



Exploring STEM Professions and Career Assessment

A Guide for STEM Coaches

Connecticut STEM Careers Partnership
STEM Opportunities in the Workforce Initiative Grant

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Overview and Role of the STEM Coach

USDOL Community-Based Job Training Grant STEM Opportunities in the Workforce Initiative Grant Overview

Project Description.

The Connecticut STEM Careers Partnership will create a statewide, virtual STEM Center to support systematic replication of successful models that prepare Connecticut's disadvantaged youth and dislocated workers for high-wage careers in advanced manufacturing, engineering, computer science, and other STEM-related fields. The STEM Center will serve as an entry point, resource and knowledge-sharing hub, meeting place, and classroom for the STEM-related activities of the One Stop System and its partners. The Center will provide information and service access to thousands of workers and hundreds of employers through a user-friendly web portal. Individuals can utilize the virtual STEM Center anywhere they can access the internet and through dedicated access points to be created at One Stop Career Center, Adult Education, and Community College computer labs.

The Partnership will leverage the virtual STEM center by implementing five activities targeting disadvantage youth and dislocated workers:

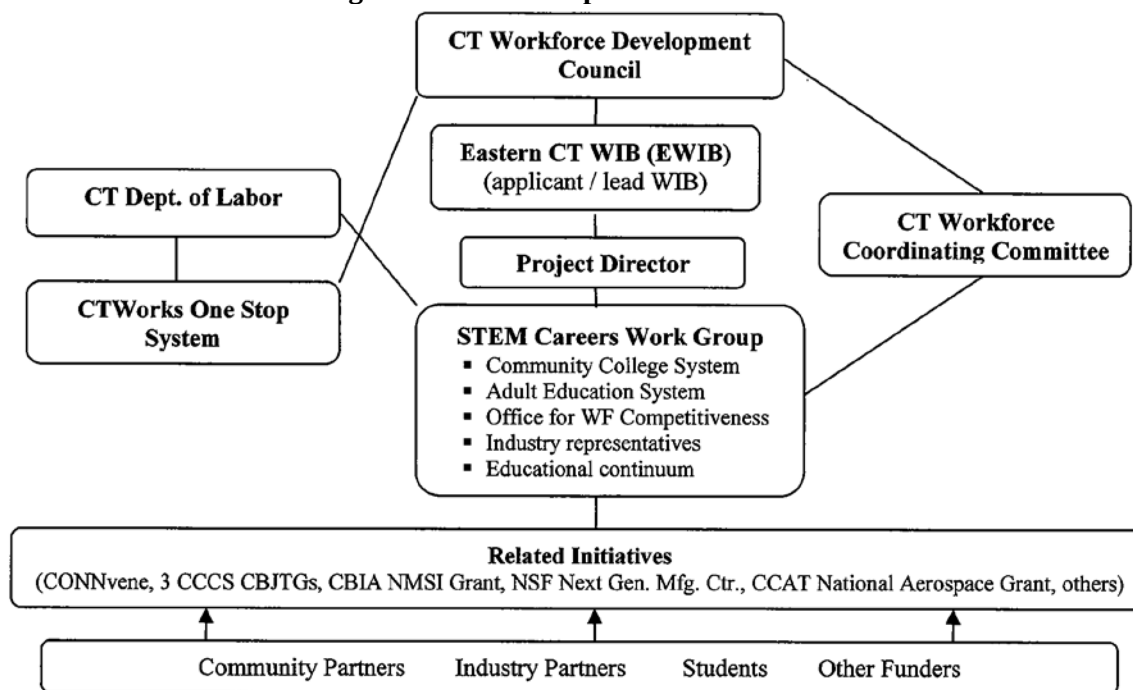
- 1) Five newly hired STEM Coaches will implement STEM Center activities regionally and connect regional efforts to statewide activities and resources. STEM Coaches will coordinate a statewide STEM workforce audit.
- 2) STEM Mentors will provide individual academic and career support to help advance mentees along STEM career pathways using a virtual mentoring tool and face-to-face mentoring.
- 3) Replication of a proven, scalable employer-driven technology-based learning (TBL) model will reduce barriers to training such as transportation, scheduling, and cost.
- 4) A customized online planning tool for designing personal educational and career pathway plans will produce Individual Educational and Career Blueprints.
- 5) The Partnership will grow the P-20 STEM talent pipeline by strengthening connections between STEM education and workforce efforts.

Partnership.

All five Connecticut WIBs, via their collaboration in the Connecticut Workforce Development Council, form the core STEM Careers Partnership. The proposed project solidifies connections between current STEM education initiatives and CTWorks One Stop Career Centers statewide, increases partner synergy and returns on investment, and leverages more effectively multiple federal and state funding sources. Eighteen (18) One Stop Centers throughout Connecticut serve as in-person implementation sites. An existing collaborative body, the CT Workforce Coordinating Committee, will convene a STEM Careers Work Group and provide project oversight across core partners. The CT Distance Learning Consortium will develop and maintain a virtual STEM Center web portal and its tools. The CT Community College and Adult Education systems will review training programs, refer students, and share STEM Center web portal resources. The state Office for Workforce Competitiveness, the State Departments of Education and Higher Education, and the Technical High School System will facilitate connections to the education continuum. The CT Center for Advanced Technology, CT Business & Industry Association, CT Department of Economic and Community Development, and nine regional Chambers of Commerce will support employer outreach and ensure

responsiveness to industry and economic development trends. STEM-related employers statewide will share their short- and long-term workforce skills needs to help design industry-relevant training programs.

Figure 1. Partnerships and Connections



Outcomes & Impact.

The STEM Careers Partnership will result in 680 participants achieving WIB and/or Community College certificates and/or college credit through completion of STEM programs. The partnership will improve outreach, advising, and supports that increase the number of individuals enrolling in STEM programs and proceeding along defined career pathways.

Budget & Management.

The Eastern Connecticut Workforce Investment Board (EWIB) serves as applicant and fiscal agent. On behalf of the Connecticut Workforce Development Council, EWIB requests \$2 million to implement the Connecticut STEM Careers Partnership. The grant will conservatively leverage \$2.06 million in cash and in-kind contributions.

STEM Coach Job Description

The STEM Opportunities in the Workforce System Initiative Grant was provided with the purpose of strengthening the ties between employers and local career centers to increase awareness of available jobs. It was also provided with the purpose of setting disadvantaged youths and dislocated workers on the path toward a STEM career through educational and career service resources. By establishing this program, it will continue to reach many other people, employees and employers alike, thereby filling high-demand jobs that may have not been otherwise filled.

Position Purpose

The STEM Coach will prepare disadvantaged youth and dislocated workers to enter a career in a STEM field by providing academic and career support for each individual.

Supervisory and Other Relationships

The STEM Coach will be responsible for interfacing and coordinating with the Workforce Investment Boards located throughout the state and the CT Center for Advanced Technology (CCAT) in conducting the statewide STEM workforce audit. They will also be responsible for interfacing and coordinating with the CT Works One-Stop Center, Community College, and Adult Education job/guidance counselors when training them to advise customers/students on STEM-related academic and career pathway opportunities and in the effective use of the STEM Center web portal. Finally, they will be responsible for interfacing and coordinating with the STEM Mentors, who they will work closely with throughout the duration of the partnership.

Major Accountabilities

The STEM Coach is responsible for:

- Providing STEM-dedicated academic and career guidance;
- Tracking and monitoring progress of project based on goals and objectives of the grant;
- Raising awareness of out-of-school STEM learning activities via the STEM Center to One Stop Centers, individuals, high school personnel, and other appropriate individuals, agencies and businesses;
- Training appropriate staff and counselors to advise customers/students on STEM-related academic and career pathway opportunities and in use of STEM Center web portal;
- Assisting as necessary in the recruitment, orientation, matching, of STEM Mentors;
- Coordinating live aspects of technology-based learning (TBL) program, including advising and academic support and employer recruitment;
- Working with individual employers to identify additional TBL courses that selected applicants will need to qualify for hire;
- Assisting individual students to develop educational and career blueprints;
- Supporting connections between the STEM Careers Partnership and educational partners.

Professional Participation and Development

The incumbent is expected to maintain currency in the position's required fields of professional expertise and competencies. The incumbent is required to maintain complete confidentiality of student records and other information of a confidential nature.

Qualifications

At least a Bachelor's degree preferably in a STEM-related industry; 3+ years experience in training and/or outreach activities; content knowledge of STEM-related fields and career pathways; knowledge of career & academic counseling processes; ability to submit reports in a timely fashion; ability to work with and engage diverse audiences; strong computer and technology skills; experience in supporting marketing efforts; and effective writing, facilitation and communication skills, experience with counseling or guidance helpful.

Serving the client:

Assessments, Resources and Procedures

Serving the clients

When a Coach meets with a client he or she must gather specific information to document that client including name, birthdate, social security number, address, telephone, email, goals, Equal Opportunity and Selective Service.

Equal Opportunity

All CT STEM Jobs clients now receive information about the Equal Opportunity (EO) policy to which the program adheres. Documentation verifies client receipt of the information and gets included in CT STEM Jobs client files.

CT STEM Jobs clients receive Equal Opportunity policy information in five (5) ways aligned with the customer service process:

1. ***CT STEM Jobs clients who have previously registered for WIA*** do not receive EO information a second time from a STEM Coach. The STEM Coach ensures that these clients received EO information during the WIA registration process and that documentation exists in these clients' files.
2. ***CT STEM Jobs clients who register for CT STEM Jobs in person with a STEM Coach*** are asked by the STEM Coach to read and sign a hard copy Equal Opportunity notice during intake. Coaches add the signed notice to these clients' files.
3. ***CT STEM Jobs clients who register online at [ctstemjobs.org](https://www.ctstemjobs.org/register.cfm)*** must check a box certifying that they have read and understand a notice on equal opportunity law and the complaint press on the students and jobseekers registration page (<https://www.ctstemjobs.org/register.cfm>) prior to completing the online registration. Coaches regularly receive a list of clients who have completed the certification online and add the list to the files of clients who registered online.
4. ***CT STEM Jobs clients who participate in a customized employer training program*** are asked by their employer or a WIB staff person (typically a STEM Coach or Business Services staff person) to read and sign a hard copy Equal Opportunity notice. Coaches add the signed notice to these clients' files.
5. ***CT STEM Jobs clients who registered for CT STEM Jobs prior to implementation of Equal Opportunity protocols*** and who have not previously received Equal Opportunity information (during WIA or CT STEM Jobs registration) receive contact from their STEM Coach to read and sign a hard copy Equal Opportunity notice and return it to the Coaches. Coaches add the signed notice to the files of all current and past clients from whom they are able to obtain a signed EO notice through reasonable efforts.

