

Entrepreneurship Experience Current Standards

	Indicator # ENT 1 - Students will evaluate career and personal attributes to develop a professional work ethic.
Level 1: Recall	ENT 1.1 Identify entrepreneurial career interests that align with personal learning plans (PLP)
Level 3: Strategic Thinking	ENT 1.2 Assess personal attributes Examples: Works well with others Punctuality Occupationally appropriate dress Task-oriented when working
Level 3: Strategic Thinking	ENT 1.3 Compare personal attributes to career expectations Examples: Student behavior compared to workplace expectation Dress requirements (scrubs, business professional, business casual, casual, etc.) Punctuality Formality
Level 2: Skill/Concept	ENT 1.4 Apply power skills. Examples of power skills: Problem solving Employability Communication Leadership/initiative Interpersonal relations Attendance/punctuality Cooperation Responsibility/accountability Self-management Integrity/honesty Appearance

Entrepreneurship Experience Proposed Standards

	Indicator # ENT 1 - Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.
Level 1: Recall	ENT 1.1 Identify entrepreneurial career interests that align with future career goals.
Level 3: Strategic Thinking	ENT 1.3 Compare personal attributes to career expectations.

**Entrepreneurship Experience
Current Standards**

	Indicator # ENT 2 - Students will investigate ideas for a business to provide a product or service.
Level 2: Skill/Concept	ENT 2.1 Compare and contrast various business ideas
Level 3: Strategic Thinking	<p>ENT 2.2 Use knowledge and comprehension of industry standards to frame an idea to answer a challenging problem or question</p> <p>Examples: Develop an original idea that solves a customer need and presents an appropriate level of challenge Personalize an existing business idea. Use an existing business to develop an idea that will significantly expand the current business. Select a business that aligns with the student's chosen career cluster. Use good judgment to be certain that the business plan is appropriate for presentation to a review panel and the general public</p>
Level 3: Strategic Thinking	<p>ENT 2.3 Engage in rigorous research to validate the business idea</p> <p>Examples: Conduct primary research such as interviews, surveys, empirical observation, etc. before making a final business selection. Investigate relevant government regulations and assess their impact on the proposed business idea. Conduct market analysis Solicit feedback from relevant stakeholders to improve the business plan process and products or services Facilitate a focus group</p>

**Entrepreneurship Experience
Proposed Standards**

	Indicator # ENT 2 - Students will investigate ideas for a business to provide a product or service.
Level 2: Skill/Concept	ENT 2.1 Compare and contrast various business ideas.
Level 3: Strategic Thinking	<p>ENT 2.2 Use knowledge and comprehension of industry standards to frame an idea to answer a challenging problem or question.</p> <p>Develop an original idea that solves a customer need and presents an appropriate level of challenge Personalize an existing business idea Use an existing business to develop an idea that will significantly expand the current business Select a business that aligns with the student's chosen career cluster Use good judgment to be certain that the business plan is appropriate for presentation to a review panel and the general public</p>
Level 3: Strategic Thinking	<p>ENT 2.3 Engage in rigorous research to validate the business idea.</p> <p>Conduct primary research such as interviews, surveys, empirical observation, etc. before making a final business selection Investigate relevant government regulations and assess their impact on the proposed business idea Conduct market analysis Solicit feedback from relevant stakeholders to improve the business plan process and products or services Facilitate a focus group</p>

**Entrepreneurship Experience
Current Standards**

	Indicator # ENT 3 - Students will develop a comprehensive business plan proposal for a real or hypothetical company based on industry standards.
Level 2: Skill/Concept	<p>ENT 3.1 Compose a concise overview (executive summary) of the business plan</p> <p>Examples:</p> <ul style="list-style-type: none"> mission statement nature, type, and location of business summary of product or service’s features and benefits potential drawbacks of the business unique aspects of the product or service
Level 1: Recall	<p>ENT 3.2 Describe the service or product in detail</p> <p>Examples:</p> <ul style="list-style-type: none"> benefits to current or potential customers Production methods Areas in which the business would have a distinct advantage Problems the product or service would solve
Level 3: Strategic Thinking	<p>ENT 3.3 Conduct a detailed market analysis which compares and contrasts the strengths and weaknesses of the business plan</p> <p>Examples:</p> <ul style="list-style-type: none"> Identify competitors and customers Analyze price point Conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) Describe the uniqueness of the product or service, including how it differs from competitors

