



EMPLOYABILITY AND SOFT SKILLS MANUAL

2025 Edition

**PENNSYLVANIA ACADEMIC, CAREER
AND TECHNICAL TRAINING (PACTT)**
WWW.PACTT-ALLIANCE.ORG

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Introduction and Overview

It is with great pleasure that we provide our partners with the 5th edition of the Pennsylvania Academic, Career and Technical Training (PACTT) Alliance Employability Soft Skills Manual (ESSM). The document represents the extensive efforts of the members of the ESSM Revision Committee and seeks to incorporate the recommendations suggested by our affiliate partners.

As has been the case with previous versions of the ESSM, the intent of the manual is to provide guidance to our residential, community-based and probation partners as they work with youth to develop essential competencies and work toward a related purpose contained in Pennsylvania's Juvenile Act.

"Consistent with the protection of the public interest, to provide for children committing delinquent acts programs of supervision, care and rehabilitation which provide balanced attention to the protection of the community, the imposition of accountability for offenses committed and the development of competencies to enable children to become responsible and productive members of the community."

Further outlined in the Advancing Competency Development: A White Paper for Pennsylvania, competency development is described as "the process by which juvenile offenders acquire the knowledge and skills that make it possible for them to become productive, connected, and law abiding members of their communities and selected five core competency domains."

These domains are:

- Pro-Social Skills: Helping youth increase their chances of navigating their interactions with others in pro-social ways.
- Moral Reasoning Skills: Helping youth recognize thought processes that rationalize negative behaviors and understand how their thinking, values, and choices affect their behavior.
- Academic Skills: Helping youth improve their chances of having a successful educational experience.
- Workforce Development Skills: Helping older youth improve their chances of being economically self-sufficient after high school.
- Independent Living Skills: Helping older youth, particularly those coming out of placement/ foster care who are unable to return home, improve their chances of living sufficiently on their own.

ESSM Revision Committee

As PACTT continues its work with programs across the Commonwealth, we are regularly amazed and humbled by the dedication and incredible work we witness. This new version of the ESSM is a direct result of some of our partners who were able to participate in the Revision Committee.

For those who weren't able to participate in the committee, please be assured that PACTT's interactions with you on a day-to-day basis contributed to the new ESSM. For those listed below who were able to participate, on behalf of PACTT and the affiliates, we would like to publicly thank you for your contributions and convey that we are eternally grateful.

Maureen Barnhart	North Central Secure Treatment Unit Boys Program
Courtney Bingle	New Outlook Academy
Shauna Blee	North Central Secure Treatment Unit Girls Program
Kim Booth	Allegheny County Juvenile Probation CISP
Dan Cannaday	Capital Area Intermediate Unit #15
Gerald Catagnus	Abraxas Academy
Kolbe Cole	Trails Ministries
Beth Dewhurst	Trials Ministries
Iva Ferrell	Montgomery County OIC
David Fitch	Abraxas 1
Janeen Garancsi	Auberle
Brian Greenfield	Abraxas Leadership Development Program
Randall Goshorn	Bureau of Juvenile Justice Services
Carly Gunnett	Abraxas Leadership Development Program
Tim Holden	Harborcreek Youth Services
Brian Johnson	Goodwill Southwestern Pennsylvania
Gary King	Allegheny County Juvenile Probation CISP
Brian Klink	Abraxas Youth Center
Kristin Nunes	Intermediate Unit #29
Matt Polito	Tuscarora Intermediate Unit #11
Marvin Randall	Allegheny County Juvenile Probation CISP
Kay Roth	North Central Secure Treatment Unit Girls Program
Jestine Toter	North Central Secure Treatment Unit Boys Program
Carolyn Quinn	Educational Opportunity Centers of Pennsylvania
Kayla Wagaman	Abraxas Youth Center
Kevin Wells	Allegheny County Juvenile Probation CISP
Ericka Wingfield	Allegheny County Juvenile Probation CISP
Abby Wolensky	Auberle
William Woods	Pathways Adolescent Center
Marianne Wright	Bureau of Juvenile Justice Services