Selective Service

STEM Coaches at each of the five (5) Connecticut Workforce Investment Boards must secure evidence of selective service registration for all new and existing CT STEM Jobs clients who are required to register for selective service, and are including this documentation in participant files. Different selective service screening protocols currently take place for six (6) different client types:

1. ***CT STEM Jobs clients who are not required to register for selective service*** (e.g., females, males born on or before December 31, 1959, males born on or after January 1, 1960 but not yet the age of 18) are not screened for selective service registration.
2. ***CT STEM Jobs clients who have previously registered for WIA*** are not screened again by a STEM Coach. The STEM Coach ensures that selective service screening occurred during the WIA registration process and ensures that this documentation is included in these clients' files.
3. ***CT STEM Jobs clients who register for CT STEM Jobs in person with a STEM Coach*** are asked for their date of birth and social security number by the STEM Coach during intake. Coaches then go to the online Selective Service System (<https://www.sss.gov/Default.htm>) to obtain proof of selective service registration. This documentation is included in these clients' files.
4. ***CT STEM Jobs clients who register online at ctstemjobs.org*** are contacted by their STEM Coach and asked to provide their social security number. Coaches then obtain proof of selective service registration on the online Selective Service System and includes this documentation in these clients' files.
5. ***CT STEM Jobs clients who participate in a customized employer training program*** typically submit their date of birth and social security number through their employer, who then submits this information to the WIB staff person who works with the employer to develop the training agreement (typically a STEM Coach or Business Services staff person). The WIB staff person then obtains proof of selective service registration on the online Selective Service System and includes this documentation in the clients' files.
6. ***CT STEM Jobs clients who registered for CT STEM Jobs prior to implementation of selective service screening protocols*** and who have not previously been screened for selective service registration (during WIA or CT STEM Jobs registration) are being contacted by their STEM Coach and asked to provide their social security number. Coaches then obtain proof of selective service registration on the online Selective Service System for all current and past clients from whom they are able to obtain a social security number through reasonable efforts.

Males 18, but not yet 26, who are found not to have registered are directed by the STEM Coach to do so online at www.sss.gov or in person at their nearest U.S. Post Office.

If an individual is over 26 and has not registered for selective service must submit a written explanation to the Workforce Board explaining that their lack of registration was not knowing and willful failure to register. A person may *not* be denied a right, privilege, or benefit under Federal law by reason of failure to present himself for and submit to registration under section 3 (section 453 of this Appendix) *if* – (1) the requirement for the person to so register has terminated or become inapplicable to the person; and (2) the person shows by a preponderance of the evidence that the failure of the person to register was not a knowing and willful failure to register. The Board will review the explanation and either accept or deny the request.

STEM Resources

The role of the Coach is to engage the client, identify their career goals and help identify and coordinate the available resources. Through the STEM project there are tools such as career blueprints, Technology-based Learning (TBL) and mentoring to assist the client. Other resources are available through the local Workforce Boards, community college system and other partner groups. Unlike other Workforce Programs most services under this grant are available to any interested dislocated worker or disadvantaged youth (18-24) therefore no eligibility screening necessary (except for Selective Service). However, when appropriate, Coaches will use the assessments available through the WIBs such as CASAS and Career Scope. The Coach should consult local WIB about available tools.

The following is a description of the tools and procedures of available resources for clients of the program.

Career Blueprint

A blueprint is an action plan that a participant can fill out if they have a specific career or goal they are interested in achieving. The blueprint will provide them with a way to visually plan out how they will accomplish their goal and will help them to keep track of their progress. The client can access this tool by registering and logging in to the CT STEM Jobs web portal.

Once a client logs in to the portal, they can enter a goal and a short-term goal for their blueprint. In relation to that goal, they can then fill out the blueprint. There are 4 sections: Career Assessment Exploration/Inventory, Education/Training, Work Experience, and Resources. The Career Assessment Exploration/Inventory section allows clients to enter any career research activities they have completed, which can include the KeyTrain program. The Education/Training and Work Experience categories are for any education or training and work experience they have. The Resources section is for any steps that the client might take through a program or organization toward achieving their goal, which can include the mentoring program.

The blueprint can be edited or added to as the client works toward completing their goal. While the Coach also has access to edit the client's blueprint, this should only be done in helping a client start a blueprint or at the client's request for assistance. The best audience for the blueprint is youth and individuals who do not have a strong work history.

A new feature of the blueprint is it will be used to create an e-portfolio for the individual. This will allow the client to create an on-line resume which can be easily modified to fit the job for which they are applying. While this aspect is still being finalized, Coaches should tell clients about the future capability.

Resume Tool

The resume feature on the STEM portal helps the client build a printable and electronic resume that they can utilize while applying for jobs and admittance to further education. The client begins the resume tool by picking a goal from their blueprint that the resume will help them work towards. Then the client can a layout and input their educational background, work experience and a brief description of themselves. Clients can then use that resume that is created. The client can make as many resumes as they wish and can edit and update them with further education and work experience at any time.

To be eligible for this feature, a client must be verified on the portal by their STEM Coach and have filled out a blueprint.

KeyTrain

Coaches will be working with KeyTrain when they feel clients would benefit from a career skills assessment. What the KeyTrain program does is assess a person's knowledge and ability in specific skill areas necessary for a career environment and helps a person to build their skills through lessons. The skill assessment and building is accomplished using a pretest, a series of lessons and a quiz at the end of each topic covered. The pretest is a shortened assessment that recommends the lessons a student should take. There are several different topics that assessments are provided for, each of which includes several lessons for each level. Each topic includes: an Overview, Learning, Practice and Quiz section. The quiz section provides the skill level assessment for that level of the topic. Keytrain is only available to those once they are verified by the coaches (see 'Important Definitions' for definition of verified).

To login to KeyTrain, use the administrator name and password provided to you. Go to www.KeyTrain.com and click on "Run KeyTrain Online." If needed, install or update Adobe Flash Player and/or Authorware Web Player.

To set up a student account on KeyTrain, click on "Student Accounts" and then "Add New Student" from the main administrator menu. Fill in the student's name and provide the username and password you will be assigning to that student. Include a group destination if the student is part of a group that you later want to remove, such as a graduating class (use the class year, such as "2012"). This is the minimum information needed to create a student account.

When creating a username for a client, a combination of their full name and student identification number is recommended for a unique user identification name. When a coach enters the username, it may not be available. KeyTrain will check to see if it is, and if it is not, you will be asked to enter another one. Once accepted, the student account is created and KeyTrain will then give you the choice to print login instructions for the student, continue completing additional student information, add the student to a class, assign lessons to the student, or create another student account. If you do not print the login instructions for the student, write down the username and password for them. Also, you must include an email address in the additional student information if you want KeyTrain to email the student their password if they forget it. If you do not, it is your responsibility to provide the student with the password or to reset it.

If you did not assign a lesson to the student when creating their account, click on “Assign Lessons” and then “Assign to Student” from the main administrator menu to do so. When you click on the notebook icon next to the student’s name, the list of available courses will appear. There are four ways for a coach to assign lessons: Auto, Manual, by profile, and by certificate. Assigning lessons by profile is the assignment of lessons based on a job profile, and assigning lessons by certificate is the assignment of lessons based on a certificate.

If you select “Auto,” you can assign the pretest for a desired course but the lesson assignments will then be determined by the pretest score the student receives. You can undo the selection of a course if you did not mean to assign it to the student only if the student has not entered the lesson yet. To do this, click on “Manual” for the course you did not want assigned and uncheck the “Assigned” box for the pretest.

If you select “Manual,” you will be able to assign specific course levels or make other assignment options. You can still have the lessons automatically assigned through this method by clicking in the “Let Pretest Assign” box. When the pretest assigns the lessons automatically, only the score from the first attempt is used to determine the student’s lessons even if they have the option of taking the pretest more than once. When assigning lessons to the student, you can enter the maximum amount of quiz attempts they are allowed, decide whether they should have a goal score and audio, and check whether they must complete their problems and lessons and whether they must do it in order. Be sure to click “Save Changes” and “Done” after making assignment selections. Use the same procedure to select more courses. You can click “Home” to return to the main menu when you finish.

Student progress can be monitored through the learning management system.

Adapted from the KeyTrain Administrator Manual.

Metrix Learning

Metrix Learning is a technology-based learning system available. The over 5,000 online classes Metrix Learning offers that pertain to CT STEM Jobs clients function to enhance one’s business and IT skills. The classes are accessible 24 hours a day from any computer with an internet connection during the 90-day period. Metrix classes are well suited for clients who have various learning needs from brushing up on basic skills to those who are pursuing specific technology certifications.

For clients to be eligible for this opportunity, a coach must click the icon with an ‘x’ on it under “Available Actions” in the client’s account. Once this icon is activated for the participant, they will receive an email from Metrix informing them of how to access the program and of their 90-day time frame. However, this 90-day time frame is revoked if the client does not contact Metrix after 2 weeks. For licensing purposes, the coach must deactivate the participant’s Metrix account if this 2 week inactive period occurs. Please note that while it is not necessary to emphasize this, coaches should inform their client that they should make contact with Metrix as soon as possible after receiving the email.

The program has made available Metrix licensing to employers to assist employees in STEM related fields to upgrade their skills. In these instances the employee does not need to be a STEM client.

Once a client has completed assigned courses and is ready to sit for a certification exam, the STEM coach can offer reimbursement of certification exam cost. The STEM Coach will submit payment request to local WIB and then that WIB will include cost in monthly statement sent to EWIB for reimbursement to WIB. If there are questions or concerns regarding payment, local WIB can contact EWIB directly.

CT STEM JOBS Employer Customized Training Protocol

Employer Customized Training Purpose

CTSTEMJOBS will facilitate and support WIB efforts to reach out to individual employers to support their specific training needs through customized training packages for incumbent workers or prospective employees.

Training packages can utilize online courses and our Adult Education and Community College system partners.

Planning Considerations

Objectives:

- Create training packages for 36 employers
- Meet the individualized STEM-related training needs of employers for: a) upgrading the STEM skills of their incumbent workforce and/or b) upgrading the STEM skills of promising applicants for new positions so they can qualify for and succeed in the positions
- Create more training opportunities connected to job opportunities for CT STEM Jobs participants
- Develop clear protocols for how this will happen in each WIB region and what the options and resources are to best meet employer needs through these arrangements
- Track this activity and its outcomes for reporting to USDOL

Assumptions:

1. CT STEM Jobs is a partnership lead by the CT Workforce Development Council and involving several education and workforce development system partners and employer organizations
2. With the economy beginning to revive, we should see an uptick in needs and in requests for training assistance so ramping up training offerings now is timely
3. We are building on current WIB, CTDOL, and collaborative efforts to meet employers' customized training needs as part of our larger strategy to grow the Connecticut economy. ***The CT STEM Jobs customized training effort is not a standalone process or "program."***
4. This work will build on and reinforce ongoing efforts to meet the specific, individualized needs of employers with customized approaches
5. CT STEM Jobs brings several new and valuable resources to this process which need to be deployed in the context of these ongoing efforts:
 - a. Identifying employers with STEM-related training needs that come forward or are recruited based on our outreach and marketing activities to promote STEM competencies, careers, and industries

- b. Offering free access to Metrix and KeyTrain technology-based learning platforms
 - i. Grant resources to license needed online courses not currently available through Metrix or KeyTrain
 - c. Access to STEM Coaches to provide individualized counseling and support as needed
 - d. Strong relationships with the Community College and Adult Education systems that will help us prepare responsive training plans efficiently and on short notice
 - i. Community College System Office STEM Project Coordinator to assist
 - ii. Adult Education connection
 - iii. Understanding of Community College processes and opportunities
 - e. Access to STEM Career Mentors for participants to help them succeed in training and broader career preparation
 - f. Limited grant resources to design new training curriculum
6. There are other resources available to the WIBs for their ongoing work with employers that can and should be packaged together with CT STEM Jobs resources, including but not limited to:
- a. Incumbent Worker Training (IWT) funds
 - b. On the Job Training (OJT) resources for new hires
 - c. Limited customized training resources
 - d. One-Stop resources (e.g., assessment, counseling)
 - e. Individual Training Accounts (ITAs)
 - f. Other

Proposed Process at the Workforce Investment Boards:

1. Each WIB (*using its own regional approach and protocols*) reaches out to employers that CT STEM Jobs or the WIB identifies as potentially in need of STEM-related training for incumbent workers and/or promising applicants
 - a. Each WIB designates one person to receive contact information for companies identified through the STEM employer survey, STEM portal or other CTSTEMJOBS employer outreach efforts (e.g. the STEM Coach or other WIB staff or partner/contractor staff [Business Services, Job Development, planning/executive]).
 - b. Contact information from these sources is passed on to the WIB contact person in each region for employer customized training request follow-up.
 - c. The WIB contact person initiates contact with each company (CT STEM JOBS administrators will prepare a flyer with what is offered to employers – to be tested with several employers).
 - d. All contacts with STEM companies are forwarded to the STEM Coach for tracking purposes.
2. The WIB representative that assesses the request and designs the package to respond to the request coordinates with the STEM Coach
 - Determines needs for specific training
 - Designs specific training response – Not necessarily limited to Technology Based Learning (TBL)

If employer is interested in TBL:

1. Self-directed/Tech Savy: Provide Metrix catalog & offer employer opportunity to pick courses; or offer broad access to Metrix for employees
 2. Assisted: Work with employer to pick Metrix courses or find new ones, including basic STEM skills courses (Metrix currently offers limited basic STEM skills courses)
 3. Metrix staff are available to train and troubleshoot for users
 4. Prove- IT! Skills assessments available
 5. KeyTrain also available
- Coordinates with the STEM Coach on any needs for access to CTSTEMJOBS resources (e.g. Metrix licenses, other course design support) and services (e.g. coaching, mentors)
 - Coordinates with STEM Coach on how to register, authorize, and track participants. Participants will be one of three types:
 1. Receiving Metrix and/or KeyTrain and coaching from STEM Coach – individuals are CT STEM Jobs clients (Coach must register and verify them on the STEM portal, authorize them for TBL, and register them in CTWBS)
 - i. Tracking – STEM Coaches and administrators track all variables currently tracked for CT STEM Jobs clients
 2. Receiving Metrix and/or KeyTrain but not coaching from STEM Coach – individuals are not CT STEM Jobs clients, but Coaches register them on the STEM portal, authorize them for TBL (as non-verified participants), and do not register them in CTWBS
 - i. Tracking – STEM Coaches track participants’ company and participation in non-TBL training (e.g., training type/description); STEM administrators track TBL participation
 3. Receiving neither Metrix nor KeyTrain nor coaching from STEM Coach – individuals are not CT STEM Jobs clients and are registered on neither the portal nor CTWBS
 - i. Tracking – STEM Coaches track company, program type/description, number of individuals
 - Implements customized training contract
 - Match and paperwork requirements follow local WIB procedures

Certifications

CTSTEM will reimburse up to \$500 per client for certifications. To be eligible for reimbursement, a client must take all Metrix courses related to that certification. In Metrix there are clusters of courses called “Industry Certification” tracks that cover the certification curriculum. The number of individual courses will range from approximately 8-20 depending on the certification.

Mentoring

The mentoring program is intended as a one-on-one support system for a participant. It is entirely optional and at the discretion of the client whether they want to participate in this program or not.

The mentors are individuals who volunteer their time and can be a client themselves. They go through an application and interview process before they are able to participate. In order to qualify as a mentor, one must be willing to adhere to program policies and procedures, willing to complete a screening and training process, dependable and consistent in meeting the time commitments, willing to communicate with program staff and take constructive feedback and direction regarding mentoring, and have worked in or have experience in a STEM-related profession. Once they are accepted into the program, they must review the training materials that are sent to them as well as available on the portal, make a commitment to communicate with their mentee at least twice a month for one year, and attend occasional group events in support of their mentee and the program as they are planned.

Once an applicant is permitted to become a mentor, CWEALF, with input from the coaches can match a mentee to them. A mentor can have more than one mentee. Kelly Fitzgerald of CWEALF will notify coaches about signed up mentors through an email, along with additional information on the preferences of the mentor and their educational background. If a coach finds a match between a mentee and mentor, they should email Kelly to notify her. Kelly will then communicate with the mentee and mentor about the match process and outcome and orient both parties to the mentoring program. After the match is confirmed, the mentee or mentor will return the mentor and mentee statement of understanding to CWEALF staff for filing purposes.

Mentors should make first contact with their mentee(s). As of right now, the ways through which mentors and mentees can communicate are e-mentoring, personal email and face-to-face mentoring. E-mentoring includes interaction via email and online chat through the e-tutoring site. Interactions using the e-tutoring site will be archived by the CT Distance Learning Consortium. CWEALF will be monitoring communications between the mentors and mentees as well. The mentee must be invited to chat online with the mentor in order to have access to the mentor's assigned chat room site. They must use the program's message center to communicate via email. If a boundary issue or major issue like considering suicide occurs for either the mentor or the mentee, the mentor or mentee should report it right away directly to a Coach or CWEALF staff. See next section for process.

Important Word Definitions

Client: For the purposes of this grant, a client is someone who receives one or more of the following services through a STEM Coach:

- Receives counseling on how to either enter or advance in one of the identified STEM related fields – including taking direction and then registering for a training course through WIA, enter program at Community College, complete course work at a community college in STEM field or other.
- Registers on portal and completes a blueprint
- Is activated and accesses Metrix to complete courses
- Is activated and accesses Keytrain to complete courses
- Is provided and engages with a mentor

Additionally, Coaches, before providing these services will secure verification that potential clients, who have not been referred through the WIA program, have been screened for selective service and will sign the EO form. Coaches will ask potential clients for their social security numbers and verify selective service status. The EO form can be signed in person when the individual meets with the Coach one-on-one. However, in order to accommodate the clients who only interact with the Coach virtually, a form has been added to the STEM portal which can be checked by the client once they have securely logged in.”

Active/Inactive: A client is automatically marked as active in the CT STEM Jobs portal when they are first entered into the system. When a client is no longer participating, they are then considered inactive and can be marked as such by their coach. An example of what qualifies as inactive can be if a client schedules an appointment to meet with a coach and does not show and then does not contact the coach after 30 days. To make a client inactive, click in the “Status” box.

Exiter: When a client exits the program, they are called an exiter. Exiting the program occurs when the client has not received or participated in any services for 90 days. The client must also have no gap in service and not be scheduled for any services in the future. The official date of the exit becomes the date on which they last received a service. There is currently no way of marking a client as having exited the program in the portal.

Verified/Unverified: A coach can verify a participant by clicking in the “Verified” box on the client’s form in the CT STEM Jobs portal. Verifying a client enables them to create a blueprint, resume and mentee application on the portal. To verify someone means that you have spoken/met with them and you see them as a willing participant who will benefit from using CT STEM resources. If a coach does not verify the client, then the client is considered unverified.

More recently there is an automated verification process that cross-checks new clients in the STEM portal against the CTWBS database. Through this process, some clients become automatically verified without verification from the STEM coach.

Important Concept Definitions

What completing a Metrix course means: Completing a Metrix course means that the student has worked through all of the material and completed all activities/exams in a particular course. Metrix courses are meant as a preparation rather than a certification process, so a student is not certified in that course even when they have completed it. However, students can work toward certification through Metrix. There are two types of certification- Skillsoft and Industry.

A Skillsoft certificate of completion does not represent certification. It is available for students to download after the completion of a course as representation that the student has completed the Metrix course.

Industry certification is not achieved through the actual act of taking Metrix courses and compiling Skillsoft certificates. Instead, specific Metrix courses are tied to the curriculum of an Industry certification program that is outside of Metrix, such as PMP, Security+, or Six Sigma. These Metrix courses serve to prepare a student to meet the requirements of Industry certification, which can include passing an exam or completing “real world” projects.

Because taking Metrix courses is meant as an aid in achieving certification, it is most beneficial for the client to take a Metrix course if they are renewing a license or are thoroughly intent on taking a certification course.

When a client’s blueprint is completed: A client’s blueprint is completed when they have finished creating one. It does not have to include the completion of the steps in the plan itself.

What exiting means for the client: When the client becomes an exiter, they have stopped being an active participant in the resources available to them through the program for 90 days. However, they are welcome to get involved again if they would like to by contacting their STEM Coach.

Orientation to STEM Careers

One-hour Presentation

Preparation Outline

Step 1: Design intake form for participants to fill out

Step 2: PowerPoint Template

Welcome/Presentation Objectives

STEM Programs throughout the State

- STEM programs available within the state of Connecticut (specifically the Community Colleges and other agencies in your assigned region)
- Cover both certificate and Associate Degree Programs
- Website resources relating to STEM programs
- Discuss Frequently Asked Questions (FAQs)

High Growth/High Demand STEM Need for Professionals

- Facts and figures about the high demand/high growth need for professionals in STEM careers and its benefits
- CT Department of Labor information on STEM professions and their growth expectancy
- Suggestions for Exploring STEM Careers
- What are the customer's choices/options?
- Address the importance of entering the STEM field
- Share current job descriptions and use role playing to give examples
- Discuss skill standards needed for the STEM field
- Explain level of commitment needed to successfully finish program and excel in the workplace

Salary and Job Placement Opportunities

- Give salary information for different STEM professions
- Prospective employers and job sites
- Provide job search tools (such as CT Job Bank & Careerbuilder.com)

Financial Aid Assistance

- FAFSA Financial aid availability for credit programs and how to apply
- Grant and loan opportunities (i.e. Pell Grants)
- Financial assistance through One-Stop services (WIA/JFES)

8 Tips on Presenting

What follows is a list of tips which are important when it comes to giving a presentation.

Tip #1: Introduce yourself properly

Before beginning a presentation, introduce yourself to your audience. *What is your name? What do you do for a living? Why do you want to talk to us about your subject? How can we contact you? Does your company/organization have a web site?*

Tip #2: Make eye contact

Looking at your audience while presenting shows confidence. Portraying confidence has a positive effect on your audience's attitude toward you. If you pay attention to them, they will pay attention to you.

Tip #3: Make yourself Approachable

It is OK to throw a couple of jokes into your presentation and move around a little bit. This will create an energy in the room that will also increase your audience's attentiveness. They will be more likely to open up and ask questions if they feel they are in a relaxed environment.

Tip #5: Carefully prepare your presentation

Take the necessary time and resources to prepare your material: watch out for grammatical errors which can compromise your credibility; do not go overboard with the information for a slide. Just like a good class design, your slide should be highly cohesive. What is your intent for a given timeframe? That answer should be reflected on your slide. Remember that participants will look at the slides to complement the vision or your intent, not to get a second understanding of what you just said. Another thing that is important to do is to make a copy of the PowerPoint presentation available to everyone. That way, the audience can focus on you more because they know that your presentation is there for them to look at anytime.

Tip #6: Anticipate obvious questions that could arise and prepare your answers

If your audience is at all interested in your subject, you can be sure that some people will ask you questions about it. Maybe something you said was not clear or needed an example to better complete the picture. If participants are not eager to ask questions, you could ask a few to get the ball rolling. For some abstract or complex subjects, you can try answering some questions related to the 5Ws (Who? What? Where? When? Why? How?).

Tip #7: It's okay to admit that you don't know it all (*)

If someone asks you a question you do not know the answer to, then just say that you do not know the answer. It is not worth sacrificing your credibility and your professionalism by risking an incorrect answer. Also, if somebody realizes you gave them misinformation, they may not trust the rest of the helpful information you provided them with.

(*) However, do not use this as an excuse to come unprepared.

Tip #8: Have a Plan B in case something goes wrong

Prepare a second plan (or more) in case things don't go as planned. For example, if you're modifying a slide in front of your audience and your system crashes, you shouldn't take time out of your presentation to fix the problem. You will lose your audience!!! Just scrap the slide and use the duplicate that you have as a backup.

