

PRE-ETS/CTE CROSSWALK TOOL

This document is designed to assist schools with the process of identifying Pre-Employment Transition Services within Career and Technical Education courses.

School Name:	Dayton High School	
CTE Course Name:	Culinary Arts I	
Staff Responsible for Crosswalk:		
<u>Pre-Employment Transition Services</u>		
(1) Job exploration counseling:	Designated Work Time:	Deadline for Completion:
(2) Work-based learning experiences:	Designated Work Time:	Deadline for Completion:
(3) Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education:	Designated Work Time:	Deadline for Completion:
(4) Workplace readiness training to develop social skills and independent living:	Designated Work Time:	Deadline for Completion:
(5) Instruction in self-advocacy:	Designated Work Time:	Deadline for Completion:

<p align="center">Pre-Employment Transition Services Areas</p>	<p align="center">CTE Employability Skills for Career Readiness Standards</p>	<p align="center">CTE Curriculum Components Aligned to Pre-ETS by Area</p>
<p><u>(1) Job exploration counseling:</u></p> <p>This may include, but is not limited to, interest and ability surveys, reviewing career websites, high school based courses on career choices, or other similar activities. See below for example activities that fall within this Pre-ETS area:</p> <ul style="list-style-type: none"> ● Vocational Interest Inventory w/ Discussion of Results ● Labor Market Counseling ● Counseling on In-Demand Industries and Occupations ● Counseling on Non-Traditional Employment Options (e.g., Self-Employment, Microenterprise Development) ● Career Pathway Counseling and Identification ● Career Specific Guest Speakers ● Career and Technical Student Organizations (e.g., Future Business Leaders of America) <p>The aforementioned list is not exhaustive.</p>	<p>1.2.6 Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills</p> <p>1.2.7 Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion</p>	<p>Culinary I: Career Exploration-</p> <ul style="list-style-type: none"> ● Understanding the difference between jobs and descriptions within the food service industry. ● Explore career and educational opportunities in related foodservice industries. ● Creating self culinary portfolios

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<p><u>(2) Work-based learning experiences:</u></p> <p>This may include, but is not limited to, paid or non-paid work experiences in the community, volunteer work, job shadows, short or long-term internships, on the job training, apprenticeships and employer mentoring activities that are provided in an integrated environment to the maximum extent possible. See below for example activities that fall within this Pre-ETS area:</p> <ul style="list-style-type: none"> ● Apprenticeship ● Job Shadowing ● Career Mentorship ● Career Related Competitions ● Informational Interviews ● Paid Internships ● Non-Paid Internships ● Practicum ● Service Learning (Volunteering) ● Student-Led Enterprises ● Simulated Workplace Experience ● Paid Work Experience ● Non-Paid Work Experience ● Volunteering ● Workplace Tours/Field Trips <p>The aforementioned list is not exhaustive.</p>	<p>1.1.1 Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand</p> <p>1.1.2 Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability</p> <p>1.1.4 Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace</p> <p>1.1.7 Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative</p> <p>1.2.2 Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly</p> <p>1.2.3 Demonstrate critical-thinking</p>	<ul style="list-style-type: none"> ● Employ professional and ethical workplace behaviors ● Wear and maintain professional workplace attire (aprons, chef coats) ● Establish workplace mise en place ● ServSafe Certification ● Researching new trends within the foodservice industry ● Understanding how to complete recipes within course allotted time ● Understanding and applying respect to hierarchy system and how it relates to kitchen professionalism

and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks

1.2.4 Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health

1.2.8 Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work

1.2.10 Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service

1.3.1 Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner

1.3.2 Demonstrate proficiency with

	<p>information technology by using computers, file management techniques, and software/programs effectively</p> <p>1.3.3 Demonstrate proper Internet use and security by using the Internet appropriately for work</p> <p>1.3.4 Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications</p>	
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<p><u>(3) Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education:</u></p> <p>This may include, but is not limited to, exploration of the wide range of career pathways (i.e. agriculture, manufacturing, etc.), counseling on postsecondary training opportunities including community colleges, universities, trade/technical schools, etc., and counseling to support a smooth transition from high school to postsecondary education (i.e. documenting and advocating for accommodations, identifying financial aid options, etc.). See below for example activities that fall within this Pre-ETS area:</p> <ul style="list-style-type: none"> ● Counseling on Community College Programs ● Counseling on University Programs ● Counseling on Career Related Workshops/Training ● Counseling on Trade/Technical Schools ● Counseling on the Military ● Counseling on College or University Programs for Students with Intellectual or Developmental Disabilities <p>The aforementioned list is not exhaustive.</p>	<p>1.2.6 Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills</p>	<ul style="list-style-type: none"> ● Discussions of the importance of introductory Culinary skills and how they relate to college and any post secondary education
<p align="center">Pre-Employment Transition Services</p>	<p align="center">CTE Employability Skills for</p>	<p align="center">CTE Curriculum Components</p>