ESSM Domains

The ESSM seeks to support youth, families and the courts by aligning with the purpose of Pennsylvania's Juvenile Act and approaches included in the Advancing Competency Development: A White Paper for Pennsylvania. We recognize that the ESSM is not all-inclusive nor does it fully reflect the extensive offerings or expertise of our affiliated partners. As an affiliated program, PACTT requires that programming be available in the competency areas included in the ESSM. Of note is that PACTT does not require programs to ensure that youth complete all of the competencies. Rather, it is recommended that services and areas of focus are individualized based on the needs of the youth.

The 5th version of the ESSM continues to be organized under the five domains, yet through the reorganization of soft skill areas the number of competencies was reduced from 27 to 26:

Domain #1: Career Awareness and Exploration

Domain #2: Job Search Skills

Domain #3: Job Retention & Career Advancement

Domain #4: Life Skills

Domain #5: Personal and Social Development Skills

Curriculum

It is recognized that affiliated programs have extensive experience and possess expertise in the areas included in the ESSM, therefore, neither the instructional methods nor curriculum is prescribed by PACTT. However, PACTT does have a "Starter Kit" curriculum that covers each of the competency areas that is available upon request for newly affiliated programs or those wishing to continue developing their existing curriculum and program offerings.

For a copy of the Starter Kit, please contact your assigned PACTT Consultant or email our resource account at:

Contact List: [PACTT Contacts](#)

Resource Account: ra-pwbjjspactt@pa.gov

Portfolio

A major component of PACTT is the development of a portfolio by youth. The portfolio is designed to collect information and resources that will assist youth as they go forward.

The information and content identified below is the minimum content that should make up a youth's portfolio. However, the affiliate and youth can add other information, resources, or content that is believed relevant.

Although a portion of the required information to be included in portfolios is the same for all affiliates, the information varies by affiliation types. A checklist for the contents, by affiliation type, can be found in Appendix B of this manual.

In general, portfolios fall into the following five areas:

1. Employability Competencies
2. Education and Career and Technical Training
3. Awards, Certifications of Completion, Honors
4. Resources
5. Miscellaneous or Other Relevant Information

Note: Documents suggested for development, such as Career Maps, may be available upon request from the affiliate's assigned PACTT Consultant or as part of PACTT's Starter Kit curriculum. If not, your Consultant is available to assist with developing the recommended document(s).

Employability Soft Skills Checklist

As competency areas are identified with a youth and the related tasks successfully completed, the staff making the determination that the youth has developed the competency should sign off on a youth-specific Employability Soft Skills Checklist (ESSC).

A copy of this checklist can be found in Appendix A of this manual or a soft copy can be obtained from the affiliate's assigned PACTT consultant. If an affiliate chooses to use its own version of the ESSC, it must identify each of the 26 soft skill areas and require staff confirmation that the youth successfully completed the competency.

Upon a youth's discharge, a copy of the ESSC should be:

1. Included in the youth's discharge portfolio
2. Shared with the provider that will be working with the youth after discharge
3. Provided to the receiving school if applicable
4. Provided to the probation office
5. Maintained in hard or soft copy by the affiliate

Information regarding the development of a discharge portfolio is explained in Appendix B of this manual. Of note is that the discharge portfolio provides the youth with a written record of completed work and valuable resources that may help fulfill their future goals.

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

PACTT
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DOMAIN #1
Career Awareness
and Exploration

