careers

Name of Traveler (last, first)	Present LMCI Resources	Present Economic Overview	ReceivingTraining	Providing Training	Student Presentation	Teacher/Coun/Admin	Workforce, Businesses, State Agen	Attend Committee meetings	Info Booth/Selfie Display	(attendence) exposures	engagements	count of products distributed	Miles RT	Car/Plane	Gas	Meals	Other
Barnes, Malisa	1				5					61	25	520	40				
Knight, Lori									1	1,700	350	500	436	64.27	29.75	37.85	
Jones, Major	1	1		1	1					37	35	45	420	74.00	16.40	83.80	
										0							
										0							
										0							

Outreach Spreadsheet for TWC Outreach Teams

If you are a Specialist with the TWC Education Outreach team, as opposed to a regional team at a Board office, you will report travel and event data on the LMCI department travel spreadsheet located in the department shared drive. Find the spreadsheet by following this path:

H drive → Travel → *FY20XX LMCI Travel and Training*

Keep in mind the title of the document you will be looking for will include the fiscal year in which we are collecting the data for our reports as this document is used for department accounting. For our records, our department fiscal year always runs from September 1-August 31st. Make changes directly to this master spreadsheet and save those changes before exiting. Do not alter the data reported in any other rows than the one you are adding.

Differentiating Between Service Types

Education Outreach Specialists track information on this spreadsheet related to the events they attend. When it comes to ensuring you track your data properly, you want to make sure the purpose of your trip is well defined. The outreach spreadsheet has several service types to choose from. Below is a list of the distinct types of services we provide and how they are defined. The list should explain the specifics that identify the nuances between our many service types:

- **LMCI Resource Showcase**: a presentation discussing all the great resources LMCI has for the audience. The resources featured may differ based on audience type
- **Economic overview**: a speech or presentation discussing the economy and LMI data for a specific region and often the state. This is not a training event
- **Receiving Training**: when we travel somewhere to obtain training of any kind

- **Providing Training**: When we train an audience HOW to use our tools; NOT just a general discussion. For example, Teacher/Counselor Professional Development sessions are training events.
- **Student Presentation**: When you present or train a group of mostly students
- **Teacher/Counselor/Administration**: When the presentations you provide are for anyone in the Education Community (the group *Counselors* does not include Workforce Employment Counselors)
- **Workforce, Business, State Agency**: When the presentation you provide is to one of these entities
    - Workforce staff, Business leaders, Industry folks, other state agency staff
- **Attend Committee Meeting**: Events attended as part of a committee you are on
- **Info Booth, Selfie Display**: Any event which included you displaying the selfies and/or providing a vendor booth/exhibit

When we track those tasks that we are doing currently, we are able to get much better insight for tasks that we will do in future, based on the information we collect from each trip. This allows us to reprioritize our work and determine if some events are worth repeating in the future or may need some tweaking.

If You Must Travel to Perform Your Job

On occasion, members of the Education Outreach team will find themselves traveling to perform their work. If you are part of a regional team, please communicate with your immediate Supervisor to discover your Board's protocols for employee travel. If you are a TWC state agency employee who needs to travel for work, please use the following guidelines:

Travel Documents Used by the Agency

F70- TWC Travel Authorization and Transportation Request

An F70 is the TWC Travel Request form used for agency employees to collect agency approval to travel to a destination other than their headquarter office to provide a service to TWC customers as well as estimate the cost to the agency to allow us to travel. Detailed instructions on how to complete the form are located in the Travel Department section of the TWC intranet. Blank forms of this document are also located here. Please direct specific questions about completing travel documents to your Supervisor or the Travel Department.

The basic guidelines for an F70 are as follows:

- An F70 must be submitted and approved before the event takes place in order for agency employees to travel and be reimbursed for expenses later;
- Immediate Supervisors, Directors, and the travel department must sign approvals for travel services to be booked;
- If for any reason agency staff need to travel by plane, the traveler will do the research to find an appropriate flight and include airline, flight number, and cost in the F70. Travel Department will book the flight and cover costs upfront for the traveler. All flight boarding passes and information will be provided to the traveler after booking;
- If traveler is commuting less than 100 miles round trip, traveler can use personal vehicle for trip and will apply for mileage reimbursement when event is complete;
    - The per mile, mileage reimbursement rate is determined as an appropriate cost per mileage to cover the travel, wear-and-tear on the vehicle, and fuel used for the trip. Therefore, gas does not need to be submitted as a separate cost when filing for mileage reimbursement;
- If traveler is commuting 100 miles or more round trip, a rental car must be used for the trip. Traveler will use the *Calculator-Rental Car v Mileage* tool in the F70 form to calculate the rental car costs. They will indicate on the F70 the date and time of proposed pickup as well as the Enterprise office location for pickup. They will also indicate the estimated date and time of drop off;
    - Agency rentals are always for mid-size vehicles as per our state contract. If for any reason a different sized vehicle is needed, it must be indicated in the section titled **Purpose of Trip** with an explanation why.
    - The agency Travel Department will book the rental car when they receive the traveler’s approved F70 form.
    - The cost for the rental is paid by the agency up front and includes protection for the vehicle but not roadside assistance.
        - Travelers may be offered Roadside assistance and additional insurance to be added to the contract when they pick up the

vehicle. Agency staff are not required to add roadside assistance or any additional coverages to their rentals as they would have to pay for it out of pocket, and the agency does not reimburse for this cost.

  - Gas for rental vehicles is paid for up front by the traveler and they will apply for reimbursement when travel is complete
    - Keep gas receipts to submit with reimbursement request later
  - If agency staff opt to use a personal vehicle rather than a rental car when the *Rental Car v Mileage Calculator* indicates that a rental car should be used, that traveler can only request mileage reimbursement up to the amount of the estimated rental car costs;
- If an overnight stay is required, all agency staff must book their own hotel reservations;
  - Agency travelers must use the Hotel Engine travel website to book a hotel room. Get to the site at www.hotelengine.com
  - All costs associated with the hotel must be paid for up front by the traveler and they will apply for reimbursement when travel is complete
  - Keep hotel receipt to submit with reimbursement request later
  - If, for any reason, a hotel room for any visit exceeds the allowable per diem cost of that area, the traveler cannot book it and expect reimbursement unless it is approved by the following PRIOR to reservation being booked and traveler staying there:
    - Immediate Supervisor
    - Department Director
    - Division Director
    - TWC Deputy Executive Director
    - TWC Executive Director/Commissioner
- Meal costs are reimbursed ONLY WHEN AN OVERNIGHT STAY is required as part of travel and only for the actual costs incurred by the traveler, (not to exceed the allowable per diem rate based on day of travel and location). If an overnight stay is not required, meal costs are not reimbursed for the traveler;

  - Keep all meal receipts for up to 60 days to submit for any reimbursement voucher audits you may experience.
- Generally, the following information should be included in every F70:
  - Traveler’s name, headquarter city, department number, email, grant/strategy/function/speedchart
  - Dates of trip- start date is classified as when the costs to the agency start (so when you would pick up a rental car for instance) to the time that costs stop (when you turn that rental car back in and get home).
  - Destination location
  - Purpose of trip
  - All of you proposed travel bookings: car rental/ plane/hotel
  - All estimated costs: broken down and in total
- The F70 is completed online by the traveler who then submits it to their immediate Supervisor via email.
- Traveler will receive a return email when Supervisor signs and sends it to the TWC Travel Department
- The Travel Department will send the traveler all of their pertinent travel information once rentals and/or airfare arrangements are made.

F5 Travel Reimbursement Voucher

An F5 is the TWC Travel Request form used for agency employees to request reimbursement for all out-of-pocket expenses as well as provide documentation of services provided in connection to travel costs to the agency. Detailed instructions on how to complete the form are located in the Travel Department section of the TWC intranet. Blank forms of this document are also located here. Please direct specific questions about completing travel documents to your Supervisor or the Travel Department.

The basic guidelines for an F5 are as follows:

- Include the following information in the yellow cells at the top of the F5 Voucher Form
  - Name
  - Physical address of Headquarter office
  - Job title
  - City of designated headquarter office
  - Traveler’s personal TINS number

    - Travel dates associated with this Travel Voucher
- Skip down to line 33 of the document and input in the yellow cells the total costs for the following expenses (if they apply to costs the traveler incurred during this trip):
    - Line 33: Parking Fees
    - Line 34: Gas for rental vehicle
    - Line 35: Periphery travel expenses such as driver services or toll fees
    - Line 36-43: Local and state taxes paid for the hotel room (do not include the cost of the room itself as this is placed in a different area)
        - Pay particular attention to the state counties included in rows 37-43 and be sure to place the amount of state tax paid in the appropriate cell
        - If you paid a fee titled as local, tourism, or city tax these are all totaled out and included in the yellow cell on row 36 as local taxes
- Include the date you will sign this document at the bottom of the page and click on the tab titled: **In State**
- Ensure your name and the correct dates of the trip are at the top of this sheet
- Column B row 11 is a yellow cell which asks for the start date of the trip. Enter that here
- Column F Asks for the date of when the trip ended. Be sure to skip down to the appropriate row so that your start and end dates are separated by the number of days you spent traveling.
    - For example, if you were on a trip for three days (3/1/2021 – 3/3/2021), column B row 11 would have the start date 3/1/2021, and column F row 13 would have the end date 3/3/2021
- Column J asks for Meal expenses. Include the expenses for each day of the trip separately (*if you are able to request reimbursement for meals-See guidelines in F5 section above to determine).
    - Using the 3-day trip example above, you would place meal costs in the following cells: Column J rows 11, 12, and 13

- Column K asks for Lodging expenses. Separate the costs for each individual day of traveling here as well.
    - Include the costs for the hotel room only in these cells.
    - Do not include the total costs (which adds in the taxes as well)
- The amounts you indicate for meal and lodging will automatically be totaled in this area and will now appear on the first page of this document and be included in the overall total of your expenses;
- In column C, row 26 indicate your regular work schedule hours
    - i.e.: "My regular work hours are Monday-Friday 8am-5pm
- In column C, row 27 include your home address
    - i.e.: Home address: 123 Main St, City, TX 77777
- Skip down to column B, row 28 and indicate the date your travel started
- Move over to column C, row 28 and begin typing in a narrative which covers everything you did while on the trip which is work related.
    - For Example: 3/1/2021- Picked up rental car at 9:15am at the downtown Austin location and drove to Education Middle School located at 345 Central Street, New City, TX 78888. Arrived at 1:00pm and delivered 2, back-to-back presentations to approximately 35 students in each session. Drove to hotel located at 1234 City Street, Big City, TX 75555. Arrived at 7pm and checked into hotel.
- Each separate day of the trip will begin on a new line with a date in column B to indicate the actions which took place on a different date. So to continue with the above example, the next day's narrative might look like this:
    - 3/2/2021- Checked out of hotel at 7am and drove to Big City high school located at 3456 Big City Lane, Big City, TX 75555. Arrived at 7:45. Set up library for professional development session and provided training to 55 Teachers and Counselors on LMCI career education tools. Left location at 2:15pm and drove back to headquarters. Dropped of rental car at downtown location at 6pm and got a ride back to personal vehicle. Drove home.
- If you are using a personal vehicle for your travel, you will indicate in column O the total round-trip mileage you drove every day (separately by date)

    - The spreadsheet will automatically calculate total mileage driven and will insert this information in the first page of the voucher to calculate the total cost of mileage reimbursement for the traveler
- If there are any special notes you need to include in your narrative for the Travel Department, please include a couple of asterisks (**) in the B column on a new row and include your notes in column C.
- In the very last line of the narrative section, column C row 56 include the total number of days you traveled, and the total paid in hotel tax
    - i.e.: 3-day event (sticking to our example)
    - Hotel tax: $14.35 (add both local and state tax for the trip here)
- Print out both the **F5 Voucher** as well as the **In State** documents and sign
- Make two copies of each document and your receipts.
    - One will be turned in to our department Travel Coordinator (Abby Schmidt)
    - The other copy will be for your own records. You will have the original digital F5 forms on your computer, but we recommend you hang on to a copy of all of the receipts you submit with each voucher because you will turn in the originals
- Place the original, signed hard copy with original receipts in a confidential folder or manilla envelope and turn in to immediate Supervisor;
    - You are not required to include meal receipts with your travel voucher, but travelers should keep all meal receipts for 60 days after submission of voucher, as the Travel Department can request a receipt audit during that time
- Travel Department will reach out to traveler if there are any questions or corrections needed;
- Travel Department will notify traveler when the reimbursement has been approved and processed;
- Reimbursements will be deposited into the bank account you have set up for payroll direct deposit with the agency
    - This may take 3-10 days from notification of processing confirmation, depending on your bank.

Notes

Jigsaw Exercise

Why We Use this Approach

Jigsaws, when used properly, make the group as a whole dependent upon all of the subgroups. Each group provides a piece of the puzzle.

Jigsaw is a teaching method that allow you to take large amount of information, allow individual people to learn a piece of that information and then come together and teach the other members their part.

How to Set It Up

Group members are broken into smaller groups. Each small group works on some aspect of the same problem, question, or issue. They can share their part of the puzzle with the large group.

When using a jigsaw, make sure you carefully define the limits of what each group will contribute to the topic that is being explored

You will go with a large group to learn a TWC tool or tools, (group 1) Texas Career Check, (group 2) Texas reality Check, (group 3) AutoCoder and Texas Internship Challenge, and (group 4) Texas Crews and Jobs Y'All.

You will be given 15 minutes **to plan out a presentation** to teach that tool, to your smaller group of 4.

You will be given 20 minutes **to teach your tool** to the smaller group of 4.

Following each teaching, the TWC staff will do a recap and provide a scenario for you to complete an activity with the tool. (time 20 minutes)

Encouraging a Great Share Out

We give participants a 15-minute planning session for determining how to share their tool with their team. This session is butted up against a 1.5-hour lunch so that they have more time to plan or practice if they want to.