**Entrepreneurship Experience
Proposed Standards**

	Indicator # ENT 3 - Students will develop a comprehensive business plan proposal for a real or hypothetical company based on industry standards.
Level 2: Skill/Concept	<p>ENT 3.1 Compose a concise overview (executive summary) of the business plan that may include:</p> <ul style="list-style-type: none"> Mission statement Nature, type, and location of business Summary of product or service’s features and benefits Potential drawbacks of the business Unique aspects of the product or service
Level 1: Recall	<p>ENT 3.2 Describe the service or product in detail, that may include:</p> <ul style="list-style-type: none"> Benefits to current or potential customers Production methods Areas in which the business would have a distinct advantage Problems the product or service would solve
Level 3: Strategic Thinking	<p>ENT 3.3 Conduct a detailed market analysis which compares and contrasts the strengths and weaknesses of the business plan.</p> <ul style="list-style-type: none"> Identify competitors and customers Analyze price point Conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) Describe the uniqueness of the product or service, including how it differs from competitors

**Entrepreneurship Experience
Current Standards**

Level 3: Strategic Thinking	<p>ENT 3.4 Develop a marketing plan</p> <p>Examples:</p> <p>Identify and analyze the market in terms of potential customers, annual sales, and communication strategies</p> <p>Gather information about target market including demographics and how to reach customers</p> <p>Describe the competitive advantage, strategies for business growth, definition of distribution channels, and sales and marketing activities</p> <p>(e.g., design a logo, slogan, advertisements, packaging)</p> <p>Define demographics of target market (age, income level, location, lifestyles, occupations, etc.)</p>
Level 3: Strategic Thinking	<p>Ent 3.5 Develop an organizational structure, management scheme, and operational procedures</p> <p>Examples:</p> <p>Define qualifications and skills of key people</p> <p>Describe how the business will operate</p> <p>Determine infrastructure needs such as physical facilities and location</p> <p>Ascertain necessary technology to run, operate, and manage the business</p>
Level 4: Extended Thinking	<p>ENT 3.6 Formulate financial projections to meet the requirements for funding by a lending institution</p> <p>Examples:</p> <p>projected sales of goods and/or services</p> <p>fixed and variable expenses</p> <p>Loan and interest costs, if applicable</p>
Level 2: Skill/Concept	<p>ENT 3.7 Create an appendix for business plan documents</p> <p>Examples:</p> <p>Resumes</p> <p>Sales projections</p> <p>Advertisements</p> <p>Inventory</p> <p>Cost analysis, etc.</p>

**Entrepreneurship Experience
Proposed Standards**

Level 3: Strategic Thinking	<p>ENT 3.4 Develop a marketing plan.</p> <p>Identify and analyze the market in terms of potential customers, annual sales, and communication strategies</p> <p>Gather information about target market including demographics and how to reach customers</p> <p>Describe the competitive advantage, strategies for business growth, definition of distribution channels, and sales and marketing activities, including for example designing a logo, slogan, advertisements, packaging</p> <p>Define demographics of target market, including for example age, income level, location, lifestyles, and occupations</p>
Level 3: Strategic Thinking	<p>ENT 3.5 Develop an organizational structure, management scheme, and operational procedures.</p> <p>Define qualifications and skills of key personnel</p> <p>Describe how the business will operate</p> <p>Determine infrastructure needs such as physical facilities and location</p> <p>Ascertain necessary technology to run, operate, and manage the business</p>
Level 3: Strategic Thinking	<p>ENT 3.6 Formulate financial projections to meet the requirements for funding by a lending institution, including calculating:</p> <p>Projected sales of goods and/or services</p> <p>Fixed and variable expenses</p> <p>Loan and interest costs, if applicable</p>
Level 2: Skill/Concept	<p>ENT 3.7 Create an appendix for business plan documents.</p> <p>Resumes</p> <p>Sales projections</p> <p>Advertisements</p> <p>Inventory</p> <p>Cost analysis, etc.</p>