This information was influenced by [brianonsoftware.com](http://www.brianonsoftware.com)

<http://www.brianonsoftware.com/2007/03/16/8-simple-tips-to-improve-your-presentation-skills/>

Contact Information

Workforce Investment Boards

Eastern State Region

Eastern CT Workforce Investment Board
108 New Park Avenue, Franklin, CT 06254
<http://www.ewib.org/>
Phone: (860) 859-4100
Fax: (860) 859-4111

Bozrah	Ledyard	Norwich
Colchester	Lisbon	Preston
East Lyme	Lyme	Salem
Franklin	Montville	Sprague
Griswold	New London	Stonington
Groton	North	Waterford
Groton City	Stonington	

North Central Region

Capital Workforce Partners
One Union Place, Hartford, CT 06103
<http://www.capitalworkforce.org/>
Phone: (860) 522-1111
Fax: (860) 722-2486

Andover	Farmington	Somers
Avon	Glastonbury	South Windsor
Berlin	Granby	Southington
Bloomfield	Hartford	Stafford
Bolton	Hebron	Suffield
Bristol	Manchester	Tolland
Burlington	Marlborough	Vernon
Canton	New Britain	West Hartford
East Granby	Newington	Wethersfield
East	Plainville	Windsor
Hartford	Plymouth	Windsor Locks
East	Rocky Hill	
Windsor	Simsbury	
Ellington		
Enfield		

Northwestern Region

Northwest Regional Workforce Investment Board
249 Thomaston Avenue, Waterbury, CT 06702
<http://www.nrwib.org/>
Phone: (203) 574-6971
Fax: (203) 573-8951

Barkhamsted	Litchfield	Salisbury
Bethel	Middlebury	Sharon
Bethlehem	Morris	Sherman
Bridgewater	Newtown	Southbury
Brookfield	New	Thomaston
Canaan	Fairfield	Torrington
Cheshire	New Milford	Warren
Colebrook	New	Washington
Cornwall	Hartford	Waterbury
Danbury	Naugatuck	Watertown
Goshen	Norfolk	Winchester
Hartland	North	Winsted
Harwinton	Canaan	Wolcott
Kent	Prospect	Woodbury
	Redding	
	Ridgefield	
	Roxbury	

South Central Region

Workforce Alliance
560 Ella T. Grasso Boulevard, New Haven, CT 06519
<http://www.workforcealliance.biz/>
Phone: (203) 867-4030

Bethany	Essex	New Haven
Branford	Guilford	North
Chester	Haddam	Branford
Clinton	Hamden	North Haven
Cromwell	Killingworth	Old Saybrook
Deep River	Madison	Orange
Durham	Meriden	Portland
East	Middlefield	Wallingford
Haddam	Middletown	West Haven
East	Milford	Westbrook
Hampton		Woodbridge
East Haven		

Southwestern Region

The Workplace, Inc.
350 Fairfield Avenue, Bridgeport, CT 06604
<http://www.workplace.org/>
Phone: (203) 610-8500
Fax: (203) 610-8501

Ansonia	Greenwich	Stamford
Beacon Falls	Monroe	Stratford
Bridgeport	New Canaan	Trumbull
Darien	Norwalk	Weston
Derby	Oxford	Westport
Easton	Seymour	Wilton
Fairfield	Shelton	

One-Stop Service Locators

Eastern State Region

Danielson Connecticut Works Center
95 Westcott Road
Danielson, CT 06239
phone= (860) 779-5850

New London Connecticut Works Center
Shaw's Cove Six
New London, CT 06320
phone= (860) 439-7400

Norwich Connecticut Works Center
113 Salem Turnpike
North Building, Suite 200
Norwich, CT 06360
phone= (860) 859-5600

Willimantic Connecticut Works Center
1320 Main St., Tyler Square
Willimantic, CT 06226
phone= (860) 465-2120

North Central Region

Bristol Connecticut Works Center
55 South Street
Bristol, CT 06010
phone= (860) 583-9946

East Hartford Connecticut Works Center
Goodwin College Building
1137 Main Street
East Hartford, CT 06108
phone= (860) 622-0766

Enfield Connecticut Works Center
620 Enfield Street
Enfield, CT 06082
phone= (860) 741-4295

Hartford Connecticut Works Center
3580 Main Street
Hartford, CT 06120
phone= (860) 256-3860

Manchester Connecticut Works Center
893 Main Street
Manchester, CT 06040
phone= (860) 643-2222

New Britain Connecticut Works Center
260 Lafayette Street
New Britain, CT 06053
phone= (860) 827-6200

Northwestern Region

Danbury Connecticut Works Center
152 West Street
Danbury, CT 06810
phone= (203) 731-2929

Torrington Connecticut Works Center
486 Winsted Road
Torrington Parkade
Torrington, CT 06790
phone= (860) 626-6220

Waterbury Connecticut Works Center
249 Thomaston Avenue
Waterbury, CT 06702
phone= (203) 437-3380

South Central Region

Hamden Connecticut Works Center
37 Marne Street
Hamden, CT 06514
phone= (203) 859-3200

Meriden Connecticut Works Center
85 West Main Street
Meriden, CT 06451
phone= (203) 238-3688
(203) 238-4168

Middletown Connecticut Works Center
645 South Main Street
Middletown, CT 06457
phone= (860) 754-5000

New Haven Connecticut Works
560 Ella T. Grasso Blvd, Bldg. 3
New Haven, CT 06519
phone= (203) 624-1493

Southwestern Region

Bridgeport Connecticut Works Center
2 Lafayette Square
Bridgeport, CT 06604
phone= (203) 455-2700
(203) 333-5129

Derby Connecticut Works Center
30 Elizabeth Street
Derby, CT 06418
phone= (203) 734-3443

Stamford Connecticut Works Center
1642 Bedford Street
Stamford, CT 06905
phone= (203) 353-1702

Regional Vocational-Technical High Schools

Eastern State Region

Ella T. Grasso Technical High School
189 Fort Hill Rd.
Groton, CT 06340
<http://www.cttech.org/Grasso/>
Phone= (860) 448-0220
Fax=(860) 446-9895

H.H. Ellis Technical High School
613 Upper Maple St.
Danielson, CT 06239
<http://www.cttech.org/ELLIS/>
Phone= (860) 774-8511
Fax= (860) 779-1563

Norwich Technical High School
7 Mahan Drive
Norwich, CT 06360
<http://www.cttech.org/norwich/>
Phone=(860) 889-8453
Fax= (860) 886-4632

Windham Technical High School
210 Birch St.
Willimantic, CT 06226
<http://www.cttech.org/WINDHAM/>
Phone= (860) 456-3879
Fax= (860) 450-0630

North Central Region

A.I. Prince Technical High School
401 Flatbush Ave.
Hartford, CT 06106
<http://www.cttech.org/Prince/>
phone= (860) 951-7112
fax= (860) 951-1529

Bristol Technical Education Center
431 Minor Street
Bristol, CT 06010
<http://www.cttech.org/BRISTOL/>
phone= (860) 584-8433

Connecticut Aero Tech School
Brainard Airport
500 Lindbergh Drive
Hartford, CT 06114
<http://www.cttech.org/cats/>
phone= (860) 566-1234

E.C. Goodwin Technical High School
735 Slater Rd.
New Britain, CT 06053
<http://www.cttech.org/goodwin/>
phone= (860) 827-7736
fax= (860) 827-7862

Howell Cheney Technical High School
791 West Middle Tpke.
Manchester, CT 06040
<http://www.cttech.org/cheney/>
Phone= (860) 649-5396
Fax= (860) 649-5263

Northwestern Region

Henry Abbott Technical High School
21 Hayestown Ave.
Danbury, CT 06811
<http://www.cttech.org/ABBOTT/>
phone= (203) 797-4460
fax= (203) 797-4382

Oliver Wolcott Technical High School
75 Oliver St.
Torrington, CT 06790
<http://www.cttech.org/wolcott/>
phone= (860) 496-5300
fax= (860) 496-9022

W.F. Kaynor Technical High School
43 Tompkins St.
Waterbury, CT 06708
<http://www.cttech.org/kaynor/>
phone= (203) 596-4302
fax= (203) 596-4308

South Central Region

Eli Whitney Technical High School
71 Jones Road
Hamden, CT 06514
<http://www.cttech.org/whitney/>
Phone= (203) 397-4031
Fax= (203) 397-4129

H.C. Wilcox Technical High School
298 Oregon Rd.
Meriden, CT 06451
<http://www.cttech.org/wilcox/>
Phone= (203) 238-6260
Fax= (203) 238-6602

Platt Technical High School
600 Orange Ave.
Milford, CT 06461
<http://www.cttech.org/platt/>
Phone= (203) 783-5300
Fax= (203) 783-3970

Vinal Technical High School
60 Daniels Street
Middletown, CT 06457
<http://www.cttech.org/vinal/>
Phone= (860) 344-7100
Fax= (860) 344-2622

Southwestern Region

Bullard-Havens Technical High School
500 Palisade Ave.
Bridgeport , CT 06610
<http://www.cttech.org/bullard-havens/>
phone= (203) 579-6333
fax= (203) 579-6904

Emmett O'Brien Technical High School
141 Prindle Avenue
Ansonia, CT 06401
<http://www.cttech.org/OBRIEN/>
phone= (203) 732-1800
fax= (203) 735-6236

J.M. Wright Technical High School
P.O. Box 1416
Stamford, CT 06904
<http://www.cttech.org/WRIGHT/>
phone= (203) 324-7363
fax= (203) 324-1196

Stratford School for Aviation Maintenance Technicians
Sikorsky Memorial Airport
200 Great Meadow Road
Stratford, CT 06615
<http://www.cttech.org/SSAMT/index.htm>
phone= (203) 381-0764

Connecticut Community Colleges

Eastern State Region

Quinebaug Valley Community College
742 Upper Maple Avenue, Danielson, CT 06239
729 Main Street, Willimantic, CT 06226
www.qvcc.commnet.edu
phone= (860) 412-7200

Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
www.trcc.commnet.edu
phone= (860) 886-0177

North Central Region

Asnuntuck Community College
170 Elm Street
Enfield, CT 06082
www.acc.commnet.edu
phone= (860) 253-3000

Capital Community College
950 Main Street
Hartford, CT 06103
www.ccc.commnet.edu
phone= (860) 906-5077

Manchester Community College
Great Path
P.O. Box 1046
Manchester, CT 06045-1046
www.mcc.commnet.edu
phone= (860) 512-3000

Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032
www.tunxis.commnet.edu
phone= (860) 255-3500

Northwestern Region

Naugatuck Valley Community College
750 Chase Parkway
Waterbury, CT 06708
www.nvcc.commnet.edu
phone= (203) 575-8040

Northwestern Connecticut Community College
Park Place East
Winsted, CT 06098
www.nwcc.commnet.edu
phone= (860) 738-6300

South Central Region

Gateway Community College
Long Wharf, 60 Sargent Drive, New Haven, CT 06511
88 Bassett Rd, North Haven, CT 06473
www.gwcc.commnet.edu
phone= (203) 285-2000