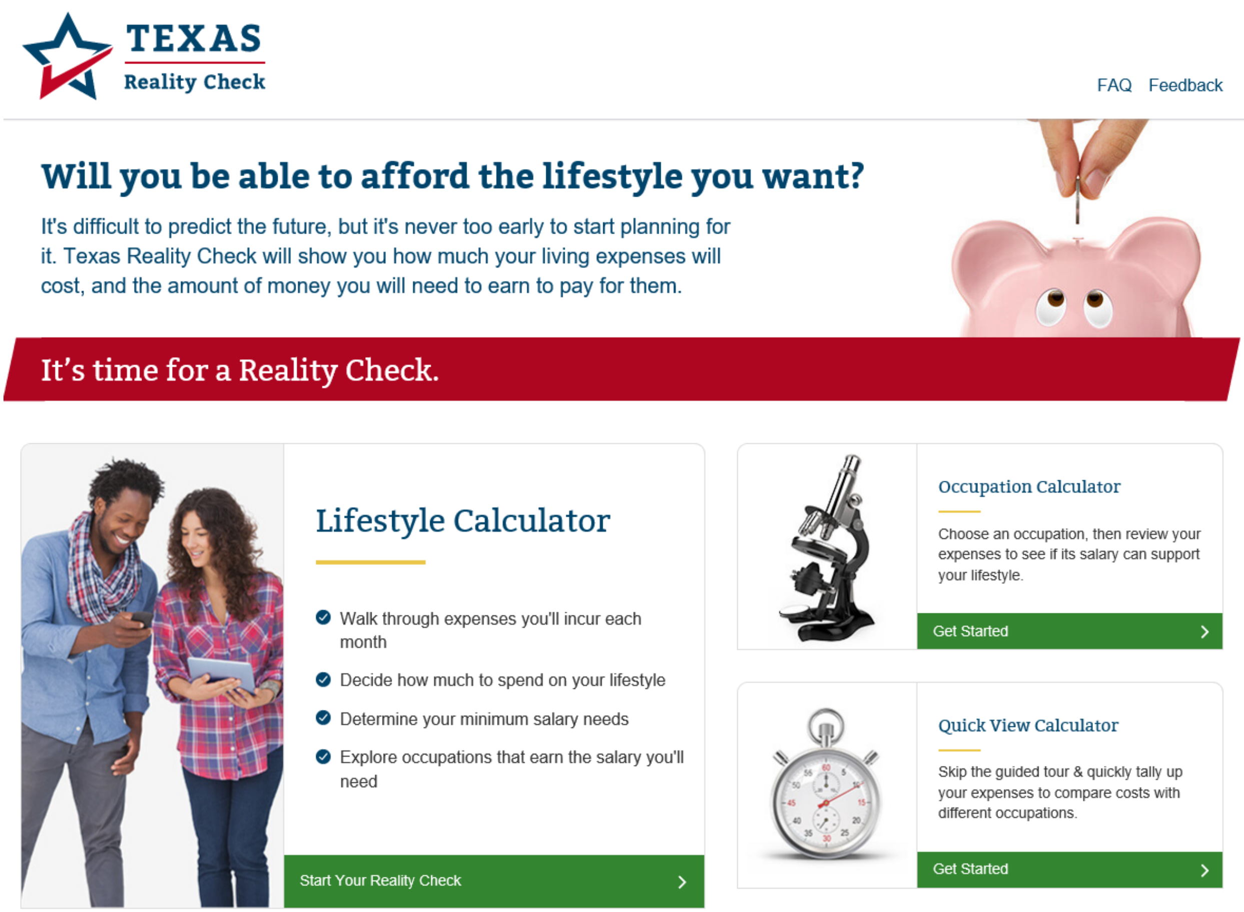
When a team member is done presenting their tool (a 20-minute session), we come up directly after and present another 10-minute session on the tool to ensure all the highlights are hit and then we close up the tool with a hands-on activity to drive home the information we have shared. This activity is meant to help everyone apply (and therefore synthesize) the knowledge they learned while also making them more comfortable with navigating the websites.

Texas Reality Check

It's difficult to predict the future, but it's never too early to start planning for it. Texas Reality Check will show students how much their living expenses will cost, and the amount of money they will need to earn to pay for them. It will also let them know which jobs can provide the salary they need.

Students will start with the Lifestyle Calculator. The Lifestyle Calculator will allow them to select a city in Texas they want to live in. It will walk them through the expenses they will incur each month. It will also determine the minimum salary needed to live in the selected city. It will also give students occupations that will pay the minimum salary or more in the selected city. So, students can explore occupations to see if any are a good fit for them. The results are not based on the students interests but on the lifestyle choices they select.

There are two other options to explore. One is the **Occupational Calculator** where you choose an occupation, then review your expenses to see if its salary can support the student's lifestyle. The other is the **Quick View Calculator**. This feature gives you a list of check boxes for each category and the student makes the selections from one page instead of working through the site. The results will be the same as using the Lifestyle Calculator.



Texas Career Check

Texas Career Check offers information on hundreds of job titles, pay information, and future projected jobs. This interactive website can help answer your education and career exploration questions.

EXPLORE CAREERS

Students can explore careers, or they can explore education. In the Careers section there are six different types of searches that can be done. They are:

- Occupation Information
- Occupation Trends
- Military Occupations
- Compare Occupations
- Interest Profiler
- Pop-A-Job

Below is more information about what is in each section.

Occupation Information:
There is a list of 1110 occupation titles that are listed alphabetically including annual salary and projected TX annual openings. From this list students can select an occupation by clicking on the name. There is an **Advance Search** feature that students can narrow down the list of 1110 occupations. The advanced search options are:

- Occupation Categories
- Career Clusters
- Academic Endorsements
- Annual Salary
- Annual Openings

If the student is looking for information about a specific occupation there is also a search box where they can type the specific job title and get information on that occupation.

When they click on the occupation title, an Occupational Summary page will open. This is where the more detailed information on the occupation can be found. All the information is from O*Net.

Below is a screen shot of the occupation summary page. There is a description, annual wages, employment rate, education level required, and endorsement the occupation falls under. In addition to the basic information about the occupation there are expandable sections available. These sections are where students can really see if the required knowledge, skills, abilities, etc…are a good fit for them.

Students can print the occupation summary page as well as save it to a PDF. It is recommended that students create a file on their computer or flash drive for their career exploration. They can save information there and then later access it.

Occupation Trends:
This is where the student will find the Top 25 occupations making above Texas median wage of $36,168, ranked by highest projected number of jobs added due to growth for the period 2016 – 2026. The occupations can be filtered by the State of Texas as well as the 28 Workforce Development Areas across the state. The information is listed in ranking order from 1-25. The title, annual salary, and projected TX annual openings are provided here. This information is updated every two years.

TEXAS
Career Check

Search Texas Career Check X

HOME | EXPLORE CAREERS ▾ | EXPLORE EDUCATION ▾

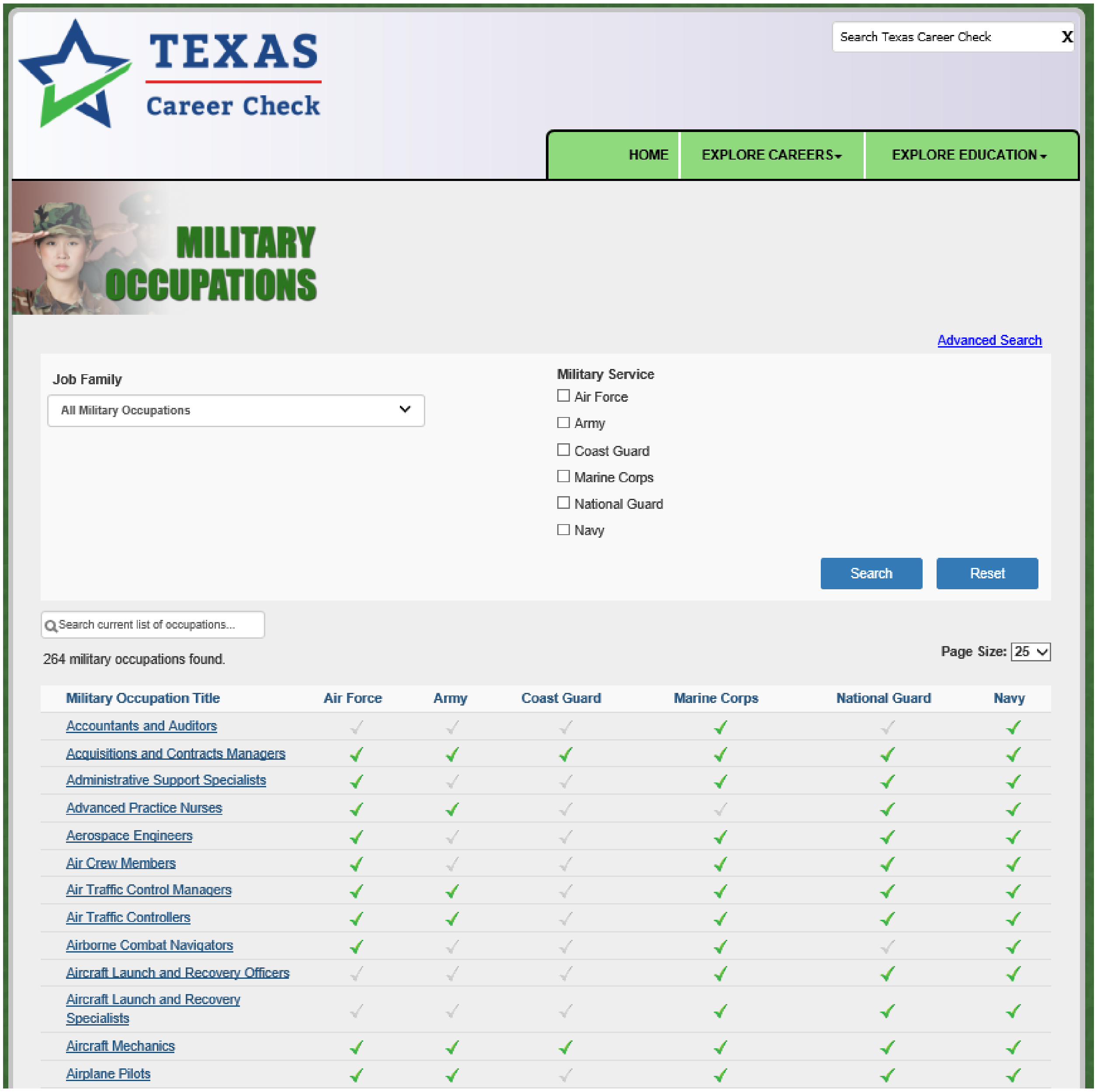
OCCUPATION TRENDS

Top 25 occupations making above Texas median wage of $36,168, ranked by highest projected number of jobs added due to growth for the period 2016 - 2026

Select Your Region: Texas (all regions) Find your Region

Rank	Title	Annual Salary	Projected TX Annual Openings
1	Registered Nurses	$72,067.00	16,980
2	Heavy and Tractor-Trailer Truck Drivers	$44,256.00	24,414
3	General and Operations Managers	$135,514.00	17,980
4	Elementary School Teachers, Except Special Education	$56,764.00	14,049
5	Accountants and Auditors	$81,331.00	14,437
6	Secondary School Teachers, Except Special and Career/Technical Education	$57,832.00	10,131
7	First-Line Supervisors of Food Preparation and Serving Workers	$40,399.00	15,020
8	Sales Representatives, Services, All Other	$61,069.00	15,835
9	Software Developers, Applications	$107,280.00	6,322
10	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	$70,000.00	14,249
11	First-Line Supervisors of Retail Sales Workers	$45,120.00	15,785
12	First-Line Supervisors of Construction Trades and Extraction Workers	$69,338.00	9,197
13	Middle School Teachers, Except Special and Career/Technical Education	$56,667.00	6,995
14	Licensed Practical and Licensed Vocational Nurses	$45,976.00	6,836
15	First-Line Supervisors of Office and Administrative Support Workers	$61,062.00	13,177
16	Electricians	$49,301.00	8,354
17	Business Operations Specialists, All Other	$80,110.00	7,713
18	Police and Sheriff's Patrol Officers	$62,427.00	5,393
19	Farmers, Ranchers, and Other Agricultural Managers	$78,345.00	20,415
20	Plumbers, Pipefitters, and Steamfitters	$48,621.00	6,251
21	Computer User Support Specialists	$53,482.00	5,444
22	Welders, Cutters, Solderers, and Brazers	$46,217.00	7,183
23	Carpenters	$39,961.00	6,262
24	Bookkeeping, Accounting, and Auditing Clerks	$41,059.00	15,872
25	Market Research Analysts and Marketing Specialists	$79,476.00	4,041

Military Occupations:
This section is where students can find a list of the 264 military occupations and which branches of the military offer the occupation. By clicking on the occupation title, it will direct the student to the Careers in The Military website where they can get additional information on the military. There is also an Advanced Search feature where students can select a Job Family from a drop-down menu as well as select the specific branch of the military they are interested in exploring.



Compare Occupations:
In the Compare Occupations section, students can select two different occupations and view the two side by side. Once the student selects the two occupations to be compared and Compare Occupations is selected, it will open a window with the Occupational Summary page for both occupations side by side. The same Advanced Search feature is also available in the Compare Occupations section. Once the information is displayed students can print or save as a PDF.

General Information

Category	Accountants	Actuaries
Description	Analyze financial information and prepare financial reports to determine or maintain record of assets, liabilities, profit and loss, tax liability, or other financial activities within an organization.	Analyze statistical data, such as mortality, accident, sickness, disability, and retirement rates and construct probability tables to forecast risk and liability for payment of future benefits. May ascertain insurance rates required and cash reserves necessary to ensure payment of future benefits.
Annual Wages	$81,331.00	$112,397.00
Preferred Education Level	Bachelor's Degree	Bachelor's Degree
Annual Growth Rate for Texas	1.75%	2.79%
Projected Annual Openings for Texas	14,437	121
View Occupation Summary	Accountants	Actuaries

Labor Market Information

Category	Accountants	Actuaries
Texas Mean Hourly Wage	$39.10	$54.04
National Mean Hourly Wage	$37.46	$55.21
Current Texas Employment	126,448	1,197
Current National Employment	1,397,700	23,600
Texas Projected Employment by 2026;	150,338	1,576

Knowledge

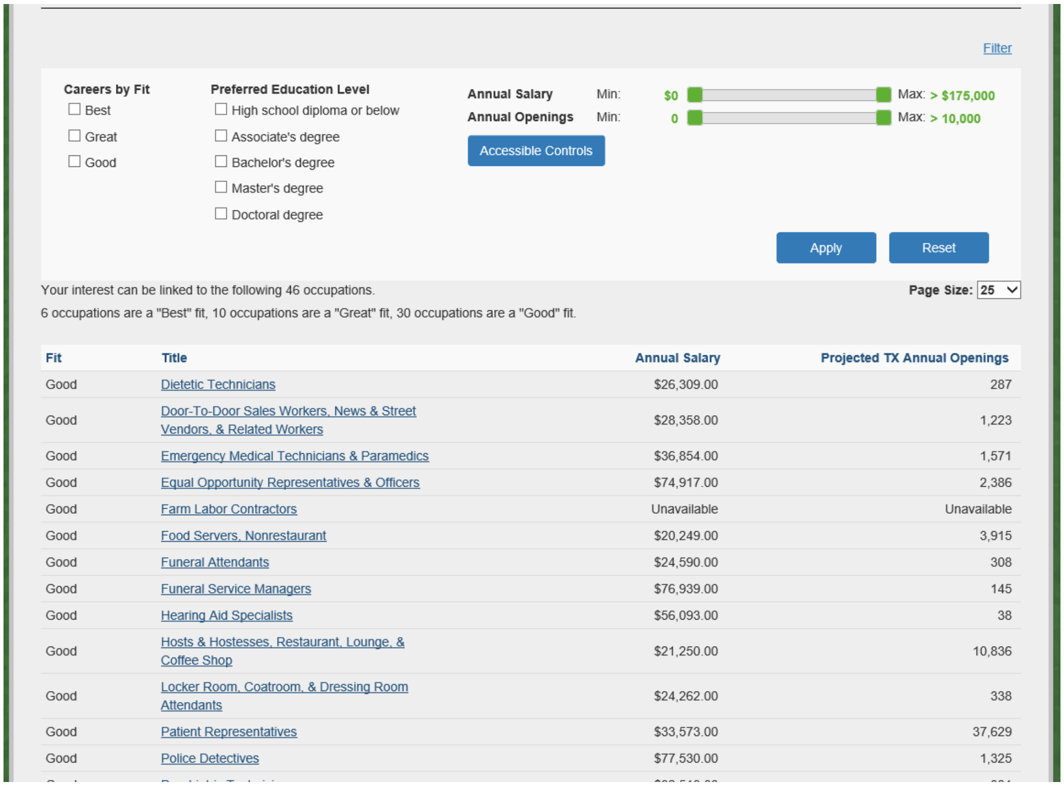
Top 10 Relevant Knowledge Areas	Accountants	Actuaries
	Economics and Accounting 89.60%	Mathematics 99.40%
	Mathematics 81.40%	Economics and Accounting 81.80%
	English Language	Computers and Electronics

Interest Profiler:

The Interest Profiler is a fun activity to do before exploring the world of work. Individuals can take a few minutes to answer 60 questions to identify occupations relevant to their likes and interests. The results will lead to a list of occupations to explore.

