

JOB READINESS FOR H.S. STUDENTS TRANSITIONING INTO WORKFORCE



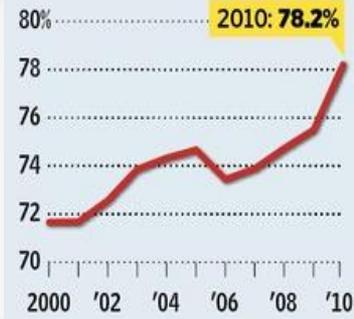
Department of Education

**Presentation by
Lenin O. Gross**



Upward Mobility

Percentage of public-school students who received a regular diploma within four years of entering ninth grade



Note: Data apply to the school year ending in the calendar year shown.
Source: National Center for Education Statistics

The Wall Street Journal



Department of
Education

**Attorney General:
The Embattled
Eric Holder**



**The Pope:
The Church
In Crisis**

**Health Care:
The White
House Spin**

**Joel Stein:
The Spitting
Image of Me**

TIME



Where They Are

And how to find them

BY BARBARA KIVIAT

\$4.95US \$5.95CAN



By Lenin O. Gross

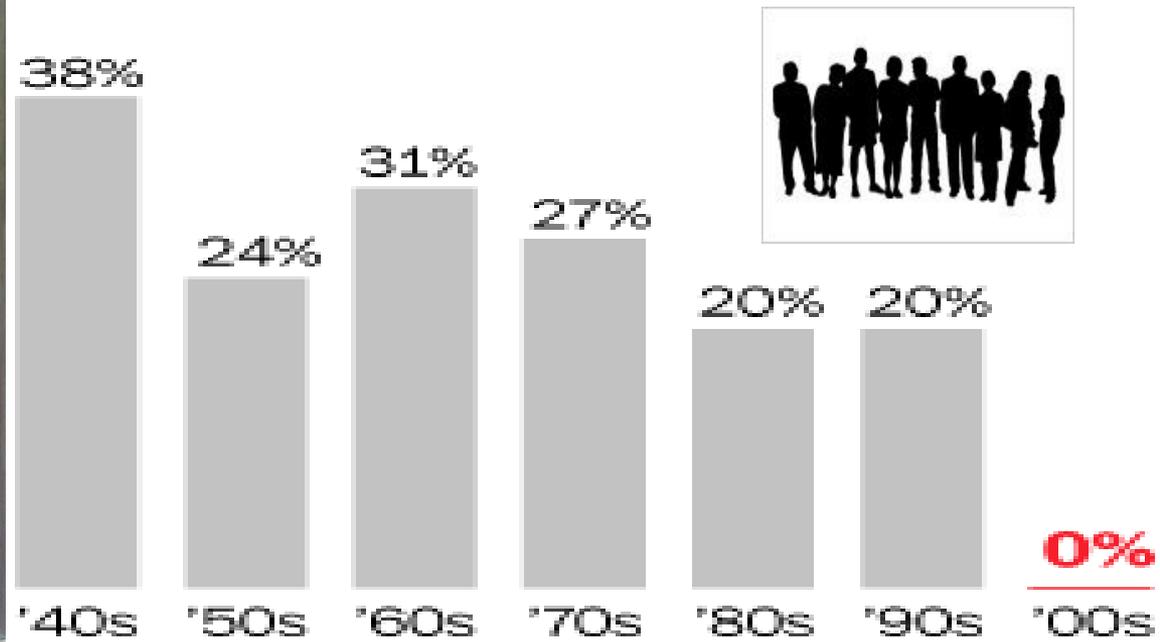


UNEMPLOYMENT



There was **zero net job creation** in the first decade of the new millennium, compared to healthy job growth in each of the previous six decades.