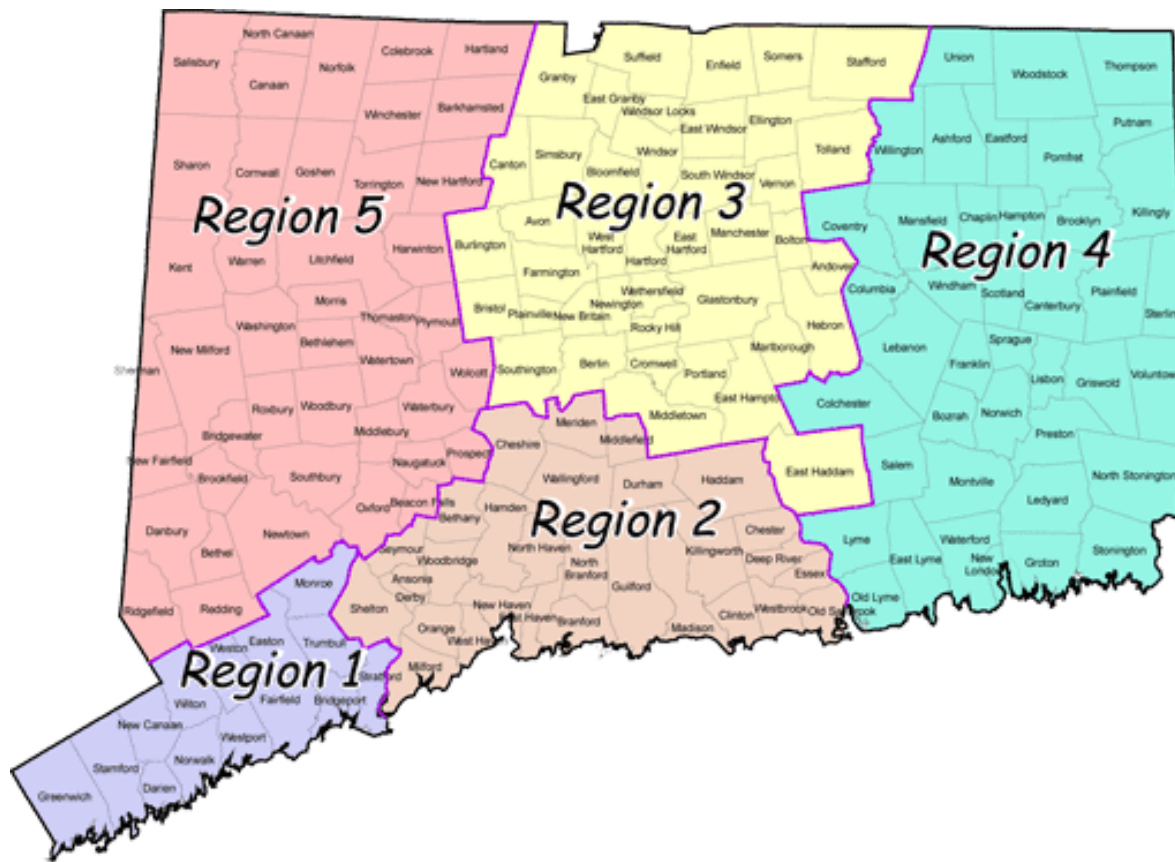
Middlesex Community College
100 Training Hill Rd
Middletown, CT 06457
www.mxcc.commnet.edu
phone= (860) 343-5800

Southwestern Region

Housatonic Community College
900 Lafayette Blvd
Bridgeport, CT 06604
www.hcc.commnet.edu
phone= (203) 332-5000

Norwalk Community College
188 Richards Ave
Norwalk, CT 06854
www.ncc.commnet.edu
phone= (203) 857-7000

Regional Map



Key:

Region 1= Southwestern Region

Region 2= South Central Region

Region 3= North Central Region

Region 4= Eastern State Region

Region 5= Northwestern Region

STEM Careers and Training Programs

Occupation	Job Title	An n. Op en.	Sal ary	Programs Offered At...
Architecture and Engineering Occupations	Architectural and Civil Drafters	26	\$45,228	CCC-D; TRC-D; TRC-C;
Architecture and Engineering Occupations	Civil Engineering Technicians	12	\$58,095	HHE; PT; WFK; TRC-D;
Architecture and Engineering Occupations	Drafters, All Other	5	\$44,391	EOB; BH; HA; ETG; EW; HC; VT; PT; ECG; NT; WFK; WT; NVC-D; NVC-C; ACC-C;
Architecture and Engineering Occupations	Electrical and Electronic Engineering Technicians	46	\$50,160	*
Architecture and Engineering Occupations	Electrical and Electronics Drafters	18	\$49,854	*2
Architecture and Engineering Occupations	Electro-Mechanical Technicians	7	\$45,054	VT; PT;
Architecture and Engineering Occupations	Engineering Technicians, Except Drafters, All Other	17	\$50,467	TRC-D; NCC-D;
Architecture and Engineering Occupations	Environmental Engineering Technicians	9	\$47,760	ETG; MCC-D; TRC-D;
Architecture and Engineering Occupations	Industrial Engineering Technicians	28	\$51,089	TRC-D; NCC-D;
Architecture and Engineering Occupations	Mechanical Drafters	70	\$50,712	TRC-D;
Architecture and Engineering Occupations	Mechanical Engineering Technicians	26	\$45,749	TRC-D; GCC-D;
Architecture and Engineering Occupations	Surveying and Mapping Technicians	12	\$41,776	HHE; PT; WFK;
Arts, Design, Entertainment, Sports, and Media Occupations	Audio and Video Equipment Technicians	42	\$39,050	MCC-D;
Arts, Design, Entertainment, Sports, and Media Occupations	Media and Communication Workers, All Other	9	\$49,936	MCC-D; CCC-C; MAC-C; NCC-D; NVC-D;
Arts, Design, Entertainment, Sports, and Media Occupations	Sound Engineering Technicians	8	\$44,768	
Business and Financial Operations Occupations	Claims Adjusters, Examiners, and Investigators	168	\$52,919	TX-C;
Business and Financial Operations Occupations	Compliance Officers, Exc. Agri., Construction, Health, Safety, Trans.	48	\$64,830	
Business and Financial Operations Occupations	Emergency Management Specialists	2	\$72,141	
Business and Financial Operations Occupations	Insurance Appraisers, Auto Damage	7	\$51,686	
Business and Financial Operations Occupations	Purchasing Agents and Buyers, Farm Products	2	\$56,363	
Business and Financial Operations Occupations	Purchasing Agents, Except Wholesale, Retail, and Farm Products	91	\$57,972	
Business and Financial Operations Occupations	Wholesale and Retail Buyers, Except Farm Products	52	\$68,365	
Computer and Mathematical Occupations	Actuaries	42	\$95,858	
Computer and Mathematical Occupations	Computer Specialists, All Other	45	\$68,317	MAC-D; TRC-D; TRC-C;
Computer and Mathematical Occupations	Computer Support Specialists	307	\$50,661	CCC-D; MAC-D; TRC-D; TRC-C;
Construction and Extraction Occupations	Construction and Building Inspectors	36	\$57,401	TRC-C;
Construction and Extraction Occupations	Electricians	283	\$50,478	*3
Construction and Extraction Occupations	Explosives Workers, Ordnance Handling Experts, and Blasters	7	\$51,576	
Construction and Extraction Occupations	Hazardous Materials Removal Workers	25	\$36,398	MCC-C;
Healthcare Practitioners and Technical Occupations	Cardiovascular Technologists and Technicians	27	\$47,209	
Healthcare Practitioners and Technical Occupations	Dental Hygienists	123	\$62,772	TX-D; NCC-D; NCC-C;
Healthcare Practitioners and Technical Occupations	Diagnostic Medical Sonographers	24	\$62,741	GCC-D; GCC-C;
Healthcare Practitioners and Technical Occupations	Health Technologists and Technicians,	14	\$45,	EW; HCW; NT; JMW; OWT; WT; NCC-D; NCC-C;

	All Other		606	
Healthcare Practitioners and Technical Occupations	Healthcare Practitioners and Technical Workers, All Other	12	\$65,417	NCC-D; NCC-C;
Healthcare Practitioners and Technical Occupations	Licensed Practical and Licensed Vocational Nurses	324	\$50,283	CCC-D; TRC-D; NVC-D; GCC-D;
Healthcare Practitioners and Technical Occupations	Medical and Clinical Laboratory Technologists	57	\$55,572	NCC-D;
Healthcare Practitioners and Technical Occupations	Medical Records and Health Information Technicians	61	\$35,751	NCC-D;
Healthcare Practitioners and Technical Occupations	Nuclear Medicine Technologists	10	\$68,041	GCC-D; GCC-C;
Healthcare Practitioners and Technical Occupations	Opticians, Dispensing	28	\$44,922	NCC-D;
Healthcare Practitioners and Technical Occupations	Psychiatric Technicians	41	\$45,279	
Healthcare Practitioners and Technical Occupations	Radiation Therapists	38	\$92,580	GCC-D;
Healthcare Practitioners and Technical Occupations	Radiologic Technologists and Technicians	84	\$53,111	MCC-D; CCC-D; NCC-D; NVC-D; GCC-D;
Healthcare Practitioners and Technical Occupations	Registered Nurses	1,114	\$63,303	CCC-D; TRC-D; NVC-D;
Healthcare Practitioners and Technical Occupations	Respiratory Therapists	40	\$53,122	MAC-D; NVC-D;
Healthcare Practitioners and Technical Occupations	Respiratory Therapy Technicians	7	\$43,186	MAC-D; NVC-D;
Healthcare Practitioners and Technical Occupations	Surgical Technologists	50	\$45,575	MAC-D;
Healthcare Support Occupations	Dental Assistants	126	\$35,177	TX-C; NCC-D; NCC-C; QVC-D; QVC-C; GCC-C;
Healthcare Support Occupations	Physical Therapist Assistants	24	\$40,009	TX-D; CCC-C; NCC-D; NCC-C; NVC-D; QVC-D; QVC-C; GCC-C;
Installation, Maintenance, and Repair Occupations	Aircraft Mechanics and Service Technicians	28	\$48,392	
Installation, Maintenance, and Repair Occupations	Automotive Body and Related Repairers	85	\$37,955	HA; HHE; ETG; AIP; VT; PT; JMW; OWT; WFK; NVC-C; GCC-D; GCC-C;
Installation, Maintenance, and Repair Occupations	Automotive Service Technicians and Mechanics	290	\$40,193	*4
Installation, Maintenance, and Repair Occupations	Avionics Technicians	8	\$49,898	
Installation, Maintenance, and Repair Occupations	Bus and Truck Mechanics and Diesel Engine Specialists	74	\$43,764	HC; NVC-C;
Installation, Maintenance, and Repair Occupations	Computer, Automated Teller, and Office Machine Repairers	31	\$43,926	
Installation, Maintenance, and Repair Occupations	Control and Valve Installers and Repairers, Except Mechanical Door	13	\$53,153	
Installation, Maintenance, and Repair Occupations	Electrical and Electronics Installers, Repairers, Trans. Equipment	6	\$41,576	*5
Installation, Maintenance, and Repair Occupations	Electrical and Electronics Repairers, Commercial, Industrial Equipment	44	\$47,334	*6
Installation, Maintenance, and Repair Occupations	Electrical and Electronics Repairers, Powerhouse, Substation	5	\$56,683	EOB; BH; BT; HHE; ETG; EW; AIP; HC; HCW; VT; PT; ECG; NT; JMW; OWT; WFK; WT; TRC-D; NVC-C;
Installation, Maintenance, and Repair Occupations	Electrical Power-Line Installers and Repairers	27	\$60,518	EOB; BH; BT; HHE; ETG; EW; AIP; HC; HCW; VT; PT; ECG; NT; JMW; OWT; WFK; WT; TRC-D; NVC-C;
Installation, Maintenance, and Repair Occupations	Electronic Equipment Installers and Repairers, Motor Vehicles	12	\$36,368	
Installation, Maintenance, and Repair Occupations	Electronic Home Entertainment Equipment Installers and Repairers	8	\$38,189	
Installation, Maintenance, and Repair Occupations	Industrial Machinery Mechanics	46	\$45,086	HC;
Installation, Maintenance, and Repair Occupations	Installation, Maintenance, and Repair Workers, All Other	22	\$37,853	
Installation, Maintenance, and Repair Occupations	Maintenance Workers, Machinery	19	\$37,395	HC;
Installation, Maintenance, and Repair Occupations	Medical Equipment Repairers	16	\$43,163	
Installation, Maintenance, and Repair Occupations	Mobile Heavy Equipment Mechanics, Except Engines	23	\$48,240	HC;
Installation, Maintenance, and Repair Occupations	Precision Instrument and Equipment Repairers, All Other	14	\$52,360	
Installation, Maintenance, and Repair Occupations	Security and Fire Alarm Systems Installers	16	\$40,132	