**Entrepreneurship Experience
Current Standards**

	Indicator # ENT 4 - Students will demonstrate effective communication to explain the business plan.
Level 3: Strategic Thinking	ENT 4.1 Create a short business pitch that illustrates the major concepts and benefits of the product or service
Level 3: Strategic Thinking	ENT 4.2 Present the business plan to relevant stakeholders utilizing appropriate visual aids Examples: Oral presentation Website Podcast Social media promotion Presentation to potential investors Create a video using a digital platform Prepare a display board or poster Develop a product prototype
Level 4: Extended Thinking	ENT 4.3 Defend and support the business plan Example: Present the business plan to a live panel of reviewers and answer questions about the proposal.

	Indicator # ENT 5 - Students will reflect, analyze and document the learning process of the entrepreneurship experience.
Level 3: Strategic Thinking	ENT 5.1 Self-evaluate and assess the business plan
Level 1: Recall and Reproduction	ENT 5.2 Articulate challenges encountered in the project and describe the outcomes
Level 3: Strategic Thinking	ENT 5.3 Identify future options and opportunities based on entrepreneurial experience Examples: Postsecondary Plan Continue to college Secure Funding and Open Business apprentices, internships, other career training options

**Entrepreneurship Experience
Proposed Standards**

	Indicator # ENT 4 - Students will demonstrate effective communication to explain the business plan.
Level 3: Strategic Thinking	ENT 4.1 Create a short business pitch that illustrates the major concepts and benefits of the product or service.
Level 3: Strategic Thinking	ENT 4.2 Present the business plan to relevant stakeholders utilizing appropriate visual aids. This may include: Oral presentation Website Podcast Social media promotion Presentation to potential investors Create a video using a digital platform Prepare a display board or poster Develop a product prototype
Level 4: Extended Thinking	ENT 4.3 Defend and support the business plan. Present the business plan to a live panel of reviewers and answer questions about the proposal

	Indicator # ENT 5 - Students will reflect, analyze and document the learning process of the entrepreneurship experience.
Level 3: Strategic Thinking	ENT 5.1 Self-evaluate and assess the business plan. -Create a reflection from the beginning to the end of the project
Level 1: Recall and Reproduction	ENT 5.2 Articulate challenges encountered in the project and describe the outcomes.
Level 3: Strategic Thinking	ENT 5.3 Identify future options and opportunities based on entrepreneurial experience, including: -Postsecondary Plan -Options to secure Funding and Open Business -Apprentices, internships, other career training options

**Senior Experience
Current Standards**

	Indicator # SE 1 - Students will conceptualize, organize and construct a proposal for the senior experience which advances workplace skills, career development and postsecondary options.
Level 4: Extended Thinking	SE 1.1 Construct an essential plan, including describe overall learning objective(s) that connects to personal learning plan design a project proposal (e.g., project service event) explain how project extends learning and skills as well as a learning stretch, demonstrating a significant level of knowledge and skills.
Level 3: Strategic Thinking	SE 1.2 Develop a timeline for the project with realistic and workable dates
Level 4: Extended Thinking	SE 1.3 Identify project resources (e.g., people, materials, funds), acquisition and budgeting

	Indicator # SE 2. Students will evaluate career and personal attributes to develop a professional work ethic.
Level 3: Strategic Thinking	SE 2.1 Assess personal attributes Examples: Works well with others Punctuality Occupational appropriate dress Task-oriented when working
Level 3: Strategic Thinking	SE 2.2 Compare personal attributes to career interest expectations Examples: Some careers are more flexible on their culture with coming to work on time; whereas others are more strict Dress requirements (scrubs, business professional, business casual, casual, etc.)