Domain #1: Career Awareness and Exploration

COMPETENCY NUMBER	COMPETENCY	TASKS
<p style="text-align: center;">1</p> <p>PDE Academic Standards for Career Education and Work, Section 13.1 Career Awareness and Preparation</p> <p>Research For Action's (RFA) Best Practices for providing Juvenile Justice Educational Services</p>	<p>Explore the connection between interests, abilities, and aptitudes for post-secondary education and career options.</p>	<ul style="list-style-type: none"> ➤ Complete a career interest inventory or aptitude test to determine interests and abilities. ➤ Produce a list of his/her strengths and examples of occupations that apply. ➤ Identify strengths related to employment.
<p style="text-align: center;">2</p> <p>PDE Academic Standards for Career Education and Work, Section 13.1 Career Awareness and Preparation</p> <p>RFA's Best Practices for providing Juvenile Justice Educational Services</p>	<p>Identify and explore career/vocational areas of interest.</p>	<ul style="list-style-type: none"> ➤ Explore and identify career and vocational areas of interest. ➤ Identify online materials and locations where career information is available. ➤ List internet search engines and websites that can be used for a job search. ➤ Propose three specific careers or vocational areas of interest. ➤ Identify post-secondary schools that have programs leading to occupations within the interest areas identified. ➤ Print a list of schools that provide programs. ➤ Print results of interest inventory and aptitude testing to include in the portfolio.

<p style="text-align: center;">3</p> <p>PDE Academic Standards for Career Education and Work, Section 13.1 Career Awareness and Preparation</p> <p>RFA's Best Practices for providing Juvenile Justice Educational Services</p>	<p>Identify the education, qualifications, and experiences necessary to achieve these careers.</p>	<ul style="list-style-type: none"> ➤ Indicate the education, qualifications, and required experience to be eligible for three careers or vocational interest areas at the entry level and throughout the career ladder. ➤ Indicate the expected salary and considerations for sustaining a lifestyle based on that salary and each major step in the career ladder. ➤ List available programs. Indicate expected earnings and salary outcome.
<p style="text-align: center;">4</p> <p>PDE Academic Standards for Career Education and Work, Section 13.1 Career Awareness and Preparation</p> <p>RFA's Best Practices for providing Juvenile Justice Educational Services</p>	<p>Create a plan outlining the steps and strategies for pursuing employment, a career, technical/trade school, or secondary education.</p>	<ul style="list-style-type: none"> ➤ Develop an action plan outlining steps required for chosen career. ➤ Create a career mapping document. ➤ Develop a list of financial resources needed. ➤ Complete the financial aid form (FAFSA) if youth is 17 or older <u>and is</u> interested in post-secondary education. ➤ Identify resources to be used to search for information regarding grants and loans.
<p style="text-align: center;">5</p> <p>PDE Academic Standards for Career Education and Work, Section 13.2 Career Acquisition</p>	<p>Identify, understand, secure, and complete all documentation needed for employment.</p>	<ul style="list-style-type: none"> ➤ Locate or obtain a Social Security card. ➤ Locate or obtain a government issued photo ID or driver's license. ➤ Locate or obtain a birth certificate.

<p>RFA's Best Practices for providing Juvenile Justice Educational Services</p>		<ul style="list-style-type: none"> ➤ Complete or review a sample W4 form. ➤ Complete or review a sample I-9 form. ➤ Complete or review a work permit document. ➤ Complete the Personal Fact Worksheet. ➤ Create an example of a reference request letter to a non-family member. ➤ Develop and complete a resume and cover letter appropriate for age/grade level. ➤ Complete a sample employment application form.
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DOMAIN #2
Job Search Skills

Domain #2: Job Search Skills

COMPETENCY NUMBER	COMPETENCY	TASKS
<p style="text-align: center;">6</p> <p>PDE Academic Standards for Career Education and Work, Section 13.2 Career Acquisition</p> <p>RFA's Best Practices for providing Juvenile Justice Educational Services</p>	<p style="text-align: center;">Identify employment opportunities.</p>	<ul style="list-style-type: none"> ➤ Complete a Job Interest Worksheet. ➤ Use the internet to locate job openings and research careers in areas of interest. ➤ Describe the importance of personal contacts in the employment search (the "hidden job market") and identify three such contacts. ➤ Access and use the services available through CareerLink/Job Gateway. ➤ Present one job possibility consistent with one career or vocational choice. ➤ Present two realistic short-term goals for which the youth is qualified at the present time.
<p style="text-align: center;">7</p> <p>PDE Academic Standards for Career Education and Work, Section 13.2 Career Acquisition</p> <p>RFA's Best Practices for providing Juvenile Justice Educational Services</p>	<p style="text-align: center;">Develop, practice, and strengthen interview skills.</p>	<ul style="list-style-type: none"> ➤ Identify at least three personal strengths related to the employment opportunity. ➤ Complete a mock interview consistent with short-term job interest, present in appropriate interview attire, and produce all necessary paperwork. ➤ Describe verbal and non-verbal communication skills used in an interview. ➤ Research a company in preparation for the interview.