There are 4 pages of 15 questions each. Individuals will have to answer all 15 questions in order to move to the next group of questions. The student will read the sentence and select an emoji based on how they feel about the statement. Once the 60 questions have been answered the results will show six categories with a score and explanation for each one. The results can be saved to a PDF for future use. See example below:

The results will show occupations the individuals interests can be linked to. Some will show as “BEST”, “GOOD”, or “GREAT” fit. The option to filter is also available. The filters available are: Careers by FIT, Preferred Education Level, Annual Salary, and Annual Openings. Students can select the Occupation Title and access the Occupational Summary Page for more information on each one.


Filter

Careers by Fit
- ☐ Best
- ☐ Great
- ☐ Good

Preferred Education Level
- ☐ High school diploma or below
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctoral degree

Annual Salary Min: $0 Max: > $175,000
Annual Openings Min: 0 Max: > 10,000

Accessible Controls

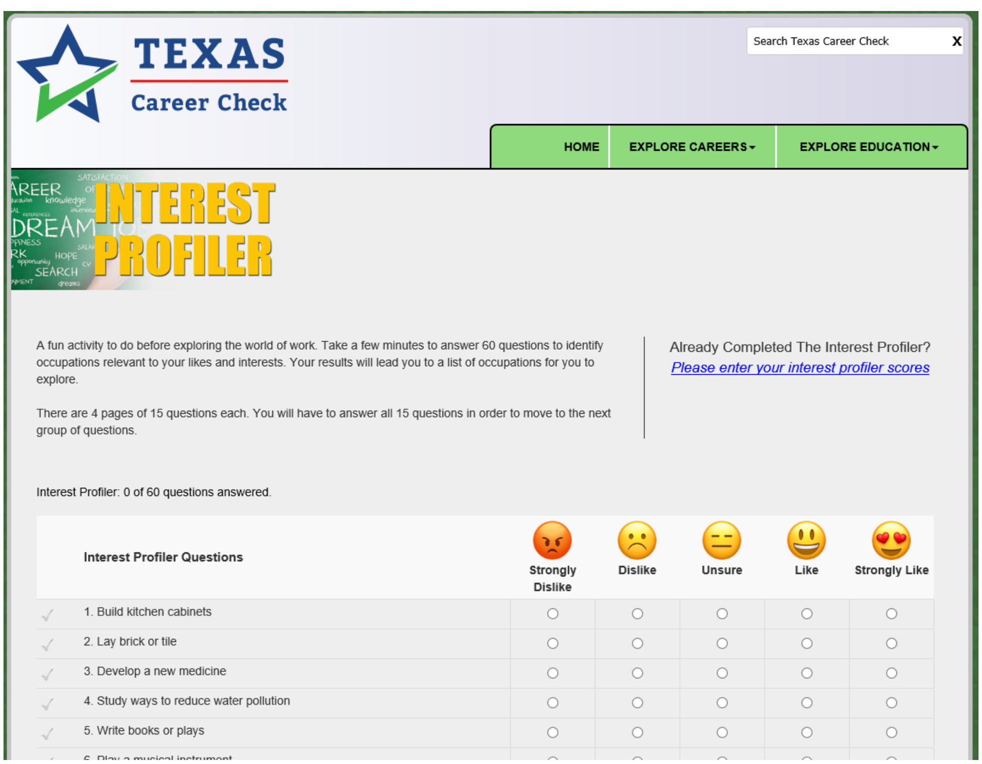
Apply Reset

Your interest can be linked to the following 46 occupations.
6 occupations are a "Best" fit, 10 occupations are a "Great" fit, 30 occupations are a "Good" fit.

Page Size: 25

Fit	Title	Annual Salary	Projected TX Annual Openings
Good	Dietetic Technicians	$26,309.00	287
Good	Door-To-Door Sales Workers, News & Street Vendors, & Related Workers	$28,358.00	1,223
Good	Emergency Medical Technicians & Paramedics	$36,854.00	1,571
Good	Equal Opportunity Representatives & Officers	$74,917.00	2,386
Good	Farm Labor Contractors	Unavailable	Unavailable
Good	Food Servers, Nonrestaurant	$20,249.00	3,915
Good	Funeral Attendants	$24,590.00	308
Good	Funeral Service Managers	$76,939.00	145
Good	Hearing Aid Specialists	$56,093.00	38
Good	Hosts & Hostesses, Restaurant, Lounge, & Coffee Shop	$21,250.00	10,836
Good	Locker Room, Coatroom, & Dressing Room Attendants	$24,262.00	338
Good	Patient Representatives	$33,573.00	37,629
Good	Police Detectives	$77,530.00	1,325

If a student saves their Interest Profiler results they can go back later and input their scores and revisit the occupations that matched their interests. Click on "Please enter your interest profiler scores".


TEXAS Career Check

Search Texas Career Check X

HOME | EXPLORE CAREERS | EXPLORE EDUCATION

INTEREST PROFILER

A fun activity to do before exploring the world of work. Take a few minutes to answer 60 questions to identify occupations relevant to your likes and interests. Your results will lead you to a list of occupations for you to explore.

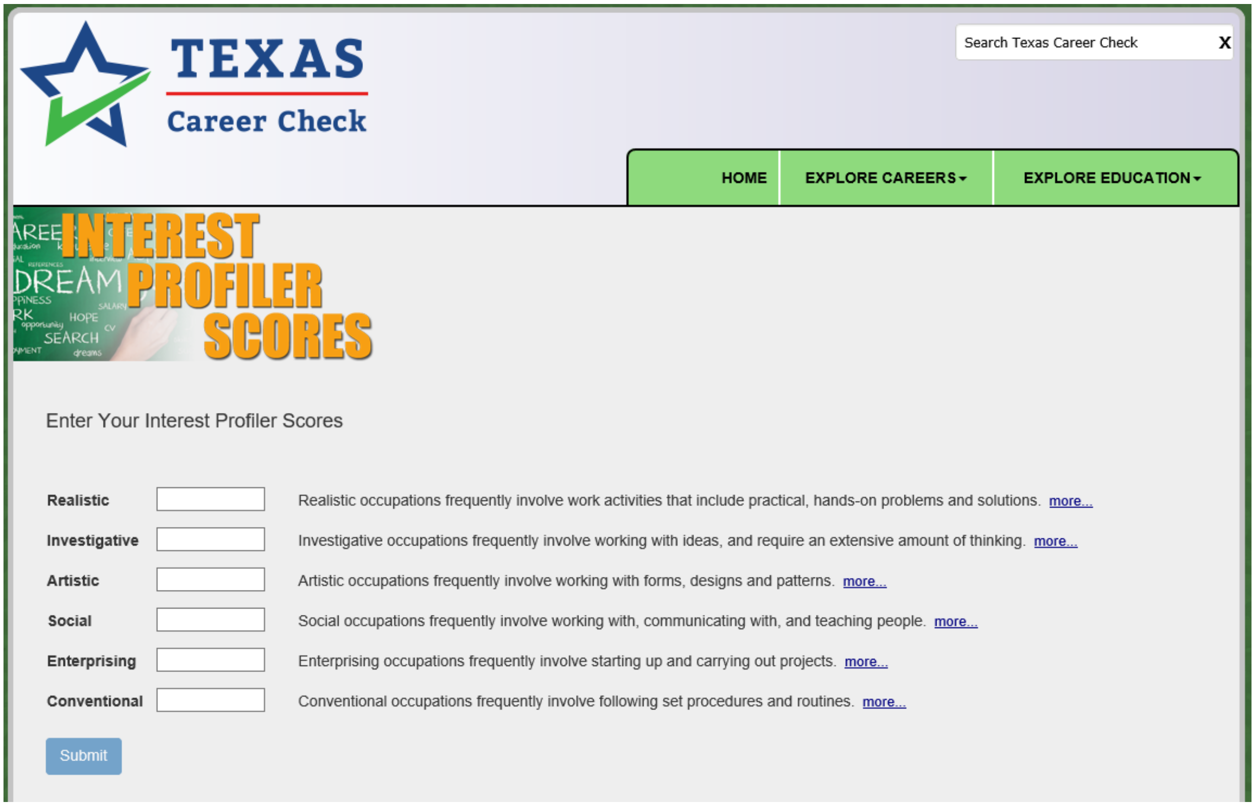
There are 4 pages of 15 questions each. You will have to answer all 15 questions in order to move to the next group of questions.

Already Completed The Interest Profiler?
Please enter your interest profiler scores

Interest Profiler: 0 of 60 questions answered.

Interest Profiler Questions	Strongly Dislike	Dislike	Unsure	Like	Strongly Like
1. Build kitchen cabinets	○	○	○	○	○
2. Lay brick or tile	○	○	○	○	○
3. Develop a new medicine	○	○	○	○	○
4. Study ways to reduce water pollution	○	○	○	○	○
5. Write books or plays	○	○	○	○	○

The next screen is where the individual would enter the Interest Profiler Scores.



Pop-A-Job:

Pop-A-Job is a career exploration game similar to "old school" hang man.

<u>Pop – a – Job instructions</u>

- Pop – a – Job on Texas Career Check will pick an occupation title at random, and display it as a series of blank balloons with each letter representing a balloon.
- You can guess one letter at a time:
  - For every correct guess, the letter will be filled in place of the blank balloon displayed.
  - For a wrong guess, you lose a chance and one "10-point balloon" will be popped.
- For every correct letter guess, you get 10 points. Once the correct occupation title is guessed, 10 points for each "10-point balloon" is added to the score.
- You have 6 chances to guess the correct occupation title before you lose the game.

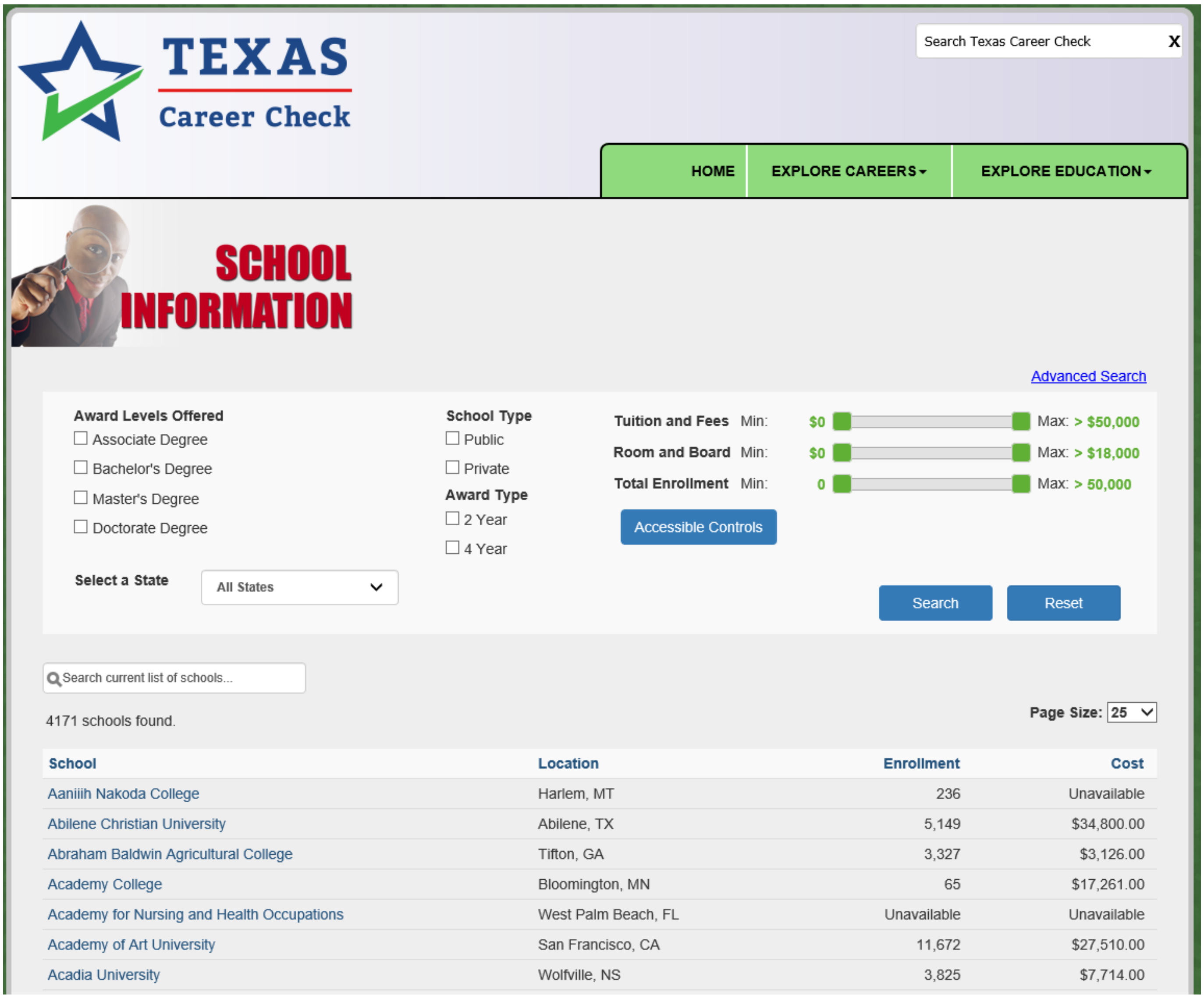
- After the correct occupation title is guessed, a link to explore the occupation appears. Clicking on the link does not stop the game. The summary will be opened in a new tab.

The list of occupation titles solved will be stored as links in the winning titles list at the bottom of the screen. All the links to the occupation summary will be opened in a new tab, so that you do not lose your progress of the game.

EXPLORE EDUCATION

School Information:

Texas Career Check enables you to research and explore institutions beyond high school across the U.S. Collect a detailed information report for your institutions of interest, or browse the comprehensive list of colleges, universities, and career schools to learn more about them. There are 4171 institutions listed alphabetically in our database. There is also an Advanced Search feature as well as a search box for students to type in a specific institution. The advanced search filters are: Award Levels Offered, State, School Type, Award Type, Tuition and Fees, Room and Board, and Total Enrollment.