**Senior Experience
Proposed Standards**

	Indicator # SE 1 - Students will create a proposal for the senior experience related to career interests.
Level 4: Extended Thinking	SE 1.1 Construct a comprehensive plan including: Research component, project/product, presentation, and portfolio Describe overall learning objective(s) that connects to career interests Explain how the project extends learning and skills as well as a learning stretch, demonstrating a significant level of knowledge and skills.
Level 3: Strategic Thinking	SE 1.2 Develop a timeline for the project with realistic dates.
Level 4: Extended Thinking	SE 1.3 Identify project resources (e.g., people, materials, funds), acquisitions, and budgeting.

	Indicator # SE 2 - Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.
Level 4: Extended Thinking	SE 2.1 Evaluate personal attributes and connect to career interest expectations and senior experience.

**Senior Experience
Current Standards**

Level 2: Skill/Concept	SE 2.3 Apply power skills Examples: Problem-solving Employability Communication Leadership Interpersonal relations Attendance/Punctuality Cooperation Responsibility Accountability Self-management Integrity/Honesty Initiative
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**Senior Experience
Proposed Standards**

	Indicator # SE 3. Students will create appropriate workplace documents.
Level 3: Strategic Thinking	SE 3.1 Create and develop documents that may be required for use in the workplace Examples: Résumé Cover Letter Letter of Intent Reflective Letter Experience Journal Thank You Notes/Letters Emails and Professional Correspondence

	Indicator # SE 3 - Students will create appropriate portfolio documents.
Level 3: Strategic Thinking	SE 3.1 Create and develop documents that may be required for use in the career portfolio. This may include: Cover page Table of contents Résumé Cover letter List of references Letter of intent Reflective letter Experience journal Thank you notes Emails and professional correspondence Relevant career and schoolwork samples Research component with works cited Product documentation Certificates and recognitions

**Senior Experience
Current Standards**

Level 3: Strategic Thinking	SE 3.2 Develop a career portfolio and organize materials Examples: Relevant career and school work samples Cover page Table of contents Cover letter Résumé List of references Letters of recommendation Research component with works cited Product documentation Certificates / Recognitions
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	Indicator # SE 4 - Students will develop a research component relevant to senior experience product.
Level 4: Extended Thinking	SE 4.1 Construct a concise and clear thesis statement: support main points relevant research obtained from valid sources provide a summative section
Level 2: Skill/Concept	SE 4.2 Prepare a formatted citation document to accompany research component Examples: Modern Language Association (MLA) American Psychological Association (APA) Chicago Style

	Indicator # SE 5 - Students will construct a product connected to the conceptual plan.
Level 2: Skill/Concept	SE 5.1 Product defines and demonstrates educational and personal growth Example: Documentation of product development, such as Journal Logs Photographs
Level 2: Skill/Concept	SE 5.2 Demonstrate skills and knowledge gained throughout pathway coursework to product construction

**Senior Experience
Proposed Standards**

	Indicator # SE 4 - Students will develop a research component relevant to senior experience projects/products.
Level 4: Extended Thinking	SE 4.1 Construct a concise and clear thesis statement that: Supports main points Includes relevant research obtained from valid sources Provides a summative section
Level 2: Skill/Concept	SE 4.2 Prepare a formatted citation document to accompany the research component.

	Indicator # SE 5 - Students will develop a project or product connected to the comprehensive plan (SE 1.1).
Level 2: Skill/Concept	SE 5.1 Demonstrate educational and personal growth through the project or product. Documentation of product or development process, such as reflection and artifacts
Level 2: Skill/Concept	SE 5.2 Connect skills and knowledge gained throughout coursework relevant to project/product completion.