		<ul style="list-style-type: none"> ➤ Complete an Interview Question Worksheet. ➤ Prepare for and participate in a mock job interview and then receive feedback from the interviewers. ➤ Review and discuss steps to an excellent job interview with staff.
<p>8</p> <p>PDE Academic Standards for Career Education and Work, Section 13.2 Career Acquisition</p>	<p>Develop a plan for following up after a job interview.</p>	<ul style="list-style-type: none"> ➤ Compose a thank you letter or thank you email for an interview. ➤ Develop a response to and reply to a follow up call. ➤ Initiate phone calls to determine the outcome of the interview.
<p>9</p> <p>PDE Academic Standards for Career Education and Work, Section 13.2 Career Acquisition</p> <p>U.S. Department of Labor's Soft Skills: The Competitive Edge.</p>	<p>Show initiative in completing job tasks using problem-solving, decision-making, and analytical skills and demonstrate dependability and reliability around these tasks.</p>	<ul style="list-style-type: none"> ➤ Create a list to identify and prioritize important tasks to be completed. ➤ Identify the youth's strengths and areas of improvement by completing the identified employability soft skills. ➤ Identify how the youth's strengths and areas for improvement can help or prevent them from getting a job, keeping a job, and/or getting promoted. ➤ Develop a plan to develop their existing soft skills or new ones. ➤ Review information with a staff member and get their feedback.

Employability & Soft Skills

DOMAIN #3

Job Retention and Career Advancement Skills

Domain #3: Job Retention & Career Advancement

COMPETENCY NUMBER	COMPETENCY	TASKS
<p>10</p> <p>PDE Academic Standards for Career Education and Work, Section 13.2 Career Acquisition and 13.3 Career Retention and Advancement</p> <p>U.S. Department of Labor's Soft Skills: The Competitive Edge.</p>	<p>Maintain a professional and respectful attitude while collaborating with co-workers, supervisors, and customers of diverse backgrounds.</p>	<ul style="list-style-type: none"> ➤ Define professionalism. ➤ Identify what workplace professionalism is. ➤ Identify 5 strengths and 5 areas of improvement specific to the youth in the area of professionalism.
<p>11</p> <p>PDE Academic Standards for Career Education and Work, Section 13.3 Career Retention and Advancement</p> <p>U.S. Department of Labor's Soft Skills: The Competitive Edge.</p>	<p>Work independently and as a contributing team member and demonstrate respect for supervisors and coworkers.</p>	<ul style="list-style-type: none"> ➤ Identify 5 skills needed to work cooperatively with others. ➤ Identify 5 things you find challenging when working with others. ➤ List 3 examples of showing initiative and demonstrating the ability to work independently. ➤ List 3 examples of cooperating and supporting others on a team to accomplish a common goal. ➤ List 5 examples of demonstrating respect and caring about the feelings of others.
<p>12</p> <p>PDE Academic Standards for Career Education and Work, Section 13.3 Career Retention and Advancement</p>	<p>Use appropriate time management skills to make the most out of your time. This will help you achieve your tasks efficiently and effectively.</p>	<ul style="list-style-type: none"> ➤ Identify 3 strengths, 3 areas of improvement, and 3 things you can do to improve in time management.