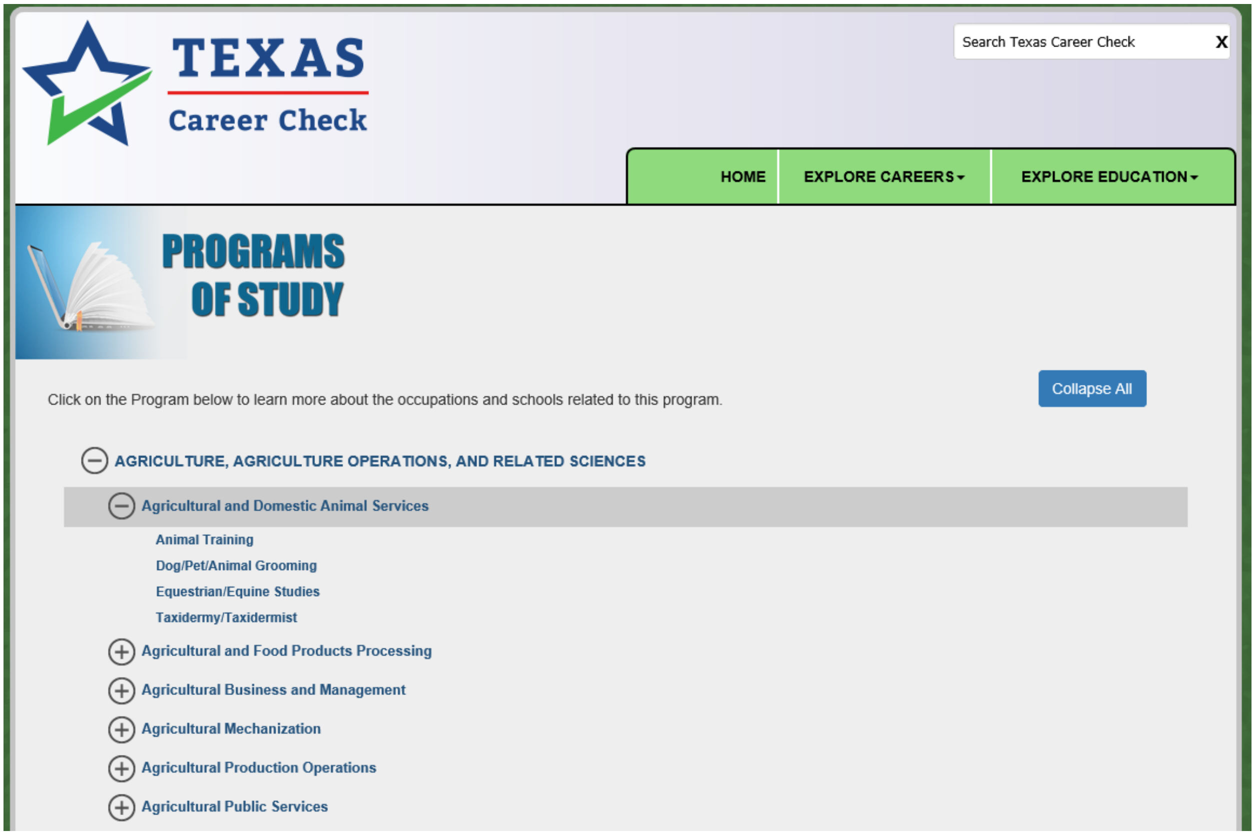


Below is an example of the School Summary page. There is General Information, Libraries, Computer Labs, Institution Control, Address, Phone Number and URL. In addition to the basic information about the Institution there are expandable sections available. These sections are where students can find information on Admissions, Tuition and other costs, Academics, Athletics, Scholarships, Enrollment, Student Body (demographics), Events and Organizations, as well as Programs of Study.

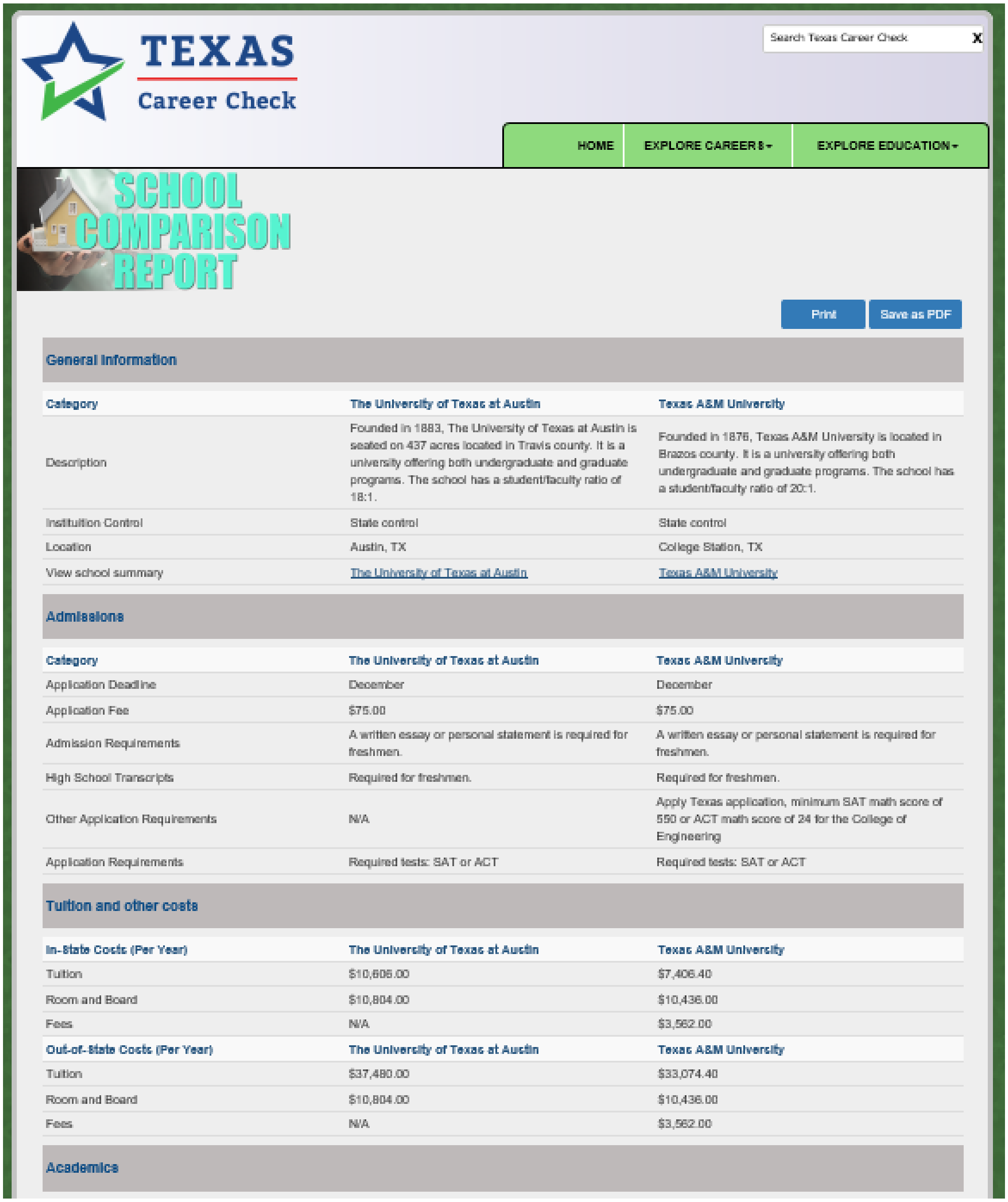
Students can print the school summary page as well as save it to a PDF. It is recommended that students create a file on their computer or flash drive for their education exploration. They can save information there and then later access it.

Programs of Study:
What students learn in school can directly affect their career opportunities. It is important to consider the courses or training students select based on their long-term career goals. Explore how programs of study connect to specific occupations.

Students can select a Program to learn more about the occupations and schools related to the program.



Compare Schools:
Find out which school is best for students by comparing them side by side. Once the two schools are selected the side by side comparison will be available. Students may save as a PDF and also print the School Comparison Report.



TEXAS
Career Check

Search Texas Career Check

HOME | EXPLORE CAREERS | EXPLORE EDUCATION

SCHOOL COMPARISON REPORT

Print | Save as PDF

General Information

Category	The University of Texas at Austin	Texas A&M University
Description	Founded in 1883, The University of Texas at Austin is seated on 437 acres located in Travis county. It is a university offering both undergraduate and graduate programs. The school has a student/faculty ratio of 18:1.	Founded in 1876, Texas A&M University is located in Brazos county. It is a university offering both undergraduate and graduate programs. The school has a student/faculty ratio of 20:1.
Institution Control	State control	State control
Location	Austin, TX	College Station, TX
View school summary	The University of Texas at Austin	Texas A&M University

Admissions

Category	The University of Texas at Austin	Texas A&M University
Application Deadline	December	December
Application Fee	$75.00	$75.00
Admission Requirements	A written essay or personal statement is required for freshmen.	A written essay or personal statement is required for freshmen.
High School Transcripts	Required for freshmen.	Required for freshmen.
Other Application Requirements	N/A	Apply Texas application, minimum SAT math score of 550 or ACT math score of 24 for the College of Engineering
Application Requirements	Required tests: SAT or ACT	Required tests: SAT or ACT

Tuition and other costs

In-State Costs (Per Year)	The University of Texas at Austin	Texas A&M University
Tuition	$10,606.00	$7,406.40
Room and Board	$10,804.00	$10,436.00
Fees	N/A	$3,562.00
Out-of-State Costs (Per Year)	**The University of Texas at Austin**	**Texas A&M University**
Tuition	$37,480.00	$33,074.40
Room and Board	$10,804.00	$10,436.00
Fees	N/A	$3,562.00

Academics

High School Graduation Plan:
Provide your students with a free and easy-to-use personal graduation plan document they can save and send to their Counselors. The fully-dynamic forms can be manipulated after being saved so that Counselors can make changes as needed. There is also a section reserved for Counselors to provide additional information for

each student. These documents can be saved as part of the student's personal records.

<u>Guidelines on using the High School Graduation Plan Document</u>

- Students complete the top portion of the document with their personal information including:
    - Student Name
    - Name of School in which student currently attends
    - Student ID number
    - Date of birth
    - Email address
    - Career Goal
- Students select the appropriate course selection in each area of academic discipline in the corresponding years in which they have completed those courses.
- Students input the elective course titles they have taken or plan to take in the appropriate year
- Students should include any notes they feel are pertinent to the coursework they completed in any given year of their academic history
- Students save document as PDF
    - Forms will automatically save as HighSchoolGraduationPlan-Student's Name
    - But you can also have students change this file name if you prefer a different identifier
- Direct students to email their saved documents to their assigned Counselors
- From this point, Counselors will receive a fully dynamic document that is specific to each individual student in their caseload.
    - If there are any discrepancies between the data the student has provided and their transcripts, the Counselors can make adjustments with one click of a button.
    - Counselors can then complete the Counselor information on the second page of the document by making selections appropriate for each individual student. They can identify:

- Endorsement selections and completion of the coursework requirements for those endorsements
- Selection of which STAAR EOC exams the student has already completed successfully
- Test scores on the PAST, SAT, or ACT
- College readiness completion in math, reading, and writing
- Which post-secondary applications the student has completed
- Which post-secondary financial aid information the student has obtained, and
- Input any additional notes that are important to each individual student

• The forms can then be saved digitally or printed out for signature collection and to be as part of each student's individual records.

Below is an example of the High School Graduation Plan.


Search Texas Career Check X

TEXAS Career Check

HOME | EXPLORE CAREERS | EXPLORE EDUCATION

HIGH SCHOOL GRADUATION PLAN

About High School Graduation Plan

Personal Graduation Plan

Student Name: ____ Student ID: ____ E-mail Address: ____

School Name: ____ Date of Birth: ____ Career Goal: ____

	9th Grade	10th Grade	11th Grade	12th Grade
Graduation Plan	Select an Option	Select an Option	Select an Option	Select an Option
Endorsement Plan	Select an Option	Select an Option	Select an Option	Select an Option
English	Select an Option	Select an Option	Select an Option	Select an Option
Mathematics	Select an Option	Select an Option	Select an Option	Select an Option
Science	Select an Option	Select an Option	Select an Option	Select an Option
Social Studies	Select an Option	Select an Option	Select an Option	Select an Option
Health and PE	Select an Option	Select an Option	Select an Option	Select an Option
Fine Arts	Select an Option	Select an Option	Select an Option	Select an Option
Languages Other Than English	Select an Option	Select an Option	Select an Option	Select an Option
Electives				
Notes				
Grade-Level Review (Signature/Date)				
Student				
Parent				
Counselor				

Counselor Section

High School Graduation Plan Requirements

STEM

- ☐ Consecutive level of 4 or more CTE courses:
  - a. First 2 courses from the same career cluster
  - b. 3rd CTE from an advanced course
  - c. 4th CTE from a class in STEM career cluster.
- ☐ 4 credits in Computer Science
- ☐ 5 Math credits with Algebra I, Algebra II, and Geometry. Any 2 other with Algebra II as a prerequisite
- ☐ 4 Science credits with Chemistry, Physics and 2 additional science courses
- ☐ Algebra II, Chemistry, Physics and 3 credits from no more than 2 of the areas listed in options 1-4
- ☐ **DISTINGUISHED LEVEL:** Additional 4 credits one of which is Algebra II

Arts And Humanities

- ☐ 5 courses in Social Studies.
- ☐ 4 consecutive levels of same language in Language other than English (LOTE)
- ☐ 2 levels of same language in a LOTE and 2 levels of a different language that is another LOTE
- ☐ 4 levels of American Sign Language
- ☐ 4 consecutive levels of classes from 1 or 2 fine art subjects
- ☐ 4 English elective credits
- ☐ **DISTINGUISHED LEVEL:** Additional 4 credits one of which is Algebra II

Multi-Disciplinary

- ☐ 4 advanced courses that prepare a student to enter the workforce successfully
- ☐ 4 credits in each of the 4 foundation high school subject areas to include English IV and Chemistry and/or physics
- ☐ 4 credits in AP, IB, or Dual-credit
- ☐ **DISTINGUISHED LEVEL:** Additional 4 credits one of which is Algebra II

Public Service

- ☐ Consecutive level of 4 or more CTE courses:
  - a. First 2 courses from the same career cluster
  - b. 3rd CTE from an advanced course
  - c. 4th CTE from a class related to Public Service
- ☐ 4 courses in Junior Reserve Officer Training Corps (JROTC)
- ☐ **DISTINGUISHED LEVEL:** Additional 4 credits one of which is Algebra II

Business and Industry

- ☐ Consecutive level of 4 or more CTE courses:
  - a. First 2 courses from the same career cluster
  - b. 3rd CTE from an advanced course
  - c. 4th CTE from a class related to Business and Industry
- ☐ 4 English elective credits
- ☐ 4 technology application credits
- ☐ 4 classes in consecutive levels from above 3 option groups
- ☐ **DISTINGUISHED LEVEL:** Additional 4 credits one of which is Algebra II