**Senior Experience
Current Standards**

	Indicator # SE 6 - Students will develop a presentation showcasing the conceptualized plan, product and research.
Level 2: Skill/Concept	SE 6.1 Utilize a technology presentation tool that incorporates appropriate and effective audio, visuals and text
Level 3: Strategic Thinking	SE 6.2 Formulate presentation demonstrating public speaking skills Examples: Professional Attire Eye Contact Volume Gestures Word Choice Clarity/Pronunciation Effective presentation components, including hook, introduction of self, body, supporting details and conclusion
Level 4: Extended Thinking	SE 6.3 Present an overview of the senior experience to an audience Presentation may include: Project analysis and process Explanation of relationships between conceptualized plan, product and research Impact on postsecondary goal(s)

**Senior Experience
Proposed Standards**

	Indicator # SE 6 - Students will develop a presentation showcasing the comprehensive plan, project or product, and research.
Level 2: Skill/Concept	SE 6.1 Utilize appropriate visual aids as part of the presentation.
Level 3: Strategic Thinking	SE 6.2 Demonstrate public speaking skills as part of the presentation, including: Professional Attire Eye Contact Volume Gestures Word Choice Clarity and pronunciation Effective presentation components, including hook, introduction of self, body of presentation, supporting details, and conclusion
Level 4: Extended Thinking	SE 6.3 Present the senior experience to an audience. Presentation may include: Project analysis and process Explanation of relationships among comprehensive plan, project, or product, and research Impact on postsecondary and career goals

**Service Learning
Current Standards**

	Indicator # SLE 1 - Students will develop skills in employability and identify area of career interest.
Level 2: Skill/Concept	SLE 1.1 Develop a professional work ethic Attendance, initiative, cooperation, responsibility, accountability, self-management, problem solving, integrity and honesty Communication skills Identify leadership strengths and weaknesses Evaluate importance of digital footprint
Level 1: Recall & Reproduction	SLE 1.2 Connect career interests to service learning Identify career interests that align with their Personal Learning Plan.
Level 3: Strategic Thinking	SLE 1.3 Develop communication skills Examples may include: contacting potential employers or funding sources, résumé, cover letter, and interview etiquette

	Indicator # SLE 2 - Students will prepare a plan for a service learning project.
Level 3: Strategic Thinking	SLE 2.1 Assess needs within the community Assessment through research, surveys, or partnerships within the community Critique communities within the area or communities of similar size to compare services offered
Level 2: Skill/Concept	SLE 2.2 Develop optional meaningful and personally relevant service activities Connect community needs to an engaging and developmentally appropriate activity
Level 4: Extended Thinking	SLE 2.3 Hypothesize attainable and visible outcomes that are valued by those being served
Level 3: Strategic Thinking	SLE 2.4 Establish a collaborative, shared vision and plan Set common goals to address community needs Create a plan that both the student and mentor agree upon

**Service Learning Experience
Proposed Standards**

	Indicator # SLE 1 - Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.
Level 2: Skill/Concept	SLE 1.1 Connect an understanding of self to career area of interest.
Level 1: Recall & Reproduction	SLE 1.2 Connect career interests and career goals to service learning
Level 3: Strategic Thinking	SLE 1.3 Develop communication skills. Examples may include: contacting potential employers or funding sources, résumé, cover letter, and interview etiquette

	Indicator # SLE 2 - Students will prepare a plan for a service learning project.
Level 3: Strategic Thinking	SLE 2.1 Assess needs within the community. Research, survey, or build partnerships within the community to assess needs Critique communities within the area or communities of similar size to compare services offered
Level 2: Skill/Concept	SLE 2.2 Develop meaningful and student-driven service activities. Connect community needs to an engaging and developmentally appropriate activity
Level 4: Extended Thinking	SLE 2.3 Hypothesize attainable outcomes that are valued by stakeholders.
Level 3: Strategic Thinking	SLE 2.4 Collaborate with stakeholders to establish a vision and plan. Set common goals to address community needs Create a plan that both the student and mentor have vetted

**Service Learning
Current Standards**

	Indicator # SLE 3 - Students will develop community partnerships that aid in implementation of service learning.
Level 3: Strategic Thinking	SLE 3.1 Identify a variety of partners Examples may be: youth, educators, families, community members, community-based organizations and/or businesses. Partnerships should be collaborative, mutually beneficial, respectful, and address needs of diverse communities
Level 2: Skill/Concept	SLE 3.2 Identify and analyze different points of view to gain understanding of multiple perspectives Examine the diverse backgrounds and perspectives of those offering and receiving service. Examples: Multicultural Socio-economic Multi-generational

	Indicator # SLE 4 - Students will implement service learning plan.
Level 3: Strategic Thinking	SLE 4.1 Gather evidence from multiple sources throughout the experience Examples: Weekly log or journal Community partners Teacher Mentor
Level 2: Skill/Concept	SLE 4.2 Apply evidence to improve service learning project Examples: Evidence such as assessment, weekly log or journal, feedback from community and/or participants May utilize an evaluation or feedback form to gather information Use results for improvement and sustainability.