Installation, Maintenance, and Repair Occupations	Supervisors/Managers of Mechanics, Installers, and Repairers	134	\$65,190	
Installation, Maintenance, and Repair Occupations	Telecommunications Equip. Installers, Repairers, Exc. Line Installers	56	\$47,121	GCC-D;
Installation, Maintenance, and Repair Occupations	Telecommunications Line Installers and Repairers	50	\$41,658	GCC-D;
Life, Physical, and Social Science Occupations	Chemical Technicians	54	\$43,451	
Life, Physical, and Social Science Occupations	Environmental Science and Protection Technicians, Including Health	22	\$45,657	TRC-C; NVC-C;
Life, Physical, and Social Science Occupations	Life, Physical, and Social Science Technicians, All Other	38	\$48,312	
Management Occupations	Industrial Production Managers	109	\$90,820	ACC-D;
Management Occupations	Transportation, Storage, and Distribution Managers	47	\$86,667	
Office and Administrative Support Occupations	Bookkeeping, Accounting, and Auditing Clerks	715	\$37,735	*7
Office and Administrative Support Occupations	Brokerage Clerks	51	\$42,973	
Office and Administrative Support Occupations	Communications Equipment Operators, All Other	3	\$37,328	
Office and Administrative Support Occupations	Computer Operators	29	\$38,245	CCC-D; MAC-D;
Office and Administrative Support Occupations	Desktop Publishers	9	\$39,274	CCC-C; CCC-D; MAC-C; NCC-C; ACC-C;
Production Occupations	Chemical Equipment Operators and Tenders	20	\$39,192	
Production Occupations	Chemical Plant and System Operators	14	\$46,164	
Production Occupations	Computer-Controlled Machine Tool Operators, Metal and Plastic (M/P)	41	\$38,449	NVC-D; NVC-C; QVC-C;
Production Occupations	Engine and Other Machine Assemblers	16	\$47,711	NVC-C;
Production Occupations	Inspectors, Testers, Sorters, Samplers, and Weighers	111	\$37,243	
Production Occupations	Job Printers	5	\$36,877	CCC-C;
Production Occupations	Lathe and Turning Machine Tool Setters, Operators, and Tenders, M/P	40	\$37,157	
Production Occupations	Machinists	161	\$37,935	EOB; BTE; HA; HHE; ETG; EW; AIP; HC; HCW; VT; PT; ECG; OWT; WFK; WT;
Production Occupations	Milling and Planing Machine Setters, Oprs., and Tenders, M/P	7	\$35,396	
Production Occupations	Mixing and Blending Machine Setters, Operators, and Tenders	17	\$36,109	
Production Occupations	Multiple Machine Tool Setters, Operators, and Tenders, M/P	34	\$35,172	
Production Occupations	Numerical Tool and Process Control Programmers	8	\$45,412	
Production Occupations	Ophthalmic Laboratory Technicians	10	\$36,907	
Production Occupations	Plant and System Operators, All Other	6	\$39,369	
Production Occupations	Power Plant Operators	6	\$55,106	
Production Occupations	Prepress Technicians and Workers	17	\$39,599	
Production Occupations	Printing Machine Operators	54	\$36,078	CCC-C;
Production Occupations	Stationary Engineers and Boiler Operators	9	\$48,168	TRC-D;
Production Occupations	Supervisors/Managers of Production and Operating Workers	157	\$57,975	
Production Occupations	Tool and Die Makers	39	\$49,420	
Production Occupations	Tool Grinders, Filers, and Sharpeners	5	\$37,843	
Production Occupations	Water and Liquid Waste Treatment Plant and System Operators	25	\$43,316	TRC-D; TRC-C; NVC-D; NVC-C; GCC-C;
Production Occupations	Welders, Cutters, Solderers, and Brazers	73	\$39,894	BT; ACC-D; ACC-C;

Protective Service Occupations	Detectives and Criminal Investigators	46	\$61,940	*8
Transportation and Material Moving Occupations	Air Traffic Controllers	7	\$78,539	
Transportation and Material Moving Occupations	Commercial Pilots	20	\$76,760	
Transportation and Material Moving Occupations	Transportation Inspectors	9	\$63,865	

* =TX-D; TX-C; EOB; BH; HHE; ETG; EW; AIP; HC; HCW; VT; PT; ECG; NT; JMW; OWT; WFK; WT; TRC-D; NCC-D; NCC-C; NVC-D; GCC-D; GCC-C;

*2 =TX-D; TX-C; EOB; BH; BT; HHE; ETG; EW; AIP; HC; HCW; VT; PT; ECG; NT; JMW; OWT; WFK; WT; NCC-D; *3 =TX-D; TX-C; EOB; BH; BT; HHE; ETG; EW; AIP; HC; HCW; VT; PT; ECG; NT; JMW; OWT; WFK; WT; TRC-D; NVC-C;

*4 =EOB; BH; BTE; HA; HHE; ETG; EW; AIP; HC; HCW; VT; PT; ECG; NT; JMW; OWT; WFK; WT; NVC-D; NVC-C; GCC-D; GCC-C;

*5 =EOB; BH; BT; HHE; ETG; EW; AIP; HC; HCW; VT; PT; ECG; NT; JMW; OWT; WFK; WT; TRC-D; NCC-D; NVC-D; NVC-C;

*6 =EOB; BH; BT; HHE; ETG; EW; AIP; HC; HCW; VT; PT; ECG; NT; JMW; OWT; WFK; WT; TRC-D; NCC-D; NVC-D; NVC-C;

*7 =TX-D; TX-C; MCC-D; MCC-C; CCC-C; CCC-D; MAC-D; MAC-C; TRC-D; TRC-C; NCC-D; NVC-D; NVC-C; NVC-C; QVC-D; QVC-C; GCC-D; GCC-C; ACC-D; ACC-C;

*8 =MCC-D; MAC-D; MAC-C; TRC-D; TRC-C; NCC-D; NVC-D; NVC-C; ACC-D; CCC-D; TRC-D; NVC-D; NVC-C;

Key

Abbr. School

Community Colleges (CCs)

TX-C	Tunxis Community College, Certificate Program
TX-D	Tunxis CC, Degree Program
MCC-D	Middlesex CC, Degree Program
MCC-C	Middlesex CC, Certificate Program
CCC-D	Capital CC, Degree Program
CCC-C	Capital CC, Certificate Program
MAC-D	Manchester CC, Degree Program
MAC-C	Manchester CC, Certificate Program
TRC-D	Three Rivers CC, Degree Program
TRC-C	Three Rivers CC, Certificate Program
NVC-D	Naugatuck Valley CC, Degree Program
NVC-C	Naugatuck Valley CC, Certificate Program
NCC-D	Northwestern Connecticut CC, Degree Program
NCC-C	Northwestern Connecticut CC, Certificate Program
QVC-C	Quinebaug Valley CC, Degree Program
QVC-D	Quinebaug Valley CC, Certificate Program
GCC-D	Gateway CC, Degree Program
GCC-C	Gateway CC, Certificate Program
ACC-D	Asnuntuck CC, Degree Program
ACC-C	Asnuntuck CC, Certificate Program

Abbr. School

Technical High Schools

AIP	A.I. Prince, Hartford
BH	Bullard-Havens,
BTE	Bridgeport
ECG	Bristol T.E.C.
EOB	E.C. Goodwin, New
ETG	Britain
EW	E. O'Brien, Ansonia
HA	E.T. Grasso, Groton
HC	Eli Whitney, Hamden
HCW	Henry Abbott, Danbury
HHE	Howell Cheney,
JMW	Manchester
NT	H.C. Wilcox, Meriden
OWT	H.H. Ellis, Danielson
PT	J.M. Wright, Stamford
VT	Norwich Tech
WFK	Oliver Wolcott, Torrington
WT	Platt Tech, Meriden
	Vinal Tech, Middletown
	W.F. Kaynor, Waterbury
	Windham Tech

Release of Information

Connecticut STEM Careers Partnership

I hereby authorize the Connecticut STEM Careers Partnership to receive any information on my participation. The information received by the Connecticut STEM Careers Partnership will be used for funding purposes for the partnership, as well as furthering the participant in their career education path.

Date _____

Name _____

Address _____

Telephone _____

Participants's Signature _____

Coach's Signature _____

Career Advisement

Learning Styles – Definitions

Auditory Learner is a person who learns from hearing words spoken. This type of learner is better at understanding and remembering words or facts by hearing them. Lectures will be one of the best ways for this type of learner to learn.

You may benefit from using a tape recorder to record lectures for review, by teaching other students or by talking with the instructor. Interaction with other students on the related material will help you process new information.

Teaching Techniques:

Audio Tapes
Lectures
Class Discussion

Visual Learner is a person who learns from seeing words in books, on the chalkboard, charts, movies, videotapes, etc. A person may write down words that are given orally in order to learn by seeing them on paper. Visual learners tend to remember and use information better if given a chance to read it.

They will need time alone to read material before class and may also benefit from using a tape recorder to record lectures to help create better notes. Written material is the best way for them to process new information.

Teaching Techniques:

Books
Worksheets & Workbooks

Social Learner is a person who strives to study with at least one other person and will not get much accomplished when studying alone. Others' opinions and preferences are valuable to them. Group interaction for social learners increases learning and later recognition of facts.

Teaching Techniques:

Study Groups
Team Projects

Solitary Learner is a person who gets more work done alone and thinks best and remembers more when learning alone. They tend to care more about their own opinions than for the ideas of others.

Solitary learners will want to use the library to study, if possible, and try to avoid group study. Also, group projects will be distracting, and they will want to avoid group learning as well.

Teaching Techniques:

Study needs to be alone in a quiet place

Oral-Dependent Learner is a person who speaks fluently, comfortably, and seems able to say what he/she means. After talking to them, a teacher may find that they know more than

paper/pencil tests have shown. They're probably not shy about giving reports or talking to the instructor or classmates. The muscular coordination involved in writing may be difficult for them. Organizing and putting thoughts on paper may be a slow and tedious task. As a result, written work (reports, themes, care plans, etc.) may appear carelessly done or incomplete.

Oral-dependent learners will do well in a class where reports and tests are given orally in front of the class. Their written work may not reflect your knowledge of the material, and they may need to find alternative way to present their knowledge.

Teaching Techniques:
Oral Reports

Writing-Dependent Learner is a person who learns best by experience and a combination of stimuli. The manipulation of material, along with sight and sound, will make a big difference to them. They will seek to handle, touch, and work with what is to be learned. Writing-dependent learners tend to write fluent essays, care plans and good answers on tests to show what has been learned. They may feel less comfortable, perhaps even stupid, when asked to give oral answers. Thoughts are better organized on paper than when given orally.