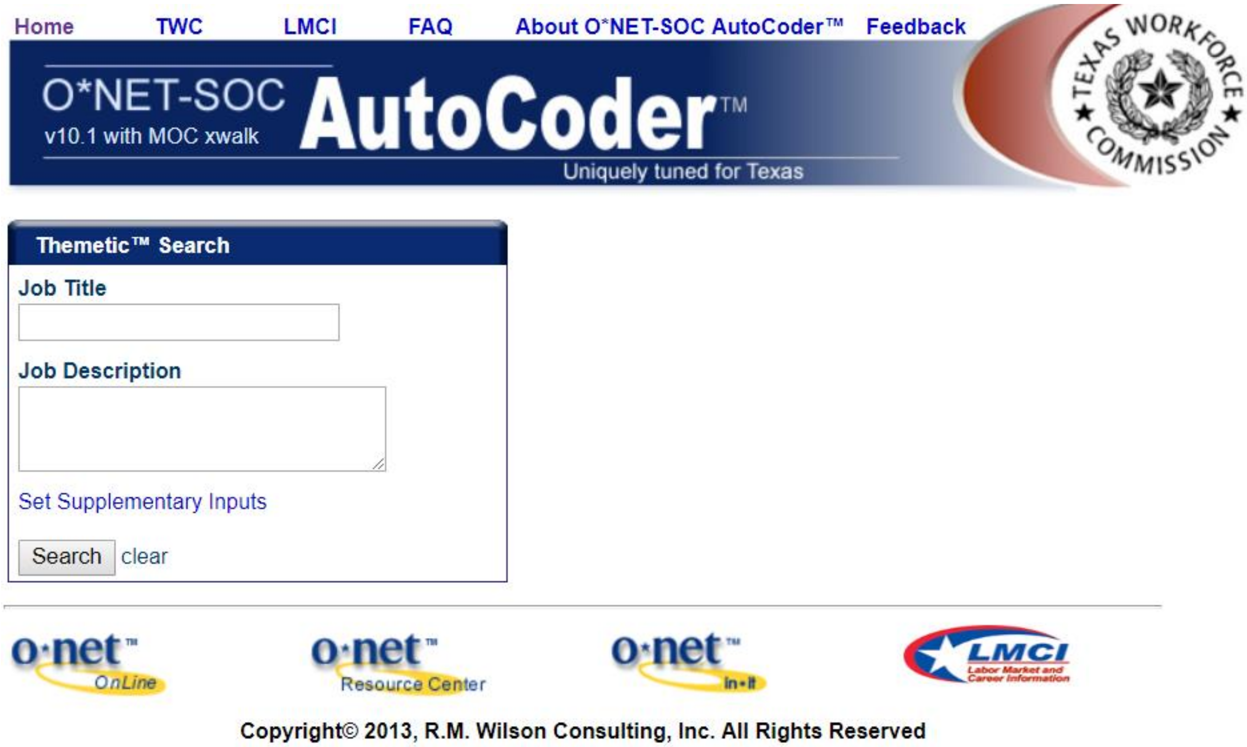
Milestone Checklist

STAAR EOC	Testing and Scores	College Readiness	Post-Secondary Application	Financial Aid
☐ English I	☐ PSAT: Enter Score	☐ Math	☐ HCC	☐ FAFSA
☐ English II	☐ SAT: Enter Score	☐ Reading	☐ LoneStar	☐ Scholarships
☐ Algebra I	☐ ACT: Enter Score	☐ Writing	☐ Apply Texas Application	☐ Grants
☐ US History			☐ Common Application	
☐ Biology			☐ Military Recruiter	
			☐ Technical School	

Notes

Save as PDF

Texas AutoCoder



This is one of our favorite TWC tools. This tool is great for exposing students to different occupations. In fact, this tool has allowed us to discuss with students their interest, curiosities, what they like learning about, problems to address and show how they can relate to occupations.

The AutoCoder tool was developed by the US Labor Department to provide occupation matches to resumes, job descriptions and interests. It is an easy tool to use. There are only two sections to interact with in the tool; a *Job Title* section and a *Job Description* section. You can enter information in either the title or description section to get information. You can even type the information in Spanish, English or a combination of both languages.

Here is the information students can learn from the tool, based on what they type in the tool:

- **Code/ Title**: Job titles are in blue, along with the Standard Occupation Code (SOC) number. Clicking on the job title will display a brief description of that occupation and lay title related to that occupation
- **Score or Star Rating**: The higher the score, the more your resume matches the occupation

- **Occ Profile**: Clicking the *VIEW* button will take users to the "Occupation Summary" page of **Texas Career Check**.
- **LMI/Wages**: Clicking the *VIEW* button will take you to the **Texas Wages** tool. This provides the wage information for that occupation in the different Workforce Development Areas of Texas.
- **TX Openings**: Clicking the *VIEW* button will take you to the **Work in Texas** site and show available openings in the state
- **Industry Staffing Patterns**: Clicking the *VIEW* button identifies the industry each occupation is found in and the percentage of that occupation found within different businesses in that industry.
- **Daily HWOL**: Clicking the *VIEW* button allows you to select a region in Texas and see if there are any openings for that position.

Job Title Section

- If there is a specific job title the student is interested in, then enter that occupation into the title section and click search.
- A list of closely-matched occupation titles will result
- Students can click on the title they are most interested in
- They can also click on the *View* link next to any job title to explore the wages, see current job postings, occupation profiles, and learn about industry staffing patterns.
- Once students click on a job title, they can focus on the job description section. They can also browse the *Lay Titles* section to discover other occupations that are closely related.

Note: The portion of the information page that displays *Lay Titles* is a great resource to use if you have a student who is interested in an occupation like a Registered Nurse or a Teacher but may not know which concentration they are interested in. The lay titles included in this list will enlighten the students about all the diverse kinds of nurses or teachers in the workforce. For many students, seeing this list may be the first time they learn about the variety of options they have connected to specific occupations.

Job Description Section

- If a student has a resume, have them copy and paste that resume into the job description section.
- For students who don't have a resume, you can use a mock resume.

- You can also simply type a few job tasks into the Job Description section to get results as well. You don’t have to include an entire resume.
- Once the resume has been entered, have the students click the search button.

The resulting list of job titles will be a display of occupations that match or align with the resume skills or job tasks entered by the students.

Note: Underneath the matching occupations, there is a *View All Match Results* button that students can press. This will increase the number of occupations that the students can now explore.

How We Use this Resource with Students

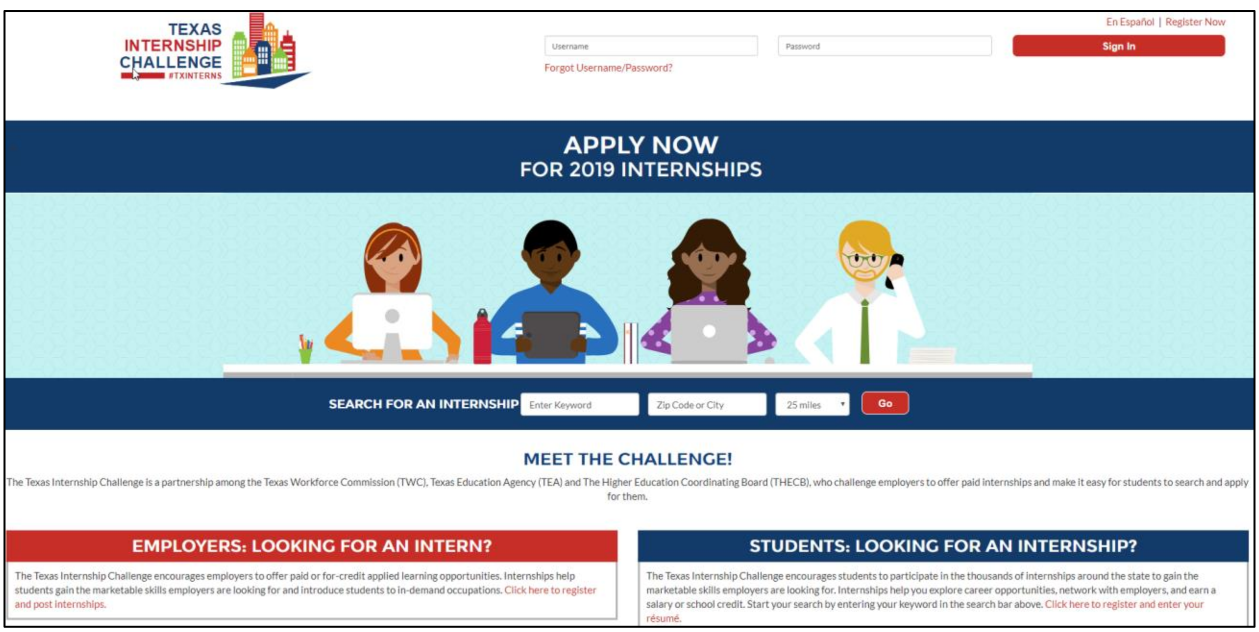
- We like to show the students how they can use this tool to explore occupations related to their personal interests or talents they already have.
- We have the students place a career title they are already interested in the *Job Title* section to review the occupations that are displayed. If students have a particular skill or talent, we have them type this into the *Job Description* portion of the homepage and see which occupations are displayed that align with that task.
- We can even have the students put something silly in the job description section to highlight just what the tool can do.

Texas Internship Challenge

The Texas Internship Challenge is a resource created in partnership between the Texas Workforce Commission, Texas Education Agency and Texas Higher Education Coordinating Board, as part of the Tri-Agency Initiative. The website challenges industry and employer partners to offer more paid internships for Texas students aged 16 and older.

On this site:

- Employers post applied learning opportunities like internships and apprenticeships to high school and postsecondary students, recent graduates, veterans, and adult learners who are transitioning occupations
- Students can apply for these opportunities after creating a free profile
- Users do not have to register to browse internships; they can use the guest access and only need to build a profile to apply using this site
- Many of the internships are paid internships
- Registered users can use any of the tools and resources on this site
- You must be 16 years old and above to register
- Users must complete all information marked by a red asterisk to register
- Students can built or upload a resume using the Resume builder tool
- Users put their desired city or zip code into the data base and set a mile radius to complete an internship search
- Users can click on desired internship for a more detailed description
- Users can use the "Quick Menu" to search for jobs without registering on the site



Jobs Y'all

Jobs Y'all is a marketing campaign the Texas Workforce Commission is using to encourage students to grow their interest in the top eight industries that will be growing the fastest in Texas. The Jobs Y'all career exploration campaign and website launched in 2018 to raise awareness about the opportunities and benefits of Texas industries, to inspire and attract young Texans to explore careers, and understand the education and training needed to best position themselves for where the jobs will be when they enter the workforce.

This campaign, initiated by the Texas Workforce Commission, was developed in response to employer and industry feedback that the fast-growing industries and occupations are not on the radar of young Texans who would benefit from understanding career opportunities and the education and training pathways needed to enter the workforce with the right skills. This website provides resources to help students, their parents, teachers, counselors, and mentors explore top industries and develop career goals.

The eight fastest growing industries in Texas are:

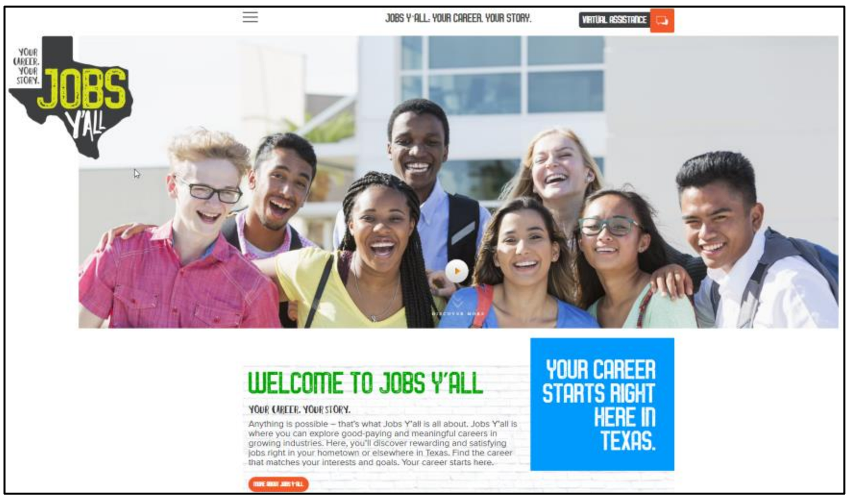
- Biotechnology, Life Sciences, and Healthcare
- Advanced Technologies and Manufacturing
- Aerospace and Defense
- Construction
- Energy
- Information and Computer Technology
- Petroleum Refining and Chemical Products
- Transportation and Logistics

The Jobs Y'all website includes the following features and resources:

- A link to Texas Career Check, Texas Reality Check, Texas Internship Challenge, and Texas OnCourse on the Career Explorer page of the Jobs Y'all website.
- Career success stories from young professionals
- Information on where to locate activities, events, and tours happening statewide
- Links to industry and employer online resources to learn more about specific opportunities and organizations to get involved with
- Industry-specific infographics for download and print featuring career opportunities and profiles

Educators, Counselors, and Families also have access to:

- Jobs Y’all Logo
- Jobs Y’all Campaign Posters
- Jobs Y’all Campaign Flyer Template
- Jobs Y’all Social Media Graphics
- Jobs Y’all Industry Infographics



Texas Crews

The Texas Consumer Resource for Education and Workforce Statistics (Texas CREWS) is an interactive dashboard tool providing comparative information about Texas public 2-year and 4-year post-secondary institutions. By evaluating programs and institutions on the basis of resultant wages and student loan levels, Texas CREWS will allow parents and students to make informed decisions about college and get the best return on their educational investment.

Texas CREWS website provides you with three career path research methods. Each allows you to compare wages related to various degree programs/ training and career choices with the wages earned by former graduates in those fields.

The three methods to research information are:

1. Selecting a major
2. Selecting an area of study
    - Select an occupation title
    - Select a major
3. Select a type of institution
    - Identify an institution tier (2-year; 4-year; or state-level)
    - Identify an institution by name

Notes

Texas OnCourse: Go-to Resource for Students Too

How does it Help Students?

Previously, we defined how helpful the Texas OnCourse tool would be to you learning more about the world and work of the education industry if this was something new to you. The tool can also be a goldmine of knowledge for your students, their parents, and the faculty and staff you work with. In fact, there are multiple features that are informative but also engaging for students. Below are some of the features defined with recommendations of how to use them with students (or some considerations) but again, as you browse the tool for your own education, take note of some of the features you like the best and decide how you can use them with your customers.

- **MapMyGrad**- Students can zero in on skills and interests so that exploring careers, choosing an endorsement, and creating a graduation plan are easy. *We like to use this tool as a starting point in the discussion about endorsements with students, or leading them to the tool if they are unsure which endorsements they are interested in.*
- **MiddleGalaxy**- A space-themed game designed for middle school students to learn about options in high school and beyond. *This is an interesting game for sure, but can be difficult for some young students to use. 8th graders are a perfect audience.*
- **Share Your Road**- A place for adults to share their stories about their career journeys and where students can visit to read those stories. This can help students discover opportunities they never knew existed, and to be inspired. *For students who are undecided on their career goals (or even for those who are) this is a great place to visit to see if someone has provided a story of their journey in a career that might interest them.*
- **Roadtrip Texas**- high school students traveled across the state to interview and film working professionals and college students to better understand what may be available in the future workforce of Texas. The resulting film series is called *Room to Grow* and offers vignette videos that feature individuals in various careers and education pathways. *Texas OnCourse offers a curriculum guide for teachers. It accompanies this resource and provides recommended classroom activities.*

- **Middle School Curriculum Guide**- includes lesson plans aligned to TEKS for college and career readiness and investigating careers. Whether your school offers courses in college and career preparedness or you're including these lessons in other academic classes, these OnCourse lessons are simple and easy to use.
- **Middle School Family Guide**- This guide is meant to help parents work with their children to better understand endorsements, graduation planning, career and college readiness, and more, all with easy-to-follow activities you can do together.
- **Data Dive**- Explore college and career readiness data on every level; campus, district, region, and state. This tool showcases Texas school attendance rates, STAAR scores comparisons, TSI scores comparison, college readiness assessment results, graduation reports, and more in easy-to-read and understand graphics.

If you are not sure which tool or resources you need, you can start on the homepage of Texas OnCourse and simply click on the tab for *Students and Families* or *Educators* to get to the following recommended resources. Some of these resources are shared across all of the audiences, but some are specific to audience type. Browse through the tool if you are interested in seeing which tools are recommended to each group.

- Resources identified by grade: choose from middle school, early high school and late high school
- Resources broken up by goal: choose from Jobs or career information, College planning, Applying to college, Endorsement options, Finances, Graduation Requirements, and Lessons and curriculum.

Why Do You Need to Use it?