Job growth: percent change in payroll employment.*



*2000s extends through Nov. 2009

EMPLOYMENT PECKING ORDER



Advance Degree

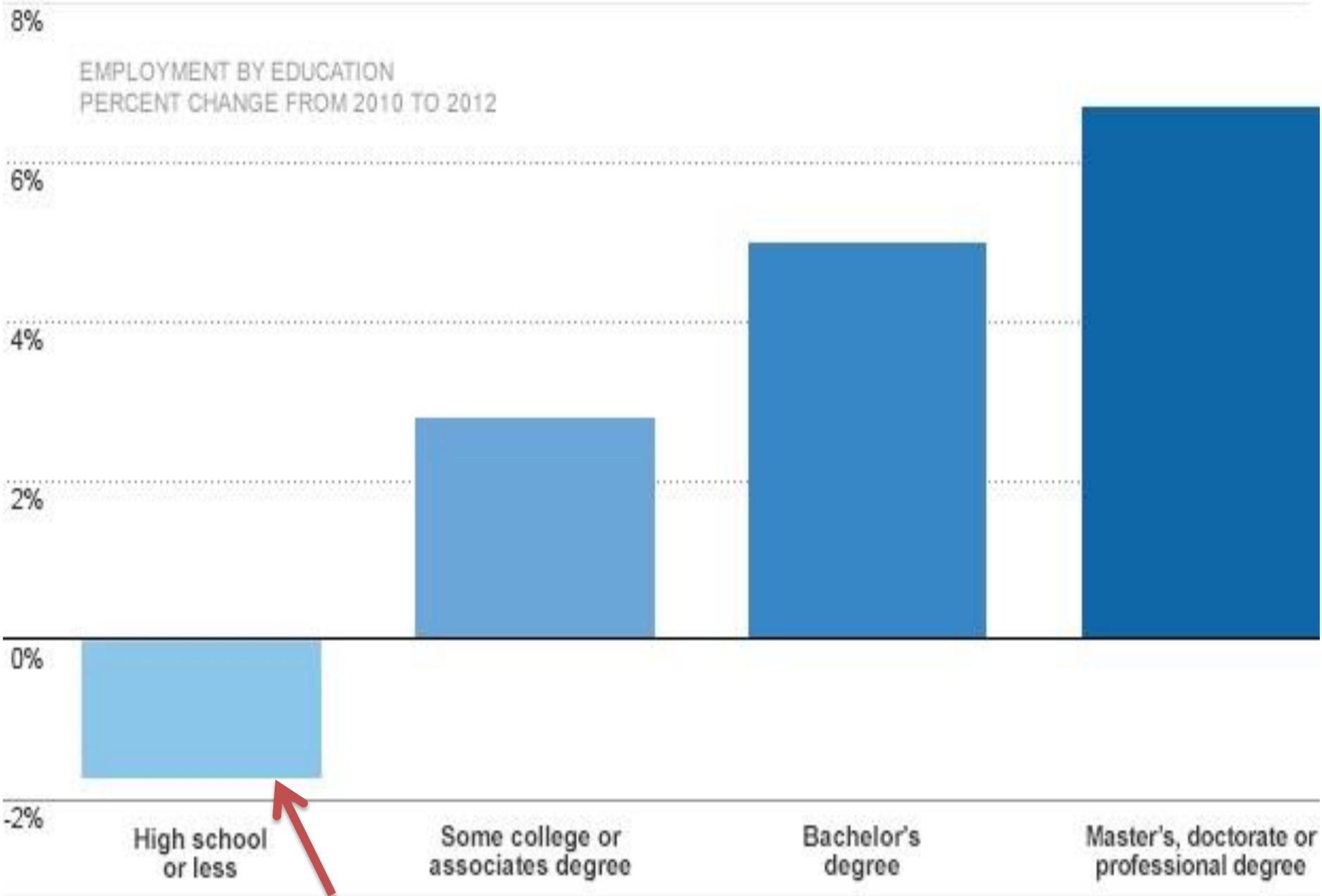
- 5-7 Yrs. Exp.
- Multi-Disciplinary
- Able to learn & adapt quickly

Associate or Bachelor Degree
'Trade School'

- Multiple Skills / Technically trained

{ **Casualties**

- Unskilled labor force
- GED & H.S. Graduates



FALL 2011



The unemployment rate for recent high school graduates not enrolled in school was 33.6 percent, compared with 21.1 percent for recent graduates enrolled in college.

Graduating in a bad economy has long-lasting economic consequences. For the next 10 to 15 years, the Class of 2012 will likely earn less than they would have if they had graduated when job opportunities were plentiful.



The scarcity of job opportunities for the Class of 2012 is a symptom of weak demand for workers in the overall economy.