		<ul style="list-style-type: none"> ➤ Create a list of how they can improve their time management skills. ➤ Create an ABC list: “A” tasks are the most urgent and important, “B” tasks are important but not as urgent, and “C” tasks are neither important nor urgent.
<p>13</p> <p>PDE Academic Standards for Career Education and Work, Section 13.3 Career Retention and Advancement</p>	<p>Know who and how to ask for help when learning a new task at the job site.</p>	<ul style="list-style-type: none"> ➤ Make a list of the positives and challenges of starting a new job. ➤ List 3 advantages of asking for help at work. ➤ Make a list of 3 positive ways to ask for help at work. ➤ List 3 disadvantages of not being willing to ask for help at work. ➤ Identify 3 effective techniques you can use when asking for help. ➤ Create a list of 2 ways to remember learning new tasks at work.
<p>14</p> <p>PDE Academic Standards for Career Education and Work, Section 13.3 Career Retention and Advancement</p> <p>U.S. Department of Labor’s Soft Skills: The Competitive Edge.</p>	<p>Demonstrate ability to express ideas clearly by utilizing active listening and critical thinking skills.</p>	<ul style="list-style-type: none"> ➤ List 3 of your strengths in the area of communication skills. ➤ List 3 areas in need of improvement in the area of communication skills. ➤ List 3 of your strengths in critical thinking and problem-solving skills. List 3 areas in need of improvement in the area of critical thinking and problem-solving skills.

<p style="text-align: center;">15</p> <p>PDE Academic Standards for Career Education and Work, Section 13.2 Career Acquisition and 13.3 Career Retention and Advancement</p>	<p>Accept constructive criticism and provide feedback in a positive and helpful manner.</p>	<ul style="list-style-type: none"> ➤ List 3 benefits of receiving constructive feedback. ➤ List 3 benefits of giving constructive feedback. ➤ Identify 6 things to consider when receiving constructive feedback. ➤ Identify 6 things to consider when giving someone constructive feedback. ➤ Identify 3 of youth's strengths when receiving constructive feedback from others. ➤ Identify 3 of youth's areas needing improvement when receiving constructive feedback from others. ➤ Describe how to practice the new skills related to receiving constructive feedback.
<p style="text-align: center;">16</p> <p>PDE Academic Standards for Career Education and Work, Section 13.3 Career Retention and Advancement</p>	<p>Understand and adhere to workplace rules to maintain employment. Identify and practice conflict resolution strategies to resolve any potential problems.</p>	<ul style="list-style-type: none"> ➤ Review and follow the employer's employee handbook. ➤ Describe how youth currently respond to a conflict. ➤ List and describe 3 ways many people respond to conflict. ➤ List 3 problem-solving approaches. ➤ List 3 of youth's strengths in resolving conflicts. ➤ List 3 areas in need of improvement in resolving conflicts. ➤ Describe how youth can practice new conflict

		resolution skills or further develop those the youth have.
<p>17</p> <p>PDE Academic Standards for Career Education and Work, Section 13.3 Career Retention and Advancement</p>	<p>Maintain personal hygiene and appearance according to your employer's standards.</p>	<ul style="list-style-type: none"> ➤ List 5 reasons why workplace appearance is important. ➤ Describe why workplace hygiene is crucial. ➤ List 3 different styles or types of workplace attire. ➤ List 3 jobs in which the clothing you wear is critical to ensuring safety. ➤ List 3 jobs the youth is interested in and describe how personal hygiene and workplace attire may be unique for each job.
<p>18</p> <p>PDE Academic Standards for Career Education and Work, Section 13.1 Career Awareness and Preparation</p>	<p>Know how to change or advance jobs in an appropriate positive way.</p>	<ul style="list-style-type: none"> ➤ Develop steps on how to change jobs appropriately and positively. ➤ Create a short and long list of things to advance in your current job. ➤ Create a list of the pros and cons of changing jobs. ➤ Write 2 sample resignation letters.
<p>19</p> <p>PDE Academic Standards for Career Education and Work, Section 13.3 Career Retention and Advancement</p>	<p>Develop a career development plan that outlines actionable steps toward achieving your professional goals.</p>	<ul style="list-style-type: none"> ➤ Define and categorize a list of the differences between a career, a job, and an occupation. ➤ Identify what interest and skills the youth would like to use in their career. ➤ Create a list of short-term (less than 1 year) to achieve career goals.