They will need more than their required reading to get through the class. Group study will enhance their learning.

Teaching Techniques:
Reading
Writing – notes, handouts, and maybe even a journal
Externship – clinical, workshops, or anything where they are
interactive in their future working environment

Diversity in the Classroom

It is important to remember that your students are not all the same. They may come from different backgrounds that may guide their interests and career choices. The different factors that can influence a person's background can include sexual orientation, race/ethnicity, gender, disability, stereotypes, age, and class. It is important to be respectful of all individuals' beliefs and associations, regardless of your own, since you are here to provide equal opportunity educational and career development resources to everyone who is interested.

In addressing an individual's sexual orientation, be sure to direct them in a manner that is appropriate with their position. For instance, individuals who are gay differ greatly when it comes to who they will come out to and when, if at all. It is therefore important to direct an individual who is not comfortable with letting a potential employer know of their sexual orientation and who may have been involved with mostly LGBT (lesbian, gay, bisexual, and transgender) organizations and activities to focus mostly on the skills they acquired from these organizations and not the actual organizations themselves when creating their resume.

In considering an individual's race/ethnicity, be aware that while employment discrimination is prohibited based on race, employers may still try to take advantage of minorities. Gender discrimination can be combined with racial/ethnic discrimination; this is called dual discrimination. Women who are not white are the most likely to face this type of discrimination. Even if this discrimination is not present in a work environment, the knowledge of this discrimination can cause a person to perceive certain actions as discrimination. Also, both may exist but a person could only perceive one of them, which is more often than not racial discrimination. For example, somebody of a non-white race can perceive sexist discrimination toward themselves as discrimination that was made against them because of their race rather than their gender. In that person's mind then, this sexist discrimination is racial discrimination. Regardless of what kind of discrimination individuals perceive is being done to them, this perception of discrimination is dangerous. Knowledge of any discrimination (class, gender, etc) can affect how a person interacts in their career field. Stereotypes that discriminate against groups of people can innately cause them to live up or down to those stereotypes and hinder themselves in their job selection or belief in themselves as they consider their personal skills and abilities.

Remember that you are here to make your audience aware that they are capable of accomplishing what they want to accomplish for their career path by acquiring the education level required for their career of choice and acquiring the personal skills required for their career of choice. Encourage them in this respect because it will help to boost their self-confidence and their perception of their own abilities. They will then be more likely to be successful.

Career Advising Packets

Handouts

Many handouts were found on www.howtostudy.com and www.careerbuilder.com

WHERE TO STUDY

WHEN TO STUDY

HOW TO HANDLE THE REST OF THE WORLD!

Advice: As you read the following tips, underline, circle or otherwise note the suggestions you think you can use. Pick two or three techniques to use now. When they become habits and you do them automatically, come back to this article and pick a few more.

WHEN TO STUDY

1. **Find out how you use and misuse your time before making any changes.**
2. **Plan two hours of study time for every hour spent in class.**
There are exceptions, but this is a good general rule. Students making the transition from high school or community college are often unaware of the increased workload expected of them. The benefits of following the rule will be apparent at exam time.
3. **Study difficult (or boring) subjects first.**
If your chemistry problems put you to sleep, get to them first, while you are fresh. Most of us tend to do what we like first, yet the courses we find most difficult require the most creative energy. Save the subjects you enjoy for later.
4. **Avoid scheduling marathon study sessions.**
When possible, study in shorter sessions. Three three-hour sessions are far more productive for most students than one nine-hour session. When you do study in long sessions, take a planned break every hour. Work on several subjects and avoid studying similar subjects back to back.
5. **Be aware of your best time of day.**
Many students learn best in daylight hours. Observe yourself and, if this is true of you, schedule study time for your most difficult subjects when the sun is up. The key point is to determine your best learning time. If early morning doesn't work for you, find out what time is better.
6. **Use waiting time.**
Five minutes waiting time for the bus, 20 minutes waiting for the dentist, 10 minutes between classes -- waiting time adds up fast. Have short study tasks ready to do during these times. For example, carry 3X5 cards with equations, formulas, or definitions and pull them out anywhere. Also, use time between classes or breaks during work to review class notes or notes on reading. A solid review of a lecture can be completed in 15 minutes, and even five minutes can be valuable if you are prepared.
7. **Keep a calendar for the semester.**
Keep track of all your assignments, tests, and papers.
8. **Make a weekly to-do list of important tasks and assignments that you need to complete.**
Be sure to prioritize the list and to do the most important tasks first.

WHERE TO STUDY

1. **Use a regular study area.**

Your body knows where you are. When you use the same place to study, day after day, your body becomes trained. When you arrive at that particular place, it will automatically sense that it's time to study. You will focus your concentration more quickly.

2. **Don't get too comfortable.**

Put yourself into a situation where your mind is alert.

3. **Use the library.**

Libraries are designed for learning. Entering a library is a signal to your body to quiet the mind and get to work. Most students can get more done in a shorter time at the library.

4. **Set up study groups.**

A study group doesn't take the place of individual study, but it forces you to articulate concepts and makes a review more fun and productive. Also, it helps keep your review on schedule and helps you to avoid procrastination.

HOW TO HANDLE THE REST OF THE WORLD

1. **Pay attention to your attention.**

Breaks in concentration are often caused by internal interruptions; your own thoughts jump in to tell you another story about the world. If this happens too often, perhaps you need to find a different study time or place.

2. **Agree with living mates about study time.**

This includes roommates, wives, husbands, parents, and/or kids. Make the rules clear and be sure to follow them yourself. Make explicit agreements -- even written contracts. Hang a "do not disturb" sign on your door. One student always wears a colorful hat when he wants to study. When his roommates see the hat, they respect his wish to be left alone.

3. **Avoid noise distractions.**

Don't study in front of the TV. Turn off the stereo. Many students insist that they study better with music, and that may be true. Some students have reported good results with carefully selected and controlled music. The overwhelming majority of research indicates that silence is the best form of music for study.

4. **Notice how others misuse your time.**

Be aware of repeat offenders. Ask yourself if there are certain friends or relatives who consistently interrupt your study time. If avoiding them is impractical, send a clear (but gentle) message. Sometimes others don't realize they are breaking your concentration.

5. **Get off the phone.**

You don't have to be a telephone victim. Try saying, "I can't talk right now, I'm studying" or leave your answering machine on. Or avoid the whole problem by studying at the library.

6. **Learn to say no.**

This is a valuable time saver for students, and a valuable life skill. Many people feel it is rude to refuse a request. Saying "no" can be done effectively and courteously. Others want you to succeed as a student. When you tell them that you can't comply with a request because you are busy educating yourself, 99% will understand.

Adapted from: *Becoming a Master Student*, by David Ellis. (College Survival, Inc. 1984)

MOTIVATING YOURSELF

PRACTICAL SUGGESTIONS

1. Spend time studying every day so the work does not pile up
2. As soon as you get an assignment do some work on it right away
3. Keep the momentum up
 - Don't start a project and then put it down for too long
 - Make sure you work on the project a little each day

Break big tasks into smaller tasks

- Make the small tasks accomplishable in a reasonable amount of time
- Mark off when you have accomplished each subtasks to show yourself your progress

Every time you sit down to study, set a minimal goal and accomplish it

Don't expect your initial efforts to be your final efforts

- Allow yourself the time to just get your ideas and thoughts down without having to make them pristine the first time
- Take the pressure off of yourself to get it perfect the first time and you will be less reluctant to begin

Reward yourself AFTER (not before) the study session by doing something pleasurable

If you get stuck on an assignment ask for help from an instructor, peer, or tutor

Always study when you are alert and plan study sessions during your ON hours

Use **Relaxation Exercises** to put yourself into a positive mood before studying

Make sure your study area and materials are accessible and organized

- Don't use cleaning as a means to procrastinate
- Always keep your study area and materials organized

Set aside some time each day to generate your "To Do" list for your next study session

These suggestions are adapted from *Study for Success* by Meredith D. Gall, Ph.D. with Joyce P. Gall, Ph.D.

Managing Stress as a College Student

Good Stress, Bad Stress

Take a look at your napping cat (or dog). That's the picture of a stress-free life and it's probably not the life you aspire to. Stress is the engine behind your ambition; it's what got you where you are today. Most of us perform at our best when we have a moderate amount of stress; it's only when there's too much stress that our bodies and minds begin to suffer.

Turning the Heat Up or Down

Your goal in managing your stress is to use stress to your benefit. That means monitoring your stress level and then either turning it up a notch or turning it down. If you're slacking off at the start of the semester, increase your stress level by reminding yourself of the huge quantity of material you have to learn. Later on, pull back on your stress by using some of the strategies listed below.

Symptoms of Excessive Stress

- Physical symptoms can include: headache, stomachache, insomnia, muscle tension, a loss or increase of appetite, irregular heart beats, etc.
- Emotional/mental symptoms can include: feeling overwhelmed or defeated, being irritable, crying often, having poor concentration and memory, etc.
- Some people seek an escape valve for excessive stress by turning to alcohol or drugs (or other harmful behavior).

Strategies for Reducing Excessive Stress

Identify & Eliminate Some of the Stressors

- You can't eliminate the biggest stressors in your life (the next exams coming up), but eliminating some of the smaller stressors can make it much easier to deal with the big issues. Think hard about what the little stressors might be and try to eliminate some of them.
- For example, if your commute is adding to your stress, move closer to campus next semester. If a friend is calling too often, screen his/her calls. If your pet is making you feel guilty because you're neglecting him/her, ask a family member to "adopt" the pet for the semester.
- If you're feeling guilty because you're not fulfilling your obligations to family, friends, or organizations, discuss this with the people involved. You might want to tell friends or organizations that you will be back in touch with them during semester break.

Talk to Yourself

- Put things in perspective by bringing things down to size and reminding yourself of the reality of your situation. For example, you might tell yourself, "I just have an exam coming up; there are people who were diagnosed with lung cancer today and I'm not one of them."
- If you received a low grade on an exam, tell yourself that most students graduate from UIC with a low grade or two.
- If you feel like you have way too much to learn and not enough time, tell yourself that everyone is in the same boat and you can't learn everything.
- Be a friend to yourself. Stop saying all those mean things you say to yourself but would never say to a friend.

Friends & Family to the Rescue

- It can feel good to commiserate with your classmates! Knowing you aren't the only one who is stressed out or who did poorly on an exam can really help.
- Talk to someone who thinks you're smart and will make a great dentist, teacher, accountant, etc. A little unconditional support can help when you're feeling overwhelmed.

First Aid for Crunch Time

- Write up a list of everything you have to do within the next week or two. Next to each item, write an estimate of how long it will take to complete that task. (For example, you might write: 3 hrs to review 2 bio chem lectures.) Now, add up the total number of hours you have on your list and compare this number to the number of hours you have *available* to study during the upcoming week (s). Usually, you will find that you do in fact have enough time for everything. (We're not talking about doing everything *perfectly*.) If your tally reveals that you don't have enough time, you will have to make some hard choices and cut back on some of the items you listed.
- While studying one topic, do not allow your mind to swirl with thoughts about all the other things you have to do. Remind yourself that you wrote everything on your list and you will get to each item in turn. Keep telling yourself, "One thing at a time. Right now I'm doing this."