Texas OnCourse is a wonderful resource for you to use to learn about the world of education, but it is also a great resource to use with students and to share with teachers and counselors. This resource can make your job and the student's decision-making process simpler, so that is why it is important for you to familiarize yourself and your audiences with it.

Texas Skills to Work

What is it?

Designed to help you use your military experience to transition to a job you already know how to do in the civilian workforce. The same principles can be used to help our students who may not have work experience but have life experiences that make them employable.

- Assist in clearly translating experiences, training, education and volunteer services into language that employers can understand.
- This tool translates your experience and training into skills statements that may be used in developing a resume.
- The tool also allows you to match your specific skills to job listings in the region and city you select.
- The tool also generates a skill gap report and a recommendation for additional education and training (personal training plan).
- The Texas Skills to Work tool will identify job postings that you may not have considered based on job title alone.
- The tool identifies the best match based on skills and not job titles.

How this tool is used:

- Enter your skills into the Skills / Resume section, then press submit.
- You can print the results found on the screen.
- If you click the "Find Jobs" button, your skills can be used to match with potential occupations across the state. You are prompted to select a region of the state to search.
- The skills have been translated to ONET occupations, with a link to ONET online for further exploration
- A unique list of skill statements has been created, that identify the knowledge, skills and abilities related them.

When working with students with limited work experience, use this tool to highlight their life experience and soft skills when developing their resumes.

Notes

Additional Career Assessment Tools

Texas Career Check

www.texascareercheck.com

Offers information on hundreds of job titles, pay information, and future projected jobs. This interactive website can help answer your education and career exploration questions. The assessment in Career Check is 60 questions and can be completed in about 10 minutes. The list of occupation titles that will generate when you are done with your assessment will be the best fit for your personal responses to the questions about your likes and dislikes. All of the job titles can be clicked to view a detailed occupation summary report that provides information about the job such as:

- Job description
- Level of education required
- Endorsement alignment
- Mean salary
- Projected demand growth for the occupation
- Specific skills needed
- Daily activities completed on the job
- Occupational videos
- And more

Texas Reality Check

www.texasrealitycheck.com

It is difficult to predict the future, but it is never too early to start planning for it. Texas Reality Check will show you how much your living expenses will cost, the amount of money you will need to earn every year to pay those expenses, and the jobs available that can provide you the salary you need. The results can be filtered to display only occupations with a specific education level requirement or connection to a specific career cluster. You can click on the job tiles to explore a wealth of information about each one, or click a link to get to the detailed occupation summary report provided in Texas Career Check.

TX Genuine

www.texasgenuine.org

This is the fastest of all free career assessments online. There are only 6 questions. Once you respond to all six questions, the results will point you to three different career clusters that best match your responses. You can then click on the tile of the career cluster that most interests you and you can explore all of the occupation titles that are found within that cluster.

Each job title is an active link, so you can click on it to learn everything you have ever wanted to know about those jobs.

TX Gear UP

www.texasgearup.com

This is a great assessment to use if you are working with students who require a lot of visual stimulation in order to stay engaged. This tool incorporates bright colors, movement of objects on the page, sounds when items are clicked on the page, and a lot of photographic images. There are only about 12-15 questions in this assessment. Each question is presented at the top of the page, and all of the responses below are photographic images the user gets to choose to answer the questions.

The results for this assessment are also photographic images and brightly colored pages with information and details the job. This is a must website for students who would rather work with images than text to stay interested.

My Next Move

www.mynextmove.org

This is the most thorough and accurate of all online assessments. It is also where we got our questions for the 60-question quiz in Texas Career Check. There are 120 questions in this assessment, so it can take at least 30-45 minutes, but most students who have used it with me are often surprised at how accurate the suggested job titles can be. Just like the other career assessments, the resulting occupation titles are active links and clicking on them will lead you to information about the requirements and data specific to the job.

The unique feature about My Next Move which I like is that the tool is connected to apprenticeship.gov which has an Apprenticeship finder where you can input a zip code and the tool will let you know all of the apprenticeship programs and opportunities in your area. When you complete the assessment and you explore the occupations on the resulting list, you can also discover whether or not entry into the occupation is available through and apprenticeship opportunity.

Map My Grad

www.mapmygrad.org

This tool is found inside of the Texas OnCourse website. With MapMyGrad, students zero in on skills and interests so that exploring careers, choosing an endorsement, and creating a graduation plan are easy. Endorsements are paths to help you graduate ready to go into college or a job you want with some specific skills. Upon entering ninth grade, Texas students are now asked to choose at least one in five endorsements.

With Map My Grad, students can:

- Check out the Texas graduation rates
- Explore the different endorsements
- Take an assessment quiz that will suggest an endorsement
- Use the Graduation plan tool to
    - Identify their district and high school campus
    - Identify their endorsement options
    - Pick courses available to create a 4-year plan.
    - Options available are specific to each district and the courses available at each campus!
    - Not all schools offer all the endorsements
- Learn about college
- Not required to log in to get information

Launch My Career Texas

www.launchmycareertx.org

The pages in this website that display the occupation information are very vibrant and have great graphics. There is not a traditional career assessment on this tool, but it provides a very different approach to career exploration. The homepage offers a variety of top-30 lists. The lists include:

- Top occupations by wages
- Top majors
- Hot jobs
- Information on all Texas post-secondary institutions

Resume Genius

www.resumegenius.com

Use this website to very easily make a visually-engaging resume or cover letter. The website will move users through a step-by-step process to create a resume using the template design they like the most. The entire process takes no more than 15 minutes and the entire time, the software helps users identify potential skills and key terms to include.

- Free to use ONLY THE FIRST-TIME users log in
- The resume template can be saved by users
- Students can then modify the template for each different use
- Our tool, Texas Skills to Work, can be used to discover job task and key word recommendations

Will Robots Take My Job?

www.willrobotstakemyjob.com

In 2013, Carl Benedikt Frey and Michael Osborne published a report titled, “The Future of Employment: How Susceptible are Jobs to Computerization?” They implemented a methodology to estimate the probability of automation for 702 specific ocupations, using a Gaussian process classifier. The report is specific to the US job market. According to their estimates, about 47% of total US jobs are at risk.

The makers of the *Will Robots Take My Job?* website have taken this report and extracted the jobs and probability of automation estimates and created an easy way for users to search the jobs they are interested in. They also added additional information from the Bureau of Labor Statistics (BLS) on their site to provide critical labor market information users can consider. What is interesting is that in some cases the projected demand for labor and the estimated probability of automation are in disagreement.

Rest assured, if you introduce this resource with students, you should be prepared to field a lot of questions. You may not be able to answer them all. Be honest with them about that and help them understand that occupation projections are *estimates* of the what the future workforce may look like without any huge changes in the work environment. Automation replacing human labor would certainly be considered a huge change in the workplace and therefore cannot always be accurately predicted as it is solely dependent on advances in technology and no one can predict those accurately.

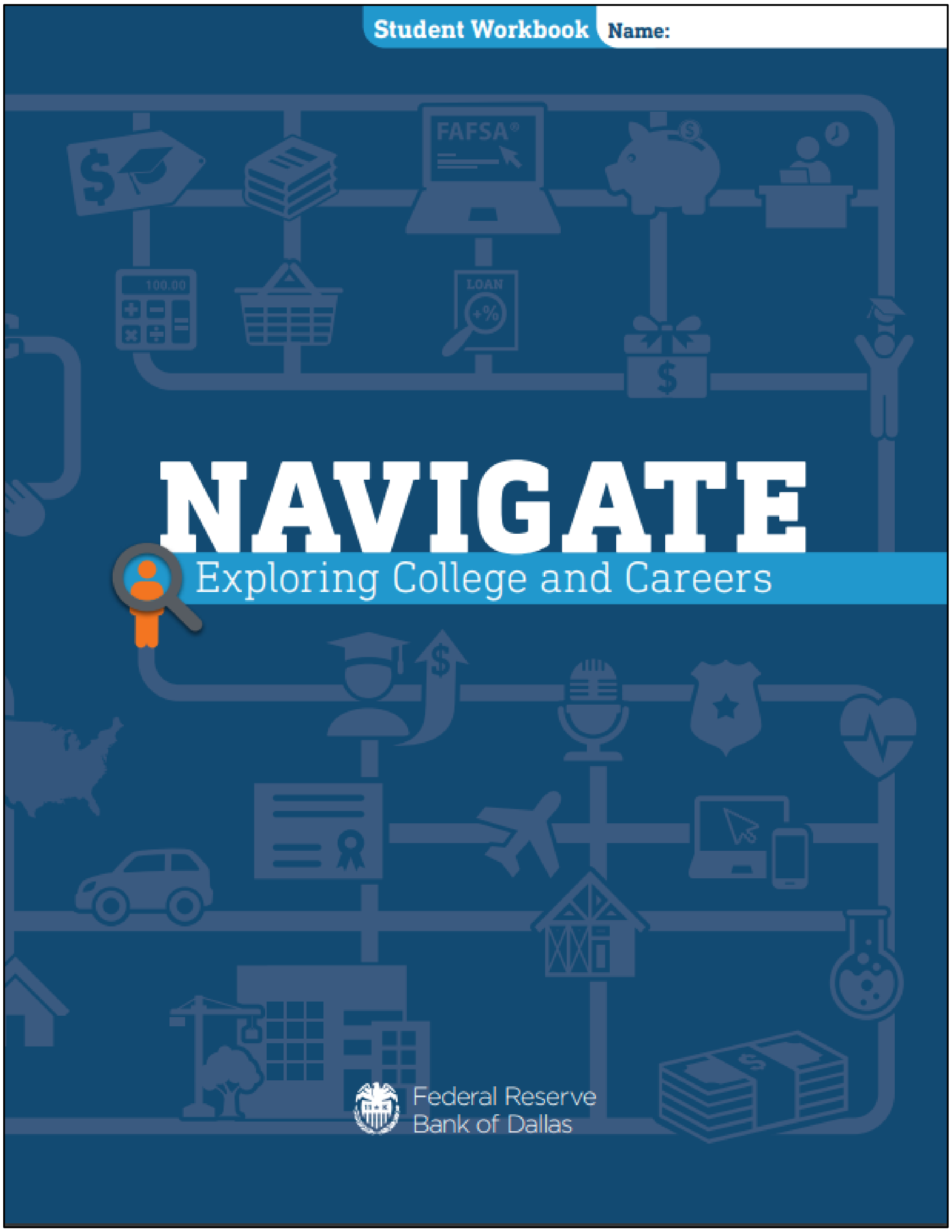
Notes

Notes

Using NAVIGATE the Career Portfolio

Where Does it Come From?

Navigate, a workbook about exploring college and career options is a classroom resource from the Federal Reserve Bank of Dallas. There is also an accompanying Teacher handbook available that breaks the workbook into 6 different units and provides suggested lessons to help students use the workbook cover-to-cover.



What is it?

This workbook allows students to:

- Examine various careers and educational requirements
- Evaluate different educational opportunities after high school
- Identify academic choices and extracurricular activities that will enhance their applications
- Research the cost of postsecondary education
- Explore types of financial aid and educational assistance
- Imagine their own path to success

This resource is an introduction to the investigation of careers and college and is designed for 7th through 9th grade students. Many students and their families may not be familiar with the pathways to education after high school, and Navigate provides information to begin preparing for success.

How Do You Use it?

We have a method for how we talk to students about career education. Here is ideally how we like to do it:

- Start a discussion with students about their career interests
- Help them understand how to tie those interests to endorsement options
- Help students connect their interests to industries and other occupations in those industries
- Discuss with them all the options available to them beyond high school
- Encourage exploration and research.
- The final step is to provide them with the Navigate workbook to be used as the career portfolio in which they will input all of their research

How Do You Order it?

To download or order free copies of the resource, go to: https://www.dallasfed.org/en/educate/navigate.aspx and click on the link that says "Order free copies." When asked how you heard about the tool, be sure to let them know that the Texas Workforce Commission's Education Outreach team sent you.

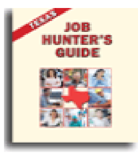
TWC Printed Publications and More

Where Do You Find Them?

Go to the following link to see all of the print publications created and distributed by the TWC Labor Market & Career Information department.
https://lmci.state.tx.us/shared/publications.asp#Magazines

How do You Get Them?

When you use the link above, you will see all our publications. Each title is accompanied by a small image of the front cover, a brief description of each resource (also listed below) and a link for a PDF of each publication. For example:



Texas Job Hunters Guide

From assessing to preparing to searching to connecting to interviewing, this publication will show you how to excel in the art of the job hunt. **$2.50**

Check out *Texas Job Hunters Guide*
Download the Accessible version of *Texas Job Hunters Guide*
Download the *Texas Job Hunters Guide* en Español. (Available only as PDF download)

None of our materials are copyright protected. This means you can download or duplicate them as often and as much as you would like to. Therefore, feel free to download those PDFs from this page.

If you prefer to order the products so that you can photocopy or distribute originals, you can order our publications by downloading our order form and faxing or emailing it back to us. You can get to that order for at the following link:

https://lmci.state.tx.us/shared/OrderForms/orderform.html

What are they?

Below are the publications we use with students.

Endorsement Bulletins

This series of bulletins takes a closer look at each endorsement area and connects those endorsement pathways to career opportunities. Each comprehensive issue contains vital information about the guidelines of the Foundation High School program and endorsement selection requirements. In addition, they feature careers that are specific to each endorsement area and the accompanying labor market information for each job title. For more information about HB-5 and endorsement requirements go to: https://tea.texas.gov/graduation-requirements/hb5.aspx

Beyond High School

Helping your child narrow down their education and training options after high school can be tough. The goal of this booklet is to help you and your student choose a school based on what is important to you. There are thousands of institutions of higher learning in the United States, each with their own cultures, and some with a balance between studies and extracurricular activities, and some more exclusively focused on the work of getting you trained for a career. Let the TWC help you figure out some criteria considerations to work through to help you and your child discover the best fit for them.

Brochures

We have a series of foldable brochures to help students better understand several different aspects of the world of work or post-secondary education. Some of those brochure titles and brief summaries are:

Succeed at Work- this brochure is a summarized version of a longer publication with the same name. The brochure features a very condensed version of the kinds of behaviors that help workers exceed in the workplace.

Starting the Conversation- this brochure is a summarized version of a larger publication with the same name. The brochure features a very condensed version of guidance for parents to know how to have the world of work conversation with their children.

Where Can You Find Job Openings- Some methods are more effective that others in finding a job. This brochure highlights a variety of common ways people look for jobs and the strengths and limitations of each.

Are You a …Doer?- Sometimes your personal traits determine the occupations that might make for your best fit. This brochure presents six personality types and the career possibilities commonly linked to each trait. We used the Holland Code identified personality types (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) and a crosswalk which connects those personalities to appropriate careers to build this resource.

Pocket Resume- Never again forget critical phone numbers and other information when filling out a job application. The Pocket Resume is a miniature resume that stores information commonly asked on a job application. It also includes some tips on how to ace a job interview.

Financial Aid- College is expensive, but fortunately there are many resources to help you pay. Check out this guide to understand the basics of financial aid, starting with understanding the vocabulary of financial aid, and learn about some of the best websites to find out about applying for aid.

Top 10 Career Tips

This guide offers advice on how to search for a job; how to behave in a job interview; how to understand how hourly wages covert to weekly, monthly, and annual salaries; how to successfully create and maintain professional social media profiles; and how to successfully meet the expectations of your employer. Each panel of the brochure is also available as a series of 18x24 posters.