		<ul style="list-style-type: none">➤ Create a list of medium-term (1-3 years) to achieve career goals.➤ Create a list of long-term (3-5 years) to achieve career goals.➤ Develop a long-term plan that includes steps and goals to achieve the youth's educational or career objectives.
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DOMAIN #4
Life Skills

Domain #4: Life Skills

COMPETENCY NUMBER	COMPETENCY	TASKS
<p style="text-align: center;">20</p> <p>PDE Academic Standards for Career Education and Work, Section 13.3 Career Retention and Advancement</p>	<p style="text-align: center;">Develop effective techniques for managing personal finances.</p>	<ul style="list-style-type: none"> ➤ Describe what it means to budget. ➤ Create a list of the pros and cons of budgeting. ➤ Distinguish between wants and needs and learn to prioritize. ➤ Identify and prioritize some of the youth's personal and financial goals. ➤ Complete the budget worksheet to understand what it means to budget and identify the reasons to maintain a budget. ➤ Create and maintain a personal budget that supports the youth's personal and financial goals.
<p style="text-align: center;">21</p> <p>PDE Academic Standards for Career Education and Work, Section 13.3 Career Retention and Advancement</p>	<p style="text-align: center;">Learn practical techniques and skills to prioritize and manage your time efficiently.</p>	<ul style="list-style-type: none"> ➤ Identify how time management skills contribute to success. ➤ List 4 time management strategies and which of these strategies the youth already practices. ➤ Identify 5 common time wasters. ➤ Identify signs that might indicate someone is ineffective at managing their time. ➤ Create a "To Do" list for the youth's daily planner. Identify time-saving techniques the youth can

		use to reduce time wasters.
22	Identify community resources that will assist people experiencing financial or employment difficulties.	<ul style="list-style-type: none"> ➤ Create a list of resources and know what services each agency provides. ➤ Examples: <ul style="list-style-type: none"> ✓ 211.org ✓ Public Assistance Office ✓ Legal Aid ✓ Faith-Based Organizations ✓ United Way ✓ HUD ✓ LIHEAP ✓ TANF ✓ WIC ✓ Office of Vocational Rehabilitation ✓ The Salvation Army ✓ Food Banks ✓ Goodwill Industries

Note: Additional resources can be found on the PACTT website: [PACTT Resource Library](#)

PACTT Employability & Soft Skills

DOMAIN #5

Personal & Social Development Skills

Domain #5: Personal and Social Development Skills

COMPETENCY NUMBER	COMPETENCY	TASKS
<p style="text-align: center;">23</p> <p>PDE Academic Standards for Career Education and Work, Section 13.2 Career Acquisition</p>	<p style="text-align: center;">Develop an understanding of appropriate social media technology use.</p>	<ul style="list-style-type: none"> ➤ Demonstrate the necessity of exercising caution when using social media. ➤ Identify appropriate versus inappropriate items, such as pictures and messages that may be shared on social media platforms. ➤ List 5 things about the youth's current use of social media.
<p style="text-align: center;">24</p>	<p style="text-align: center;">Understanding Cultural Sensitivity in the Workplace and Ways to Contribute to a Positive Workplace Culture.</p>	<ul style="list-style-type: none"> ➤ Identify the definition of culture. ➤ Identify what culturally informed communications are. ➤ Describe a work environment. ➤ Explore the approach of assuming positive intent and positivity. ➤ Identify 2 of the youth's strengths in the area of ensuring cultural awareness and culturally informed communications in the workplace. ➤ Identify 2 ways the youth can enhance their skills in the areas of cultural awareness and culturally informed communications in the workplace. ➤ Identify how characteristics of a positive work environment can impact the youth.