**Service Learning Experience
Proposed Standards**

	Indicator # SLE 3 - Students will develop community partnerships that aid in implementation of service learning.
Level 2: Skill/Concept	SLE 3.1 Identify a variety of partners. Seek out collaborative, mutually beneficial, and respectful partnerships, and partnerships that address needs of all community stakeholders
Level 3: Strategic Thinking	SLE 3.2 Identify and analyze different points of view to gain understanding of multiple perspectives.

	Indicator #SLE 4 - Students will implement a service learning plan.
Level 3: Strategic Thinking	SLE 4.1 Monitor progress by collecting artifacts throughout the experience.
Level 2: Skill/Concept	SLE 4.2 Apply evidence to improve service learning project. Collect evidence such as assessment, reflection, feedback from community and/or participants May utilize an evaluation or feedback form to gather information Use results for improvement and sustainability

**Service Learning
Current Standards**

	Indicator # SLE 5 - Students will evaluate the service learning experience through a final product or presentation.
Level 4: Extended Thinking	SLE 5.1 Analyze personal growth such as changes in leadership qualities and self-awareness Changes in knowledge, skills and/or attitudes through a variety of verbal, written, artistic, or nonverbal activities. Include stereotypes and assumptions
Level 4: Extended Thinking	SLE 5.2 Analyze one's role as a citizen within the community and how he/she contributes to society Differentiate between initial role and role after service learning experience Propose future role and involvement in service learning
Level 4: Extended Thinking	SLE 5.3 Evaluate the quality and effectiveness of the experience Consider what worked well throughout the experience, and what could be done differently moving forward or in future projects Determine personal opinion about the largest impact of the experience
Level 3: Strategic Thinking	SLE 5.4 Present service learning results Examples: Video Blog Slideshow presentation Portfolio Podcast Community presentation

**Service Learning Experience
Proposed Standards**

	Indicator # SLE 5 - Students will evaluate the service learning experience through a final product or presentation.
Level 4: Extended Thinking	SLE 5.1 Evaluate the quality and effectiveness of the experience. Consider what worked well throughout the experience and what could be done differently moving forward or in future projects Identify the largest impact of the experience
Level 4: Extended Thinking	SLE 5.2 Analyze personal growth. Reflect upon changes in leadership qualities and self-awareness on future career plans Reflect upon changes in knowledge, skills and/or attitudes through a variety of verbal, written, artistic, or nonverbal activities
Level 4: Extended Thinking	SLE 5.3 Analyze one's role as a citizen within the community and one's contributions to society. Differentiate between initial role and role after service learning experience Propose future role and involvement in service learning
Level 3: Strategic Thinking	SLE 5.4 Present service learning results. Video Blog Slideshow presentation Portfolio Podcast Community presentation

Youth Apprenticeship Current Standards

	Indicator # YA 1 - Students will evaluate career and personal attributes to develop a professional work ethic.
Level 1: Recall & Reproduction	YA 1.1 Identify career interests in the apprenticeship experience that align with the student personal learning plan (PLP)
Level 3: Strategic Thinking	YA 1.2 Assess personal attributes Examples: Works well with others Punctuality Occupationally appropriate dress Task-oriented when working
Level 3: Strategic Thinking	YA 1.3 Compare career interest expectations to personal attributes Examples: Some careers are more flexible on their culture with coming to work on time; whereas others are more strict Dress requirements (scrubs, business professional, business casual, casual, etc.)
Level 2: Skill/Concept	YA 1.4 Apply power skills Example power skills: Problem solving Employability Communication Leadership Interpersonal relations Attendance/Punctuality Cooperation Responsibility Accountability Self-management Integrity/honesty Initiative

Youth Apprenticeship Proposed Standards

	Indicator # YA 1 - Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.
Level 3: Strategic Thinking	YA 1.1 Connect an understanding of self to a career area of interest.