New Businesses Have Become Fewer, and Leaner

New businesses tend to be one of the major factors in job growth, but the total employed by new businesses has been generally falling in the U.S. since the late 1990s. [Related Article »](#)

U.S. businesses and business franchises less than one year old*

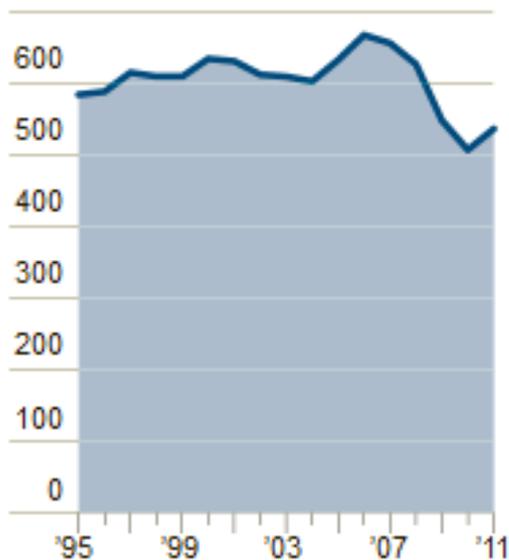
Since 2006, the number of new businesses has generally fallen . . .

. . . and those businesses tend to employ fewer people . . .

. . . resulting in an overall decline in new business employees.

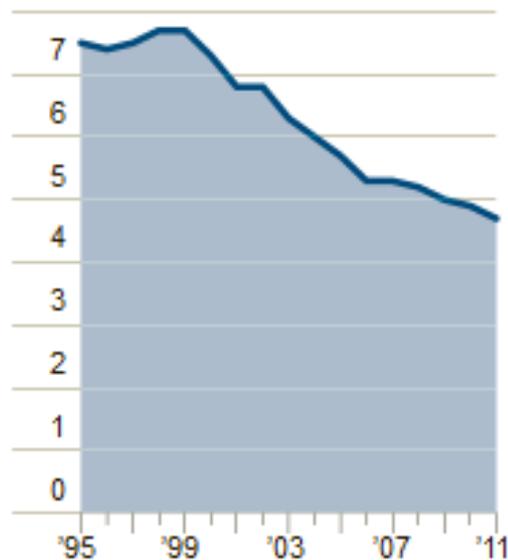
NUMBER OF NEW BUSINESSES OPENED

700 thousand



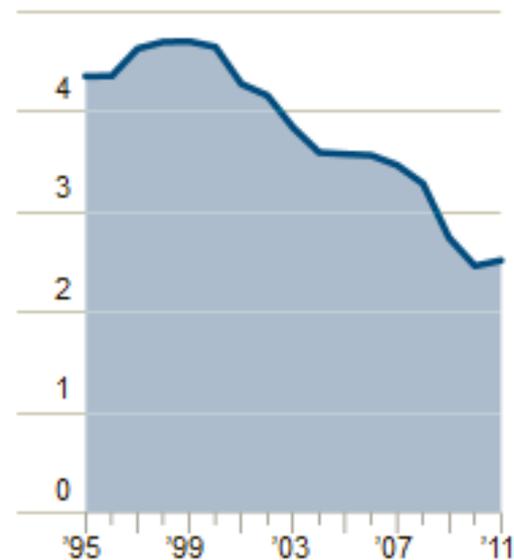
AVERAGE NUMBER OF EMPLOYEES PER NEW BUSINESS

8



TOTAL EMPLOYED BY NEW BUSINESSES

5 million



The New York Times

*Includes only businesses and franchises with at least one employee.

ROCHESTER, NEW YORK



xerox



Bausch & Lomb

Perfecting Vision. Enhancing Life.™



25 YEARS AGO
THESE 3
COMPANIES
EMPLOYED 60%
of
ROCHESTER'S
WORK FORCE.
TODAY, it is

60%



**EASTMAN KODAK - IN THE 1980's
EMPLOYED 62,000
TODAY - LESS THAN 7,000**





High School

Real Life



WRITING YOUR RESUME



RESUMES and Getting a Job

Created by Lenin O. Gross

WRITING YOUR RESUME & FINDING YOUR NEXT JOB is ...

Advertising 101 & Marketing 101



FIRST & LAST NAME

~~Address • City, State, Zip Code • Phone Number • E-Mail Address~~

SUMMARY OF QUALIFICATIONS: (List Major Skill Sets)

-
-
-
-

Jobs vs. Skills

OBJECTIVE: (Optional - One Sentence)

PROFESSIONAL EXPERIENCE:

Organization Name, City, State

Your Title

dates of employment

-
-
-
-

Organization Name, City, State

Your Title

dates of employment

-
-
-
-

Organization Name, City, State

Your Title

dates of employment

-
-
-
-

Organization Name, City, State

Your Title

dates of employment

-
-

EDUCATION:

RESUME



FIRST & LAST NAME
Home Phone/Cell Number • E-Mail Address

SUMMARY OF QUALIFICATIONS: (*List Your Major Skill Sets ♦ Your PRODUCT(S) ♦ What you are SELLING to Job Providers!*)



PROFESSIONAL EXPERIENCE (work history):

Organization Name, City, State
Your Title

dates of employment



Organization Name, City, State
Your Title

dates of employment



Organization Name, City, State
Your Title

dates of employment



Organization Name, City, State
Your Title

dates of employment



EDUCATION:

RESUME

FIRST & LAST NAME

Address • City, State, Zip Code • Phone Number • E-Mail Address

SUMMARY OF QUALIFICATIONS: (List Major Skill Sets)

-
-
-
-

OBJECTIVE: (Optional - One Sentence)

PROFESSIONAL EXPERIENCE:

Organization Name, City, State

Your Title

dates of employment

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-
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Organization Name, City, State

Your Title

dates of employment

-
-
-
-

Organization Name, City, State

Your Title

dates of employment

-
-

EDUCATION:

Sample Cover Letter Modified Block Format

Your Full Name
Your Mailing Address
Your City, State, Zip Code
Your Home Phone or Cell Number
Your E-mail address

Date

Full Name -Mr./Mrs./Ms.
Title of Person (i.e., **Job Coach**)
Organization's/Corporation's Full Name
Address, Suite #
City, State, Zip Code

RE: TITLE OF POSITION/number (if provided)

Dear Mr./Ms. Last Name:

First Paragraph: Why You Are Writing. Remember to include the name of a mutual contact if any? Be clear and concise regarding your request and identify where did you locate the job posting? Stated in you opening paragraph.

Middle Paragraphs: What You Have to Offer. Convince the readers that they should grant the interview or appointment you requested in the first paragraph. Make connections between your abilities/skills and the company's/job description needs, look at the job description for their requirements/demands. Remember, you are interpreting your resume. Try to support each statement you make with a piece of evidence. Use several shorter paragraphs rather than one large block of text for the middle paragraph.

Final Paragraph: Be courteous and thank them for reviewing & considering your resume. How You Will Follow Up. Remember, it is your responsibility to follow-up; this relates to your job search. You may want to reduce the time between sending out your resume and follow up if you fax or e-mail it.

Sincerely,

(*your signature*)

Print Your Full Name

By Lenin Gross

TWITTER: THERSUMEPROF

WRITING YOUR RESUME

- YOUR RESUME IS READ – PROFILED IN 5 to 8 SECONDS!
- YOU MUST SEPARATE YOURSELF FROM THE REST – DON'T USE CLICHÉ'S!
i.e., problem-solver; multi-tasker!
- Keep your resume simple but informative, quantitative!



WRITING YOUR RESUME

MYTHS ABOUT YOUR RESUME & SECURING A JOB

- **DON'T USE AN OBJECTIVE TO START YOUR RESUME – USE YOUR VALUABLE SKILL SETS!**
- **JOB SEEKERS – Your Product is Yourself, Your Accomplishments!**
'Your Resume must quickly convey that you can save or make money for employers'
- Express your passed work 'accomplishments'
i.e., 'Managed all office operations and created communication campaigns that increased sales and revenue of company products and services by 10% each quarter.'
- You should not have anyone write your resume – write it yourself!
- **THERE ARE NO RECESSION PROOF JOBS!**

PROFESSIONAL ATTRIBUTES

EMPLOYERS LOOKING FOR:

- Adaptability
- Analysis - Attention to Detail (s)
- **Communication: ORAL-WRITTEN**
- Control
- Decisiveness
- **Delegation**
- Impact
- Independence
- **Initiative**
- **Innovation**
- Integrity
- **Judgment**
- Leadership/Influence
- **Listening* * ***
- **Management**
- **Motivation**
- **Negotiation**
- **Organizational**
- **Participative**
- **Rapport Building**
- **Resilience**
- **Risk Taking**
- **Sales Ability -
Persuasiveness/Marketing/Fundraising**
- **Sensitivity**
- **Strategic Analysis**
- **Teamwork**
- **Technical/Professional Knowledge -
Proficiency**
- **Tenacity**
- **Work Standards**

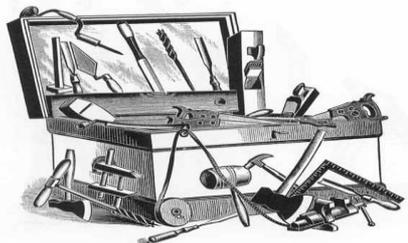


By Lenin O. Gross



MAKE YOUR SKILL SETS :