Areas	Career Readiness Standards	Aligned to Pre-ETS by Area
<p><u>(4) Workplace readiness training to develop social skills and independent living:</u></p> <p>This may include, but is not limited to, soft-skills training, employability skills training, social/interpersonal skills (i.e. communication, problem solving, decision making, conflict resolution, empathy, professionalism, etc.) and independent living skills training (i.e. good hygiene, money management, time management, using technology and assistive technology, appropriate dress, appropriate behavior, etc.). See below for example activities that fall within this Pre-ETS area:</p> <p>Job Related Social/Interpersonal Skills:</p> <ul style="list-style-type: none"> ● Communication ● Positive Attitude ● Teamwork ● Problem Solving ● Talking/Writing ● Cooperation ● Active Listening ● Decision Making ● Conflict Resolution ● Body Language ● Empathy ● Professionalism ● Good Manners ● Supporting Others 	<p>1.1.1 Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand</p> <p>1.1.3 Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed</p> <p>1.1.4 Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace</p> <p>1.1.5 Demonstrate diversity awareness by working well with all customers and coworkers</p> <p>1.1.6 Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues</p> <p>1.1.7 Demonstrate creativity and resourcefulness by contributing new ideas and working with</p>	<ul style="list-style-type: none"> ● Demonstrations of knowledge and skills gained in the lab and applying it to recipes ● Demonstration of professional and ethical workplace behaviors, such as time management and appropriate dress. i.e. wearing closed toed shoes, hair up, aprons, etc. ● Working in teams in cohesive and cooperative units and understanding mutual respect through different backgrounds of culture ● Utilizing Recipe standards through converting recipes from one yield to another and converting recipe quantities between weight and volume measurements ● Listening and applying Chef instructor directions

<ul style="list-style-type: none"> ● Respectfulness <p>Independent Living Skills:</p> <ul style="list-style-type: none"> ● Good Hygiene ● Time Management ● Healthy Lifestyle ● Using A Cell Phone ● Using Transportation ● Money Management ● Nutrition/Meal Preparation ● Accessing The Community ● Services & Supports ● Community Participation ● Civic Responsibility ● Community Safety ● Developing Friendships ● Appropriate Dress ● Appropriate Behavior ● Financial Literacy ● Job-Seeking Skills ● Vocational Soft Skills ● Workplace Behavioral Expectations ● Workplace Orientation/Mobility <p>The aforementioned list is not exhaustive.</p>	<p>initiative</p> <p>1.2.1 Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions</p> <p>1.2.7 Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion</p> <p>1.2.9 Demonstrate mathematics skills by using mathematical reasoning to accomplish tasks</p> <p>1.2.10 Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service</p>	
<p>Pre-Employment Transition Services Areas</p>	<p>CTE Employability Skills for Career Readiness Standards</p>	<p>CTE Curriculum Components Aligned to Pre-ETS by Area</p>
<p><u>(5) Instruction in self-advocacy:</u> This may include, but is not limited to, instruction in</p>	<p>1.1.4 Demonstrate positive self-representation skills by dressing</p>	<ul style="list-style-type: none"> ● Demonstration of professional and ethical workplace behaviors, such

<p>self-awareness, disability disclosure, requesting accommodations, understanding rights and responsibilities, self-determination, etc. and mentoring including peer mentoring. See below for example activities that fall within this Pre-ETS area:</p> <ul style="list-style-type: none"> ● Self-Advocacy Instruction ● Self-Awareness Instruction ● Disability Understanding ● Disability Disclosure Instruction ● Teaching Decision Making ● Goal Setting Instruction ● Teaching How to Evaluate Options ● Accommodation Instruction ● Rights and Responsibilities Instruction ● Self-Determination Instruction ● Requesting and Accepting Help ● Intrinsic Motivation Instruction ● Instruction in Leadership Skills ● Assertiveness Instruction ● Listening/Receptive Communication Instruction ● Problem Solving Instruction ● Self-Monitoring Instruction ● Positive Self-Talk Instruction ● Choice Making Instruction <p>The aforementioned list is not exhaustive.</p>	<p>appropriately and using language and manners suitable for the workplace</p> <p>1.1.7 Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative</p> <p>1.2.4 Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health</p> <p>1.2.6 Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills</p> <p>1.2.7 Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion</p> <p>1.2.8 Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work</p>	<p>as time management and appropriate dress. i.e. wearing closed toed shoes, hair up, aprons, etc.</p> <ul style="list-style-type: none"> ● Builds self-advocacy by developing healthy behaviors and safety skills through ServSafe certification, instruction, etc.
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