<p style="text-align: center;">25</p> <p>PDE Academic Standards for Career Education and Work, Section 13.3 Career Retention and Advancement</p>	<p>Understand family and peer networks' role in personal, educational, and employment decisions.</p>	<ul style="list-style-type: none"> ➤ List the 5 MOST influential factors for youth in making career decisions. ➤ List the most influential individuals who have shaped the youth's career choice. ➤ Document the youth's thoughts and plans related to making educational and employment decisions.
<p style="text-align: center;">26</p> <p>PDE Academic Standards for Career Education and Work, Section 13.3 Career Retention and Advancement</p>	<p>Develop and implement leadership skills to achieve success.</p>	<ul style="list-style-type: none"> ➤ Define leadership. ➤ Explore how the youth may see themselves as a leader, to include what ways they are and are not. ➤ List 3 of the youth's strengths in leadership and how they could apply them to their future plans. ➤ List 3 ways the youth can enhance their skills in the areas of leadership.

Employability & Soft Skills Checklist

Youth's Name: _____

Staff should work with the youth toward the successful completion of the competency areas below. Upon determining that the youth has successfully demonstrated the competency, staff should sign and date in the column on the right side of the form. This form should be included in the youth's portfolio.

Competency	Date Completed and Staff Signature
DOMAIN #1 – Career Awareness and Exploration	
Competency #1 Explore the connection between interests, abilities, and aptitudes for post-secondary education and career options.	
Competency #2 Identify and explore career/vocational areas of interest.	
Competency #3 Identify the education, qualifications, and experiences necessary to achieve these careers.	
Competency #4 Create a plan outlining the steps and strategies for pursuing employment, a career, technical/trade school, or secondary education.	
Competency #5 Identify, understand, secure, and complete all documentation needed for employment.	
DOMAIN #2 – Job Search Skills	
Competency #6 Identify employment opportunities.	
Competency #7 Develop, practice, and strengthen interview skills.	
Competency #8 Develop a plan for following up after a job interview.	
Competency #9 Show initiative in completing job tasks using problem-solving, decision-making, and analytical skills and demonstrate dependability and reliability around these tasks.	
DOMAIN #3 – Job Retention & Career Advancement	
Competency #10 Maintain a professional and respectful attitude while collaborating with co-workers, supervisors, and customers of diverse backgrounds.	

Soft Skills Checklist Page Two Competency	Date Completed and Staff Signature
Competency #11 Work independently and as a contributing team member and demonstrate respect for supervisors and coworkers.	
Competency #12 Use appropriate time management skills to make the most out of your time. This will help you achieve your tasks efficiently and effectively.	
Competency #13 Know who and how to ask for help when learning a new task at the job site.	
Competency #14 Demonstrate ability to express ideas clearly by utilizing active listening and critical thinking skills.	
Competency #15 Accept constructive criticism and provide feedback in a positive and helpful manner.	
Competency #16 Understand and adhere to workplace rules to maintain employment. Identify and practice conflict resolution strategies to resolve any potential problems.	
Competency #17 Maintain personal hygiene and appearance according to your employer's standards.	
Competency #18 Know how to change or advance jobs in an appropriate positive way.	
Competency #19 Develop a career development plan that outlines actionable steps toward achieving your professional goals.	
DOMAIN #4 – Life Skills	
Competency #20 Develop effective techniques for managing personal finances.	
Competency #21 Learn practical techniques and skills to prioritize and manage your time efficiently.	
Competency #22 Identify community resources that will assist people experiencing financial or employment difficulties.	
DOMAIN #5 – Personal and Social Development Skills	
Competency #23 Develop an understanding of appropriate social media technology use.	
Competency #24 Understanding diversity, equality, and inclusion is crucial in a workplace setting.	
Competency #25 Understand family and peer networks' role in personal, educational, and employment decisions.	
Competency #26 Develop and implement leadership skills to achieve success.	

Portfolio Areas & Requirements

The youth's portfolio is a platform for them to showcase their skills and abilities, experiences, and accomplishments to potential employers, family members, the courts, colleges, and various other entities.