Youth Apprenticeship Current Standards

	Indicator # YA 2 - Students will complete on-the-job training and occupational-related tasks.
Level 1: Recall	YA 2.1 Demonstrate mastery of occupational-related skills by documenting a minimum of 200 on-site apprenticeship hours per semester during the experience Examples: Log, Blog, Journal
Level 3: Strategic Thinking	YA 2.2 Adhere to industry norms and safety standards Examples: Complete Occupational Safety and Health Administration (OSHA) General Safety training for various occupations Complete First Aid certification training
Level 1: Recall	YA 2.3 Identify an array of skills learned through exposure to several tasks within the business setting Examples: Using white balance feature with a video camera Soldering a pipe Checking blood pressure on a patient Using Microsoft Excel

	Indicator # YA 3 - Students will demonstrate final product of the apprenticeship experience.
Level 2: Skill/Concept	YA 3.1 Perform daily work tasks consistent with responsibilities and work culture in the apprenticeship experience Examples: Arriving/departing on time Communicating with supervisor/co-worker/internship coordinator Completing assigned tasks

Youth Apprenticeship Proposed Standards

	Indicator # YA 2 - Students will apply career development skills.
Level 2: Skill/Concept	YA 2.1 Exhibit positive work-based behaviors and career readiness skills (soft skills).
Level 4: Extended Thinking	YA 2.2 Create a professional portfolio documenting apprenticeship experience, including as appropriate: Résumé Cover Letter References Letters of Recommendation Personality Assessments Reflections Skills Attainment Industry Recognized Credentials Panel interview or presentation Sharing with other students and/or administration Multimedia, PowerPoint, etc. Visual demonstrations

	YA 3: Students will participate in a youth registered apprenticeship.
Level 4: Extended Thinking	YA 3.1 Utilize processes and resources to acquire a registered apprenticeship.

Youth Apprenticeship Current Standards

Level 3: Strategic Thinking	<p>YA 3.2 Showcase a presentation, demonstration, or portfolio as the culmination of the apprenticeship experience</p> <p>Examples:</p> <ul style="list-style-type: none"> Showing the web site a student designed Showing the landscaping a student created Presenting on PowerPoint about the student's experience Demonstrating how to draw blood Showing the basics of acting
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	Indicator # YA 4 - Students will create a postsecondary plan.
Level 2: Skill/Concept	<p>YA 4.1 Evaluate career pathway(s)</p> <p>Examples:</p> <ul style="list-style-type: none"> Continue to complete apprenticeship View occupational options Explore postsecondary education options
	<p>YA 4.2 Construct postsecondary plan</p> <p>Use key knowledge, understanding and skills gained from the apprenticeship to frame postsecondary plans.</p>

Youth Apprenticeship Proposed Standards

Level 2: Skill/Concept	YA 3.2 Perform work duties consistent with the responsibilities, work competencies, and work culture of the chosen apprenticeship field.
Level 3: Strategic Thinking	YA 3.3 Adhere to industry norms and safety standards.

	Indicator #SLE 4 - Students will develop a postsecondary personal learning plan based on apprenticeship
Level 4: Extended Thinking	YA 4.1 Analyze and reflect on apprenticeship experiences and the impact on future career goals.
Level 4: Extended Thinking	<p>YA 4.2 Develop the steps needed to achieve future career goals.</p> <ul style="list-style-type: none"> -Construct a timeline of goals for furthering education and preparing for the workforce -Understand scholarship opportunities -Consider postsecondary options for further education -Explore training and certifications

Youth Internship Current Standards

	Indicator # YI 1 - Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.
Level 3: Strategic Thinking	YI 1.1 Connect an understanding of self to a career area of interest.