- **Transferable** (*from job site to job site...*)
- **Marketable** (*Are Companies looking /buying your skill sets/your product(s) ♦ are your skills aligned with 21st Century demands?*)
- **Revenue Producing or Cost Savings**
better yet, **BOTH!** Are you an **ASSET?**



By Lenin O. Gross
TWITTER:
THERESUMEPROF

Few employers are looking for much more academically than basic literacy, but they do want workers who are "*quick learners*" (McPartland, et al., 1983) and who have a "*willingness to adapt and learn*"

Reading Skills: reading for details and following written directions.

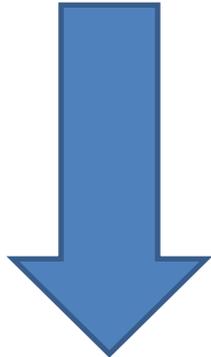
Mathematics Skills: doing basic calculations, estimating quantities and using numerical values from charts and tables; checking for accuracy.

Writing Skills: writing legibly and completing forms accurately; writing standard English; selecting, organizing, and relating ideas, and proofreading one's own writing.

Problem-Solving/Reasoning Skills: determining work activities to be performed; recognizing and using appropriate procedures and resources in carrying out the work; conducting work activities in appropriate sequence; recognizing the effects of changing the quantity or quality of materials; collecting and organizing information; identifying possible alternative approaches to solutions; reviewing progress periodically to assure timely completion; evaluating for accuracy and completeness and correcting deficiencies; summarizing and drawing reasonable conclusions; delivering completed work to the appropriate destination on time; and **devising better work methods...**

VOCATIONAL SKILLS

Except in some specialized businesses, few employers prefer workers with specialized vocational training. Vocational education graduates are very proficient in the skills they are trained in, but have a hard time generalizing these skills to other tasks...



Manual/Perceptual Skills: constructing, fabricating or assembling materials; using job specific hand tools and other equipment; developing visual presentations; using keyboard skills; and operating job-specific power equipment. Entry-level employees are generally successful in these skills.

ENTRY LEVEL HOURLY RATES



The long-run wage trends for young graduates are bleak, with wages substantially lower today than they were in 2000.



**According to NYC Economic Standards
Earning Below \$12.89 per hour
You are living at the POVERTY LINE
of society!**

Jobs You Can Get With a High School Diploma



Automotive service technicians

Customer service representatives

Home health aides

Manicurists and pedicurists

Retail salesperson

Office/Mailroom clerk

Receptionist/Administrative Assistant

Nursing aides, orderlies and attendants





By the Numbers: Dropping Out of High School

\$20,241

The average dropout can expect to earn an annual income of **\$20,241**, according to the U.S. Census Bureau. That's a full **\$10,386 less than the typical high school graduate**, and **\$36,424 less than someone with a bachelor's degree**.

30.8%

Among those **between the ages of 18 and 24**, dropouts were more than twice as likely as college graduates to **live in poverty** according to the Department of Education. **Dropouts experienced a poverty rate of 30.8 percent**, while those with at least a bachelor's degree had a poverty rate of 13.5 percent.

\$292,000

The same study found that as a result — when compared to the typical high school graduate — **a dropout will end up costing taxpayers an average of \$292,000 over a lifetime** due to the price tag associated with incarceration and other factors such as how much less they pay in taxes.

Dropouts in Jail or Detention

Male high school dropouts were 47 times more likely than a college graduate to be jailed. And black men who dropped out had a much higher chance of incarceration than men in other groups, according to a study by the Northeastern University in Boston.

Males ages 16 to 24 who were incarcerated in 2006-7

High school dropouts	9.4%	
High school students	1.5	
High school graduates	2.8	
1 to 3 years of college	1.1	
College students	0.4	
B.A. degree or higher	0.2	

Male high school dropouts ages 16 to 24 who were incarcerated in 2006-7

Black	22.9%	
Asian	7.2	
White	6.6	
Hispanic	6.1	

THE NEW YORK TIMES

63

Among dropouts between the ages of 16 and 24, **incarceration** rates were **a whopping 63 times higher than among college graduates**, according to a study by researchers at Northeastern University. To be sure, there is no direct link between prison and the decision to leave high school early. Rather, the data is **further evidence that dropouts are exposed to many of the same socioeconomic forces that are often gateways to crime.**



NYC

**Department of
Education**