Although PACTT requires affiliates to work with youth to develop a portfolio, programs have the latitude to design them in a way that best meets the needs of the youth they are working with. However, affiliates are required to work with youth and maintain a portfolio structure that includes various information based on their affiliation type(s).

Below is the key and a chart showing what documentation is required for the different affiliate types.

- "A" Academic Affiliates
- "J" Job Skills Training Affiliates
- "W" Work Related Services Affiliates

For example, for a program that is affiliated as an academic and job skills affiliate their portfolios should include the information indicated as "A" and "J" in the right column. They would not be required to include information indicated as "W".

Additionally, items have also been included as "Not Required, But Other Areas of Possible Portfolio Enhancement". As stated, these items are not required to be included in the portfolios but were included as ideas that may or may not be helpful as the program creates portfolios with youth.

Core Information	
Vital Records Document	A, J, W
Employability Soft Skills Checklist	A, J, W
Honors, Awards or Notable Accomplishments	A, J, W
High Priority Occupation List for County of Residence	A, J, W
Basic and/or Advanced Industry Certificates or Certifications	A, J, W
Resume and Cover Letter	A, J, W
Reference List	A, J, W
Job Search	
Career Interest Assessment Results	W
Work-Skills Assessment Results	W
Personal Goals	W
Job Search/Resume Submission Log	J, W
Mock Interview Evaluation Results	W
Job Application (paper copy)	J, W

W4 and I-9 forms (examples if not completed by youth)	J, W
Work Permit (examples if not completed by youth)	W
Not Required, But Other Areas of Possible Portfolio Enhancement: <ul style="list-style-type: none"> ○ List of Three Employment Related Personal Strengths ○ List of Potential Anxiety Producing Questions and Answers ○ Interview Techniques/References 	
Job Retention and Career Advancement Skills	
Employee Handbook (Review or explanation of purpose)	W
Keeping Your Job	W
Employee Performance Evaluation	W
How to Change Jobs	W
Post-Secondary Schools of Interest List and Information	A
Vocational and/or Programs of Study Competency List	J
Additional Industry Certificates or Certifications	J
Not Required, But Other Areas of Possible Portfolio Enhancement: <ul style="list-style-type: none"> ○ Educational Goals ○ FAFSA Paper Application and/or FAQ as appropriate ○ Career Goals 	
Life Skills	
Not Required, But Other Areas of Possible Portfolio Enhancement: <ul style="list-style-type: none"> ○ Financial Literacy Related Information ○ Sample Budget and Financial Goals ○ Educational Financial Aid Information ○ Community Resources for Financial Literacy and/or Support ○ Banking 101 Reference Information 	
Personal and Social Development Skills	
Not Required, But Other Areas of Possible Portfolio Enhancement: <ul style="list-style-type: none"> ○ Social Media Etiquette ○ Human Services Information (Area Specific) ○ Personal Goals ○ Personal Fact Sheet 	
Other Information	
Not Required, But Other Areas of Possible Portfolio Enhancement: <ul style="list-style-type: none"> ○ Selective Service Information ○ Juvenile Law Center Information ○ Driver's License/State ID Application Information ○ OVR Informational Flyer 	

Youth Employability Soft Skills Activity

Below is a list of soft skills that employers and research have identified as important to people getting a job, keeping their job, and getting a promotion. Please review the list below and identify 5 of the soft skills that you believe are your strengths and 5 that you believe you could improve on.

- Accepts & Learns from Criticism
- Active Listening
- Communication Skills
- Conflict Resolution
- Critical Thinker
- Decision Making
- Dependable
- Flexible & Open Minded
- Hard Working
- Interpersonal Skills
- Integrity
- Leadership
- Open-Minded
- Organized
- Problem Solver
- Punctuality
- Positive Attitude
- Professionalism
- Respects Diversity
- Responsible
- Self-Aware
- Self-Confident
- Self-Control
- Self-Motivated
- Social Skills
- Reading, Writing & Math Skills
- Takes Directions
- Teamwork
- Time Management
- Networking Skills