	Indicator # YI 2 - Students will apply career development skills.
Level 2: Skill/Concept	YI 2.1 Exhibit positive work-based behaviors Examples: <ul style="list-style-type: none"> •Ethics, teamwork, cooperation, appropriate behaviors/communications •Appropriate use of technology and social media •Secretary’s Commission on Achieving Necessary Skills (SCANS) •Power Skills •Focus on leadership in the workplace •Appropriate dress/dress for the job
Level 4: Extended Thinking	YI 2.2 Apply behaviors and qualities to multiple work-based settings Examples: <ul style="list-style-type: none"> •Appropriate communication (phone/text/email) •Assessments from mentor
Level 4: Extended Thinking	YI 2.3 Create a professional portfolio Minimum Requirements: <ul style="list-style-type: none"> •Résumé •Cover Letter •References •Letters of Recommendation •Personality Assessments •Daily Journal Entries

Youth Internship Proposed Standards

	Indicator # YI 1 - Students will analyze personal aptitudes, abilities, strengths, talents, and weaknesses.
Level 3: Strategic Thinking	YI 1.1 Connect an understanding of self to a career area of interest.

	Indicator # YI 2 - Students will apply career development skills.
Level 2: Skill/Concept	YI 2.1 Exhibit positive work-based behaviors and career readiness skills (soft skills). <ul style="list-style-type: none"> • Ethics, teamwork, cooperation, appropriate behaviors/communications • Appropriate use of technology and social media • Leadership in the workplace • Appropriate workplace attire • Appropriate communication (phone/text/email)
Level 4: Extended Thinking	YI 2.2 Create a professional portfolio documenting apprenticeship experience, including as appropriate: <ul style="list-style-type: none"> • Résumé • Cover letter • References • Letters of recommendation • Personality assessments • Reflections • Skills attainment • Industry Recognized Credentials • Panel interview or presentation • Sharing with other students and/or administration • Multimedia, PowerPoint, etc. • Visual demonstrations

Youth Internship Current Standards

	YI 3 Students will complete a youth internship.
Level 4: Extended Thinking	YI 3.1 Prove an understanding of steps to acquire employment.
Level 2: Skill/Concept	YI 3.2 Perform daily work tasks consistent with the responsibilities and work culture of the chosen internship field Examples: <ul style="list-style-type: none"> •Arriving/departing on time •Communicating with supervisor/co-worker/internship coordinator •Completing assigned tasks
	YI 4 Students will develop a postsecondary personal learning plan after completion of internship experiences.
	YI 4.1 Analyze internship experiences. Examples: <ul style="list-style-type: none"> •Journaling experiences •Likes/dislikes •Reflection – written/verbal •Exit interview with internship coordinator •Employer/mentor evaluations
	YI 4.2 Connect future career goals to steps needed to achieve them. Examples: <ul style="list-style-type: none"> •Construct a timeline of goals for furthering/preparing for the workforce •Scholarship •Postsecondary – options for schooling •Certifications and training
	YI 4.3 Prove skills and knowledge gained from internship experience. Examples: <ul style="list-style-type: none"> •Panel Interview/presentation •Sharing with other students/administration •Multimedia, PowerPoint, etc. •Visual demonstrations •Portfolio of experiences – photos, time line, reflections, etc.

Youth Internship Proposed Standards

	YI 3: Students will participate in a youth internship.
Level 4: Extended Thinking	YI 3.1 Utilize processes and resources to acquire an internship.
Level 2: Skill/Concept	YI 3.2 Perform work duties consistent with the responsibilities, work competencies, and work culture of the chosen internship field.
	Indicator #SLE 4 - Students will develop a postsecondary personal learning plan based on internship experiences.
Level 4: Extended Thinking	YI 4.1 Analyze and reflect on internship experiences and the impact on future career goals.
Level 4: Extended Thinking	YI 4.2 Develop the steps needed to achieve future career goals. <ul style="list-style-type: none"> -Construct a timeline of goals for furthering education and preparing for the workforce -Understand scholarship opportunities -Consider postsecondary options for further education -Explore training and certifications