Occupations Outlook

This brochure allows readers to learn about the top 25 Texas Occupations which are projected to grow the fastest during the next decade; those that will add the most jobs (all new growth); which will pay the most for those with a Bachelor's degree, an Associate Degree, or industry certification. This is a great conversation starter for those students who are unclear about their career interests or plans after high school. This can be one way to help them understand that the occupations listed in this brochure will all be in high demand by the time they complete any education or training for the world of work. Each panel features occupation titles and their mean salaries.

Jobs! Coloring Book

This publication introduces students in grades K through 2nd to the world of work. The book features a poem and fun illustrations of sample jobs for coloring.

Careers are Everywhere Activity Book

This activity book helps elementary students grades 3 through 5 to begin exploring career possibilities. By introducing students to the 16 career clusters, they will learn about in high school, this activity book aims to help students develop self-knowledge, explore education and occupations, and learn to plan for careers.

Bookmarks

Bookmarks are perfect for career fairs. We have the following bookmarks to choose from:

- Reality Check Bookmark
- Texas Career Check Bookmark
- LMCI Career Hotline Bookmark
- Combined bookmark which contains information on
    - Reality Check
    - Career Check
    - Career Hotline
    - Internship Challenge website

Starting the Conversation

This magazine provides hints for parents to help their children make good decisions that will ease the transition from high school to college, training, a career and will also highlight some of the tools and sources of information that the Texas Workforce Commission and other state and federal agencies we work with offer.

Succeed at Work

This publication succinctly sums up what you need to know about how to be the type of employee that businesses will want to hire, keep, and promote.

*Particularly useful to the Education Outreach team in this publication is a chapter on tips for Employees with disabilities. We share the information from this chapter with our Vocational Rehabilitation (VR) faculty and staff partners as well as VR students when we attend transition fairs or events.

Texas Directory of Licensed Occupations

Some jobs have licensing requirements that must be considered before you make that career choice. The Texas Directory of Licensed Occupations provides an up-to-date summary of minimum requirements for professions and occupations licensed by the state of Texas. Several occupations, recently subject to state regulation, have been added to those in previous editions of this book. A brief look at the benefits and contacts for apprenticeship programs is also provided.

*Particularly useful to the Education Outreach team in this publication is the fact that some of the occupation licenses also include information on limitations to licensing. Specifically, the information provided in this booklet will indicate if some licenses are unattainable to those who have criminal records, with specifics on criminal history. We use this booklet with students and job seekers who have been previously incarcerated.

Online Publications

We do not commonly use any of the following with students, but some of these may be useful to you in learning more about the world of work. All of these are available on the bottom of the LMCI publications page.

The Workplace Essentials Soft Skills White Paper

We’ve heard often over the years that employers hire because of a person’s hard skills but promote or fire because of soft skills. Yet, soft skills are loosely defined and hard to quantify. We don’t even know what to call them; soft skills, workplace basics, job essentials, professional job skills, etc. The task of including them in employment decision making, no matter which side of the table we are on, is made all the more difficult by this lack of common language. To bring some order to the chaos, in 2014-15, the Texas Workforce Commission funded research by the Texas State Technical College system to define and validate a common language to describe what we will call Workplace Essential Skills. The result was this Workplace Essential Skills analysis that for the first time gives company hiring managers, job seekers, employment counselors and students a common language and standardized definitions for the soft skills necessary to better match individuals to specific job requirements.

Texas Workforce Report 2016-2017

The 2016 Texas Annual Economic Report provides a detailed analysis of the state's demographics, labor market, job market, and occupational employment trends. The Labor Market & Career Information Department of the Texas Workforce Commission has provided this report to fulfill its commitment to providing the past year's statistical information to the Employment and Training Administration (ETA).

Texas Growth Occupations Annual Report 2016

Texas Labor Code Section 302.019 requires the Texas Workforce Commission to gather and study information relating to existing and projected shortages in high-wage, high-demand occupations in Texas annually, including for selected industries. This report summarizes those findings by industry in Texas. The additional data used in this report is current as of the end of federal fiscal year 2016. Thus, the Quarterly Census of Employment Wages (QCEW) data covers the period through first quarter 2016. The Current Employment Statistics (CES) data covers the period through the August 2016 estimates. Help Wanted Online (HWOL) data has been incorporated covering third quarter 2016.

In-Progress Publications

Our team seems to continually have several projects in the works. In fact, at this time we are working on putting together two publications focused on career readiness for middle and high school students. We are also putting together the content for a publication on soft skills and career pathways. Some of these projects may take some time to complete, but as they wrap up for us and move to the publication phase, we will prepare an introductory webinar to launch the product to the public, but we will also prepare a webinar as part of our Booster Training series to familiarize you with the tool and recommended use with students.

If at any time you would like to create activities or recommended lesson plans with any of our products or publications (new or existing) please share those with the team and we can include them in an online curriculum guide we are planning to build soon.

Career Hotline

The LMCI Career Information Hotline provides free career and higher education institutional information to Texas students and educators. The hotline operates 8:00am-5:00pm Monday through Friday. Callers calling during non-business hours may leave requests on our automated line.

Students can ask for information on up to three separate occupation titles and up to 3 institutions of higher learning across the nation. That means information on 6 items each time they call us, but they can call back as many times as they want to. This information will be mailed to their home free of charge.

If teachers want to provide this resource to all of their students, they can have them call us individually, or they can collect all of the information for each student's request on one of our "Class Request Forms" and they can email it to us. We will then process the request and mail the reports back as a class set to the school. You can get a copy of our "Class Request Form" by using this link: https://lmci.state.tx.us/shared/PDFs/Class_Request_Form.pdf

Teacher, Counselors, or anyone working with students can call the hotline to request a Counselor packet. This packet will be mailed to them for free and will contain one free copy of all our in-print career education publications.

Notes

Gallery Walk: Special Resources

There are plenty of resources out there to help students in special populations. Below are some of the resources we have found and use with our customers, and there are even some resources listed that can help you. During our Booster Trainings, you will learn more about many of these departments and their programs. A brief description of their work is listed below:

Adult Education & Literacy (AE&L)

Adult education and Literacy programs funded by the Texas Workforce Commission provide English language, math, reading, and writing instruction to help students acquire the skills needed to succeed in the workforce, earn a high school equivalency, or enter college or career training.

The AE&L program supports opportunities for individuals who are at least 16 years old, lack a high school credential or function below the high school level, or are unable to speak, read, or write English and are seeking career training, high school equivalency preparation or college. TWC partners with local AEL providers, Workforce Solutions offices, and nonprofit agencies to promote an increased opportunity for adult learners to transition to post-secondary education, training, or employment.

To find AEL classes or providers near you, call 800-441-7323 or go to the following link: https://tcall.tamu.edu/search.aspx

Foster Youth

The Foster Youth program provides employment, training, educational support, and transitional living services geared specifically to foster youth and youth formerly in foster care but still in need of assistance. Comprehensive services are provided through Foster Youth Transition Centers (centers), Local Workforce Development Boards and/or their contractors, and the Texas Department of Family and Protective Services' (DFPS) Preparation for Adult Living program. Services include access and referrals to support service partners and other resources to ensure workforce goals are achieved.

The Texas Workforce Commission (TWC) provides support through comprehensive knowledge of the workforce services offered at Texas Workforce Solutions Offices and how those services can benefit and assist foster youth in becoming self-sufficient when transitioning from the foster care system. Additionally, TWC partially funds the centers efforts by supporting a workforce advocate using Temporary Assistance for Needy Families (TANF) funds.

Foster youth eligible for services include youth aged 16–25 at the time of enrollment who are:

- Currently in foster care
- Aging out of foster care
- Formerly in foster care but still in need of assistance
- On probation or parole
- Released from a juvenile correctional facility.

Centers provide services to foster youth in, or aging out of, foster care to

- Address immediate needs
- Determine long-term goals
- Develop individualized service plans
- Monitor activities related to the progress of each foster youth.

Additionally, centers:

- Provide transitional living services to improve outcomes for foster youth and youth aging out of foster care
- Engage foster youth and alumni in project and youth leadership activities
- Expand the capacity of private and public organizations and the community to support foster youth and alumni
- Provide links to caring adults, mentors, and other young people
- Provide sufficient educational and training opportunities to foster youth and alumni to obtain and retain steady employment
- Arrange for or provide services that enable foster youth to become employed.

Previously-Incarcerated Job Seekers

This is one population we know needs access to more resources than we currently have. Our publication Texas Directory of Licensed Occupations is one way you can work with this population to at least help them determine which licenses and industry certifications are unattainable due to specific criminal records.

Another resource we have been told is useful to this population is Career Index plus, an online tool. You can find it at www.thecareerindex.com. The tool contains a link for resources you can click. On the resource page, you can either click the tab for *Disability Resources* or *Ex-Offender Resources*. The Ex-Offender section has a large variety of links for users to connect to guidance on various topics such as:

- How to clean up your criminal record

- Jobs for ex-offenders
- How to get a job with a conviction
- Good answers from other ex-offendors
- List of companies that hire felons
- And more

Apprenticeship and Pre-Apprenticeship Resources

Registered apprenticeships are jobs. Registered Apprenticeship is the process of learning a skilled occupation through paid on-the-job training under the supervision of a journey level craftsperson or trade professional combined with related classroom instruction.

Registered Apprenticeships enable you to start working and earn a wage while you learn key skills and gain qualifications to meet industry standards.

Other specific benefits include:

- A paycheck from your first day of work, guaranteed to increase over time as you learn new skills
- Hands-on career training in a wide variety of occupations and industries, such as health care, construction, information technology, transportation, energy, and advanced manufacturing
- An education and the potential to earn college credit toward an associate's or bachelor's degree
- A career, once the apprenticeship is complete, on your way to a successful long-term career with a competitive salary and little or no educational debt
- National industry certification upon graduation, recognized and accepted by industry partners across the United States

Registered Apprenticeship employer sponsors identify the minimum eligibility and any additional qualifications applicants must possess.

Minimum Qualifications

To apply for Registered Apprenticeship training, you must:

- Be no less than 16 years of age; however, individuals must usually be 18 years of age in a hazardous occupation

- Have a high school diploma or equivalent of a high school diploma (each apprenticeship program may have different requirements)
- Some programs may require physical strength and endurance

Additional Qualifications
All applicants are required to meet the minimum qualifications. Some programs may have additional qualifications regarding:

- Performance on aptitude tests
- Secondary or postsecondary grades
- Previous work experience

Soft Skills

The discussion about soft skills is one that is most often requested by teachers. We have been working with some partners around the state to identify resources centered around soft skills that we know are useful to students. Below is a list of resources we encourage you to share with your customers as well:

- **Skills to Pay the Bills**

  www.dol.gov/odep/topics/youth/softskills

  "Skills to Pay the Bills: Mastering Soft Skills for Workplace Success," is a curriculum developed by ODEP (Office of Disability Employment Policy) focused on teaching "soft" or workforce readiness skills to youth, including youth with disabilities. Created for youth development professionals as an introduction to workplace interpersonal and professional skills, the curriculum is targeted for youth ages 14 to 21 in both in-school and out-of-school environments. The basic structure of the program is comprised of modular, hands-on, engaging activities that focus on six key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism

- **Work Readiness Soft Skills Mini-Course**

  Workforce Solutions Cameron adopted curriculum, with minor revisions, from the Florida Department of Education. They use this course with their Workforce Solutions job seekers and occasionally with student. The activities were selected based on those that are most linked to the National Work Readiness Credential. The activities included don’t require much teacher prep time. Our team is currently working on how to tweak this curriculum for a classroom.

- **Soft Skill 10-Module Curriculum**

Middle-Rio Workforce Development area developed a 10-module soft skill course that culminates in students earning a soft skill certificate at the completion of the course. We are also looking at this program to see how easily we can incorporate it into our work. Though the TWC Education Outreach team may have more difficulty with leveraging this program, the regional Education Specialists may easily incorporate this program into their list of services and I am guessing this will become a very popular request. *Thank you to Flor Leal from the McAllen Workforce Solutions office for creating such an amazing program!*

- **Workplace Essential Skills (Soft Skills) Now In Demand In The Texas Marketplace Survey and Data**

  Workplace Essential Skills (or Soft Skills) Now in Demand in the Texas Marketplace survey was conducted by the Center for Employability Outcomes at Texas State Technical College with the Texas Workforce Commission. This was a survey of hiring managers and recruiters across Texas in 2015.

  TSTC's Center for Employability Outcomes presented hundreds of hiring managers and recruiters to top workplace essentials identified by industry experts as the most important for accomplishing the key tasks or "detailed work activities" with hundreds of occupations. Hiring managers, recruiters and industry staff experts ranked these workplace essentials. Then the number one responses were tallied. The results are also grouped by most in demand workplace essentials according to the 16 career cluster groups as defined by Achieve Texas. The results can be found in this publication.

Vocational Rehabilitation (VR) and Transition

Texas Workforce Solutions Vocational Rehabilitation Services serves youth and students with disabilities to help prepare for post-secondary education and employment opportunities. Services are eligibility and need based.

You may be eligible for vocational rehabilitation services if you:

- Have a disability which results in substantial barriers to employment
- Require services to prepare for, obtain, retain or advance in employment
- Are able to obtain, retain or advance in employment as a result of services

Vision-Related Disabilities

- Blindness
- Significant visual impairments

- Deaf-Blindness

Disabilities Other Than Vision-Related Disabilities

- Behavioral and mental health conditions
- Hearing impairments, including deafness
- Alcoholism or drug addiction
- Intellectual, learning and developmental disabilities
- Physical disabilities, including traumatic brain and spinal cord injury, back injury, paralysis and impaired movement

Youth & Student Services

Get help preparing for post-secondary education and employment opportunities through the following individualized services. Services are based on eligibility and your individual need, and are provided in collaboration with the family, high school, community college, or Educational Service Center.

Pre-Employment Transition Services

- Receive core services, as needed, to help prepare for post-secondary education and employment opportunities:
- Vocational counseling, including counseling in job exploration and post-secondary training opportunities
- Counseling on opportunities for post-secondary education such as college, vocational schools, etc.
- Work-based learning experiences, including internships and on-the-job training
- Training in workplace and employer expectations
- Training in self-advocacy and social skills

You can find VR Counselors and services at you nearest TX Workforce Solutions offices, or you can call the TWC VR inquiry line at 800-628-5115

TWC Trainings

The Texas Workforce Commission has a Training and Development department whose mission is to help TWC and our partners enhance employee workplace skills and productivity through the development, coordination, and delivery of quality learning opportunities. The training staff travel across the state to provide sessions to a wide range of audiences.

They train:

- TWC Staff
- Workforce Development Board Staff
- TX Workforce Solutions Local Service Providers
- Other government agency staff

For more information and the latest catalog updates, go to the Training and Development website at http://www.twc.state.tx.us/development/train/twc_training.html

To provide feedback on the catalog or to make suggestions for classes, please contact us via email at training.development@twc.texas.gov, or by phone at (512) 463-3029

Education Service Center (ESC) Trainings

The Education Service Centers also have Professional Development and Training and Development departments. Some of their classes are even open to the public at no cost. In addition, many district offices also provide professional training opportunities throughout the year. Finally, individual campuses often facilitate their own PD conferences or mini-workshops. We recommend you discuss training opportunities with the Principal of the campus where your office will be housed to see if your campus, district, or regional offices have training opportunities you can take advantage of.

Work In Texas Website

You may be asked to help students (who are also job seekers) to search for job opportunities in their areas. The WorkInTexas website can help you do that. As part of your training to be a Workforce Solutions Employee, you will be required to attend an in-depth training on the WorkInTexas website. Communicate with your leadership to schedule this training.

Notes

Regional Programs and Potential Resources

Some of What is Out There

There are many exciting and successful initiatives and programs across the state that help students explore careers and gain the education and training they need to lead into in-demand occupations. The list of programs below is just a sampling of the programs available.

Alamo Region

- ESC 20, CTE Practicum, Career Prep and Work-Based Learning Teacher Training Workshop; 3/5/2019; 8:30am-3:30pm; Contact, Ruthie Kneupper; Region 20 office, Hickory Room; $175 fee for 6 credits
- STEM Fest; hands-on activities, games, and prizes for K-8th grade students; 4/6/2019; 10:00am-1:00pm; Contact Jean Karst at NISD; John Jay High School; free to students

Borderplex Region

- Dynamic Futures and Dynamic Possibilities; activities include career readiness, basic skills tutorials, and interview skills; contact: Taylor Cortinas
- Region 19 and CTE Conferences; focus on targeted industries and other LMI activities; occurs every month; 8:00am-11:00am; contact: Alma Aranda

Brazos Valley Region

- Summer Earn and Learn Program (SEAL); WFS is partnering with VR on reviewing and accepting VR student applications to participate in the program; program begins in June; various hours for 5 weeks; contact; Karen Sanders
- Helping Youth Prepare for Employment (HYPE) Career Expo; for all Brazos Valley high school juniors and seniors; 4/17/2019; 9:00am-2:00pm; contact: Karen Sanders

Cameron County Region

- STEM Forum; Stem museum on wheels to visit multiple middle schools to promote STEM awareness; May 1st-3rd; Contact: Luciana Morales

- NRF Testing; 330 National Retail Federation (NRF) certifications in customer service and sales will be awarded to high school students in Cameron County ISDs; Feb 2019-May 2019; Contact: Luciana Morales

Capital Area Region

- Healthcare Speaker Series; WFS and TX Healthcare Partnership coordinated four professional speaker opportunities with Austin ISD middle schools; April 1-5; various times; Contact; Amber Warne
- KIPP Charter School Job Shadow; high school students attend a job shadow at Michael Hsu Office of Architecture to learn about that line of work; 4/5/2019; 9:30-11:30am; contact: Leslie Puckett

Central Texas Region

- Labor Market presentation; provided to Health Science high school students; 4/17/2019; 8:00am-4:00pm; contact: Charley Ayres
- Texas Externship Program; gives teachers an understanding of work requirements to develop/revise curriculum that links learning to work demands; June; one full week; contact: Charley Ayres

Coastal Bend Region

- Young Entrepreneurs; introduces budding entrepreneurs to the basics of creating and financing a successful business; April-June; monthly; contact: Jeffrey West
- Life After Graduation; conference for students with disabilities to learn about providers and services available; 4/1/2019 and 4/2/2019; 9:00am-3:00pm; contact: Crista Rasche

Concho Valley Region

- Earth Day Career and Technology Fair; exploration of environmental-friendly careers and area businesses; 4/22/2019; 4:00pm-7:00pm; contact: Wanda Green
- Girls Who Code; series to teach and help young women break the barrier and learn coding; June 3-27, 2019; contact: Wanda Green

Dallas Region

- Industry Information Sessions; for student and educator groups including tours, visits from professionals, and an overview of high-demand STEM occupations in north Texas; Fall and spring; various times; contact: Lynn Hoffman

- Dallas Promise; effort between school districts; colleges, universities, workforce and community to increase college completion. The promise is a scholarship from DCCCD foundation; contact: info@dallascountypromise.org

Deep East Region

- 5 Minute Countdown Series; one-stop virtual training space for new and aspiring professionals; open to the public; contact: Billy Reddick
- SEAL Program; preparing students with disabilities to obtain competitive and integrated employment through work readiness training; summer program; contact: Billy Reddick

East Texas Region

- Longview Early Graduation High School Career Day; three career exploration and LMI seminars and mock interview with local employers; 4/18/2019; 9:00am-1:00pm; contact: Deanna Alexander
- Dynamic Futures 2.0; 5-day work readiness course focused on work-readiness skills; monthly; contact: Angelia Snow

Golden Crescent Region

- Virtual Reality Project; create and expand VR platform highlighting the Boards Target occupations; multiple dates; various times; contact: Raquel Garza
- Student presentations at GISD; LMI and work ready presentation to graduating seniors at Gonzalez high school; 5/1/2019; contact: Gay Bruns

Gulf Coast Region

- Hire Houston Youth; Opportunities to earn as you learn to navigate the job search from beginning to end; summer program; contact any local WFS office
- Pipeliners Association of Houston Mentorship Program; connects proteges with industry leadership to further their knowledge of the industry and

help develop the individual; flexible dates and times; contact: houstonpypmentorprogram@gmail.com

Heart of Texas Region

- CIS-HOT Paid Work Experience; Young adults earn $9/hour working part time for a local business while developing skills; year round; contact: Jillian Jones
- Social studies academy; 3-day seminar that supports innovative and exciting teaching practices; June; contact: Baylor School of Education

Lower Rio Grande Valley Region

- The ELL Tool Box; Professional development opportunity for teachers to enhance second language acquisition teaching; April 1,15,29 and May 6; 8:00am-3:00pm; contact: Gloria Perez
- Effective Schools Framework; two-day professional development session; 5/16and16/2019; 8:00am-3:00pm; contact: Cris Hernandez

Middle Rio Grande Valley Region

- Reality Check Orientation Class; introduction to Reality Check for students, parents, and school administrators; 4/16/2019; 1:00pm; contact: Richard Zamarripa
- Job readiness and career information seminar; critical thinking workshop with speakers from industry; 5/16/2019; 9:00am-12:00pm; contact: Richard Zamarripa

North Central Texas Region

- Charting the Course; conference providing career readiness information and services for students with disabilities; 4/6/2019; 8:30am-12:30pm; contact: Carla Johnson
- Foster Youth Aging Out Seminar; presentation to Foster Youth getting ready to age out of the DFPS program; 6/7/2019; contact: Tiffany Cook

North East Texas Region

- Industry Tours; tours for high school CTE teachers to learn about employer operations and speaking with various employees and workforce needs; summer; contact: Bart Spivey

- Senior Blast Off; Breakout sessions and career fair to seniors outside of Wichita Falls to learn about life after high school; 5/2/2019; 9:00am-1:00pm; contact: Kendra Ball

Panhandle Region

- Hometown Success Video Project; spotlight young professionals in local industries aimed at middle school and high school students to increase awareness of local employment and training opportunities; April-August 2019; contact: Angela Workman
- Amarillo High Career Fair; event for high school juniors and seniors; 4/3/2019; 8:00am-12:00pm; contact: Phillip Flores

Permian Basin Region

- Foster Care Committee; providing career information and resources to foster youth in the system and those aging out; monthly; 11:00am-1:00pm; contact: Rosemarie Casas
- Youth career-based website; meant to help assist the youth in kickstarting their future; ongoing; contact: Crystal Reyes

Rural Capital Region

- Code Ninjas; chain of learning centers that teach kids how to code; designed for ages 7-14; ongoing; contact: codeninjas.com
- Georgetown Summer Youth Employment Program; Summer internship opportunities for students in Georgetown ISD who are at least 16 years old; June and July; contact: Bebe Johnson

South Plains Region

- Quality Day of Play; community event to showcase how much children learn through play; 4/13; 10:00am-2:00pm; contact: Liz Whetstone
- Summer Work Experience & Enrichment Program (SWEEP); 5-week residential program for 25 students with disabilities aged 16-18, specifically the vision impaired; summer; contact: TWC Regional Admin office

South Texas Region

- Job readiness classes; resume writing, interview skills, filling out applications for youth and adults, April- June; Tuesday-Friday, 8:00am-5:00pm; contact: Guillermo Bermudez
- Teen Volunteer/Internship Opportunities; teens earn community hours by participating in weekly activities; April-June; Weekly; Wednesday nights; 6:15pm-7:45pm; contact: Analiza Perez Gomez

South East Texas Region

- Youth Summer Component; local employers provide work experience to youth; summer; contact: Dana Willis
- Work Readiness Workshops; two weeks of work readiness workshops for the youth; flexible days and times; contact: Dana Willis

Tarrant County Region

- CTE and Local Hotels Partnership; internship opportunities for the youth at local hotels, roles varying from culinary to hotel management; on-going; contact: Laura Sweeny
- College and Career expo; presentations provided on scholarships, ACT/SAT prep, CTE Dual Credit, resume writing, and LMI; 03/26/2019; 5:30pm-8:00pm; contact: Renee Parker

Texoma Region

- 17th Annual Career Connections; job fair of over 50 employers; 4/4/2019; 10:00am-3:00pm; contact: Julie Baula
- 8th Grade Careers in Texas Industries; career exploration event for all 8th graders in Cooke county; 4/26/2019; 8:30am-2:30pm; contact: Debbie Huffman

West Central Texas Region

- Youth Career Camp; summer day camp for foster youth aged 15-17 focused on career exploration, skills development, job-hunting tips, and inter-personal relationships; 6/8/2019; 9:00am-4:00pm; contact: Bill Dean
- Key Connections; professional mentorship program for young adults; ongoing; contact: Marissa Thompson

How Can You Use this Information?

The resource link you have been provided includes a spreadsheet which is a collection of community and youth events that are education-related. These events are reported to our agency each quarter. A copy of the reports for the latest quarter are in your resource folder. The file is titled *SB2105 3Q 2019.* The spreadsheet includes information on the events and the contact information for those who coordinate them. All of the events are scheduled to take place in the future. This could be a great resource for you to share with your campuses and students if you believe any of the upcoming events would be beneficial to them. You could also leverage the information for networking and partnership potential.

Notes

Pulling Your Own Regional Data

We will take the next hour to take a deep dive into the resources below. We will teach you how to navigate them so that you can pull your regional data. We will also show you how to create one-pagers, handouts, and PowerPoint slides using the data for your future use. We strongly encourage you to save all of the reports you pull or create into a folder you can access later when it comes time for you to edit presentations to include your community's data.

We will explore the following tools:

Texas LMI

A suite of easy-to-use labor market research tools that provides time series labor market data and inquiry capabilities for labor force, employment/unemployment estimates, industry and occupational projections, and occupational wage data.

Texas Labor Analysis

Online suite of labor analysis tools to help provide insight into the Texas labor supply and labor demand. Create in-depth statewide or regional reports for aggregated or single regions.

Help Wanted Online

Provides real-time labor market information useful in tracking the extent and nature of employers' demand for labor by occupation, industry, and geography. Find the latest industry and employment trends for jobs in the state of Texas.

Texas Career Check

Offers information on hundreds of job titles, pay information, and future projected jobs. This interactive website can help answer your education and career exploration questions. It can also easily show you the top 25 Hot Jobs in any region of the state by using the *Occupation Trends* tool under the career exploration portion of the site.

Texas Wages

Not sure how much to pay for different jobs in your business? Want to know how much an Accountant can make in all 28 regions of the state? Want to know the difference between the starting wage, mean wage, and experienced wage for a specific occupation? Check out TexasWages.com to answer all of these questions.

Notes

Materials Wrap Up

What is Available to You?

In the past three days we have shared with you print resources, online tools, TWC programs within your regions, and contacts for partners in your area. You have access to all of the tools we have used in this training, including our PowerPoints, activity templates, and resources links in a Zip file folder titled *EDU T3*. To access this file, please use the following link: https://tinyurl.com/EduToT

This Zip file will include the following:

Training Documents:

- Agendas
- Sign-In Sheets
- Counselor-Packet Sign-Up Sheets

Presentations:

- 3-Day Training
- Texas Career Check
- Reality Check
- Jobs Y'all and Texas Crews
- AutoCoder and TX Internship Challenge

Data Walk Posters:

- Student demand vs State demand
- Associate degree job demand
- Good Jobs without a BA
- Top Skills Demand
- Projected Hot Jobs
- HWOL data
- Fastest Growing Occupations
- Fastest Growing Industries

Gallery Walk Posters:

- Foster Youth Program
- Previously Incarcerated Job Seekers
- Adult Education & Literacy
- Apprenticeship and Pre-Apprenticeship

- Soft Skills Resources
- Vocational Rehabilitation and Transition Services
- Education Service Center Training Offices
- TWC Training and Development Opportunities

Lesson/Activity templates:

- Onion peel activity
- Career Cube activity
- Give me five, exit ticket activity
- Think, Pair, Share
- Veen diagram activity
- Graffiti Wall
- Timeline activity
- Jigsaw activity

Know that you can use this manual as a field guide in the future to refresh your memory about all of the information we have shared. Remember, you can reach out to us at any time should you have any questions or want additional training.

What if You Want to Contribute Materials

If you discover, improve upon, or create career education materials, activities, or marketing materials, please feel free to share them with the TWC Education Outreach team. If it is something all of the regional Specialists could use, we could add it to the agenda for one of our Booster Training Webinars, and you can present it to the team.

Advice for New Education Outreach Specialists

Get Quotes from Previous Specialists

Below are some tidbits of advice from the TWC Education Outreach team. May the information serve you well in your new position.

- Always take water with you when you are doing a full day of student presentations. You will need to stay hydrated to prevent your throat from getting too dry (and harming your ability to speak by the time you get to your afternoon sessions) and you may not be able to step out of the classroom to find a water fountain as often as you will need to take a drink.
- For those days when you will be providing multiple presentations (anything above 2) take some cough drops with you. They do wonders to soothe your throat and keep voice strong.
- Always wear comfortable shoes to career fairs. You will more than likely spend the entirety of a fair on your feet.
- On days when you are providing students presentations on a campus all day, pack a good lunch that does not require a microwave to eat. You may not have enough time to leave campus to grab lunch, but you will need the fuel to stay energized.
- At every career fair you attend, be sure to network with the representatives from the other booths. You never know who may become a potential partner in your future. Don't be shy. Walk around the fair before the kids arrive and swap business cards with many people.
- When someone gives you their business card, take a moment to write on the back of it anything pertinent to the conversation you had with them or specific instructions if you agreed to follow up with them (such as promising to email that person your slideshow deck). These notes will be helpful when you return to your office.
- Your calendar is your best friend. Keep it updated

- When in doubt, check out Texas OnCourse

- Take a printed copy of your presentations with any pertinent notes, in case anything fails with equipment. This way you can still provide a presentation of the content without visuals.

- Arrive at least 30 minutes before every presentation to ensure everything is set up properly or to find the room/place where you will be presenting.

- Save your presentations on your desktops, flash drive, or have them posted online (if you have access to someone who can help you do this). Essentially have multiple options to access your presentations. You never know what kind of set up you may be walking into and you want to ensure you can get to your files.

- Remember that you will be working with high school students, so always dress professionally and appropriately.

- Never be the first to leave a career fair event. Coordinators always remember those who make an early exit. You are representing a public office so try to be the last person to leave and thank your hosts on the way out.

- Take photos of your booths at every event you attend (especially those that incorporate unique or new elements). These can be used for marketing purposes later.

- If you don’t know the accurate response to a question never attempt to BS your way through a response. Admit that you don’t know but offer to find the answer for them and email a response later (then be sure to follow up). People will appreciate your honesty.

- When you will be conducting events in school classrooms, verify that a teacher will remain in the room with you to handle classroom management as it is not our place to discipline any students.

Notes

Notes