Reclaim Your Confidence

- It's not uncommon for students who once felt smart and capable to begin to question their abilities when they are taking difficult courses. The ugly truth is that nearly all your classmates have felt stupid from time to time.
- Don't give your performance on a test the power to define you. An exam won't tell you whether you're brilliant or stupid. Your performance mostly depends on your prior education, your preparation for the exam, and your test-taking strategies.
- Remind yourself that UIC's Admissions office is not staffed by dim-witted people who admitted you out of the kindness of their hearts. They're smart people and they admitted *you* because they know you have the ability to succeed.
- Remind yourself of a time in the past when you handled twice as much work as you thought you could handle. You can do it again!

Chronic Stress or Stress Overload

If your stress never lets up or begins to feel truly overwhelming, seek professional help.

UIC Office of the Vice Chancellor for Student Affairs website

<http://www.vcsa.uic.edu>

Date: 1/23/2007

Academic Center for Excellence

Math Strategies

Mindset For College Math:

Although you took plenty of math courses in high school, you will probably have to adjust your approach for your college courses. This is especially true if you have always been impatient about explanations, preferring simple instructions about how to work the problems.

In college, you will need to understand the *why* and *how* behind the formulas if you want to receive a decent grade. This level of understanding is difficult to achieve and at times you are going to be confused. Some students immediately shut down their brains when they're confused, worrying that they will never "get" whatever is confusing them, but it's important to recognize that confusion is normal with math (it even happens to professors).

If you find yourself struggling in a math class, **don't begin to doubt your ability.** It might be that your foundation in math is not as strong as it is for other students (regardless of how many math courses you took). You may have been taught math as a matter of memorizing formulas, rather than understanding them, or you may have neglected to study as much as you should have in earlier courses. That's history. If you're struggling, explore various kinds of resources such as review books, tutoring, help from the TA or professor, and/or help from a classmate. Most importantly, increase the amount of time you spend on your homework.

How To Study In A Math Class:

1. Try to take your math courses back-to-back without skipping a semester. Before starting a new course, review the math from your previous course.
2. Never let yourself fall behind. If the class seems too easy, remember that all math classes start with some review. But at a certain point, the classes kick into high gear and if you haven't been keeping up, you will quickly become lost.
3. Read or at least scan the chapter before your lecture and read it again afterwards. But don't read a math book with the goal of memorizing; instead, think of it as a reference book that will help you understand different kinds of math problems.
4. As you read your text, do the computations along with the book. Work on the problems section by section as you read the text.
5. In your lecture, write down everything the professor writes down, and if he/she uses different colors of ink, do likewise. Even if you think you understand a problem, write down each step! You may find yourself confused two weeks later and need those notes for the test.
6. It's fine to memorize math symbols and definitions, but try to understand the underlying

processes and concepts. When you look at a process, ask yourself the purpose for each step. Think of analogies and try to visualize applications. Finally, it may help to explain (or at least try to explain) a concept to a friend or family member. Having to organize your thoughts and verbalize them deepens your understanding.

7. If you find yourself confused by a topic, try some of the following resources: a review book, a high school textbook (your own or from the library), a tutor, the T.A., or the instructor. Tutors can be extremely helpful, especially if you use them soon enough. Don't wait until you get a D on an exam! Free tutoring is available through a variety of programs on campus: Honors College (Burnham Hall), Math Learning Center (430 SEO), AAAN (996-5040), and ACE (413-0032).

Homework:

Nobody will be looking over your shoulder to see whether you've done all your homework, and it can be easy to talk yourself into thinking that you understand the material because you had it in high school. And hey, if you're planning on running in the Chicago Marathon, well, you're in decent shape from your high school cross country team and nobody's going to check on whether you've been going out jogging five times a week. You get the idea: if you're getting ready for a competition (the test), you need to put in some practice time by doing plenty of homework problems.

1. **Do your math homework as soon after class as possible** while the concepts are still fresh. If you find yourself confused, seek clarification right away by talking to a classmate or tutor. *Never* wait to do your homework until after the next class, promising yourself you will catch up on the weekend. (The weekend is a great time to write an essay, but during the week you should be keeping up with your math.).
2. **Begin by reviewing your lecture notes.** Take a separate sheet of paper and try to work the example problems on your own, then check your answers with the ones in your notes.
3. **Try sitting down with a classmate to do your homework**, each of you working on your own but consulting with each other when you get confused. At the very least, get a classmate's phone number so you have someone to call when you're stuck.
4. **Check your first answers in a given section** before going on to do a whole set of problems. When you make a mistake, determine the source of the error, and make a mental note of a method for avoiding that kind of error in the future (ie. double check all positive and negative signs). If you can't find your error for a problem after two tries or 15 minutes, **don't get stuck**. Consult with another student or a tutor.
5. When working on homework, try to do *all* of the assigned problems, but in an emergency, do at least a representative sampling of each kind of problem.
6. **Read each problem slowly and carefully**, running a pencil under the words to make sure you notice and understand each word (ie. find the length of the *smaller* leg of the

triangle).

7. **Summarize word problems** by drawing a diagram or setting up the information in a table. Sort out the problem into *given*, *find*, *need*.
8. For a very difficult word problem or when you forget a formula, **substitute simpler numbers**. Once you understand the nature of the problem, use the same process with the real numbers in the problem.
9. At the end of a homework session, mentally **review** the most important concepts you've just learned.

Studying For Tests:

1. Your first test will be easiest, but don't get over confident and "blow it off." You may need that A on the first test in order to offset lower grades later in the semester.
2. Remember that doing well on homework and/or quizzes is no guarantee of doing well on an exam. Quizzes are often easier to finish in time and do not contain such a variety of concepts mixed together.
3. Don't just memorize formulas; make sure you understand the concepts. Concepts will stay in your memory longer and are less likely to be forgotten under the stress of a test.
4. Write up a summary sheet of key formulas and definitions.
5. Attend any review sessions that are offered and take plenty of notes.
6. Review all of your quizzes and rework the problems.
7. Study for your math test by working mixed sets of problems. Use chapter reviews, old tests the professor has made available, and/or review books. It's not enough to be familiar with the material; you should have worked so many problems that the material is now easy for you.
8. Do some timed practice tests or sets of problems. Try to find some application problems with difficult or confusing wording (you will need practice in deciphering this kind of problem). In other words, mimic the testing situation as closely as you can while you work on practice exams.

Important Note: Taking a math test without ever taking a practice test is like going into an important basketball game without ever playing a scrimmage game. It's not enough to work on your dribbling and shooting; you also need the experience of a practice game. The same is true for math.

9. **During your practice tests, check all results**, just as you will during the test. Use some

of the following methods:

- Plug your answer back into the problem to make sure it works (this is particularly important for word problems).
- Estimate the answer to make sure your answer is in the right ball park.
- Double check and + and - signs.
- If time allows at the end of the test, rework some of the problems using an alternative method.

Taking Math Tests:

1. Get plenty of sleep the night before the test. Sleep is essential for higher order thinking.
2. When you first get the actual test, write down any formulas you might forget. Next, look at the number of points given for each problem and think about how to get the most points in the quickest amount of time. Apportion your time and begin work on the easiest problems. (If you do happen to run out of time, you don't want to leave the easiest problems undone.)
3. Write out each step. This way, even if you miss the answer, you may get partial credit.
4. When your test is returned, rework any problems you missed and find out what went wrong. (This is analogous to a sports team watching the tape of a prior game when preparing for an upcoming game.)

University of Texas at Austin
UT Learning Center

Brief Suggestions for Increasing Speed and Effectiveness of Reading

1. CONSIDERATIONS AND LIMITATIONS

Slow, word-by-word, analytical reading is an essential part of some reading tasks. Often, however, when time demands and purpose permits, the reader must possess the capacity to "switch gears" — i.e., to absorb the ideas and information in books at more rapid speeds. By no means should this high-level "speed reading" be interpreted as applicable to all types of reading situations. Its development will, however, enable the mature reader to add an additional dimension to the scope of his/her current reading skills.

2. CAUSES OF SLOW READING SPEEDS

- o **Individual variables** — intelligence, motivation, physiological and psychological traits.
- o Deficiencies in **vocabulary and comprehension** levels required by the particular reading material. A student who has difficulty understanding what he/she reads will not be helped by learning to misunderstand faster. A student who is hampered by an inadequate vocabulary will not be helped by learning to skip any faster through unknown or vaguely defined words.
- o Most frequent causes of unnecessarily slow speeds when the causes listed in A and B above are at adequate levels:
 - a. **Inflexibility** — the tendency to read everything the same way regardless of what it is, why it is being read, etc.
 - b. **Passivity** — the failure to become involved with the material being read, the failure to interact with the author and to anticipate his next thought, his conclusions, etc.
 - c. Unnecessary and habitual **regression** or re-reading — because of lack of concentration.
 - d. **Habitually slow "reaction time"** to reading material — a general "rut" which makes attempts at faster reading extremely uncomfortable at first.

3. WHERE TO BEGIN ... with your next reading assignment.

- o Be **FLEXIBLE**. Difficulty and purpose determine **how** to read a selection. College students (especially) must realize that there are reading speeds, not just one reading speed. Speeds must vary with the nature of the reading task and the reader's familiarity with the materials.
- o Determine **PURPOSE** for reading this particular selection ... What type of information do you have to learn from it? ... How long do you have to retain the information? ...
- o How does this selection fit into the whole course? ... Why has this reading been assigned? ... To what use will the information be put?
- o **PREVIEW** the selection to determine its difficulty ... How familiar are you with this field of study? ... How many unknown and essential words are in it? ... Read the introduction, subheads, italicized sentences, marginal notes, and conclusion. Try to grasp the general thought structure by integrating these isolated clues.

- o **READ**
 - a. Make use of the **head-start** you got during your preview.
 - b. Read for **ideas** and concepts, not for isolated words. Pace yourself fast enough that you have to read concepts ... not words.
 - c. Concentrate — if you push your rate up to capacity, you won't have time to think about other things. Set reasonable but stiff **time goals** and race the clock.
 - d. Think, interpret, analyze the **FIRST** time you read — avoid unnecessary re-reading.
 - e. Note **key words** (subjects, verbs, objects) — **TELEGRAPH** the message to yourself.
 - f. **Pace yourself** — as fast as your purpose will permit. Pacing will discourage the tendency toward habitual and unnecessary re-reading and helps to keep your attention focused on the page. Try one of the **SELF-PACING METHODS** listed below, perhaps uncomfortable and unnatural at first, but most effective after the "newness" wears off.
 - Use an index card, a ruler, or any other straight-edge and move it rapidly down the page as you read. Move it lightly, fluidly, with one hand only. Move it either ahead of you down the page to act as a pace-setter **OR** let it fall along behind you, covering up what you have read and therefore forcing your initial concentration.
 - Move the edge of your hand or the spread fingers of your hand down the page, reading the lines as they pop up from underneath your hand.
 - Move your finger or pencil point lightly down the margin beside the lines you are reading.
- o **STRETCH** when your momentum seems to be slowing down. Stop, close your eyes and squeeze them together tightly for a second, then open them wide. Play around for a few minutes by pacing yourself through "simulated" reading of a book held **upside** down, page by page, at extremely rapid speeds **JUST TO GET THE FEEL OF** rapid, rhythmic movement down the page again. With new momentum established, turn the book right-side up and continue reading at your fastest possible speed.
- o **TEST** yourself. Stop at the end of each "section" of material and recall periodically what you have just read. Especially in material which you must remember for a period of time, practice reading quickly and efficiently with the **intent to recall** the important information at the end of each chapter or section or paragraph — depending upon the difficulty of the material. Make notes or underline if appropriate.

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Taking Lecture Notes

Before Lecture:

- Read all assigned material so that you can follow the lecture. This will also help with procrastination, as it is more difficult to get motivated to read after the lecture is over.
- Review notes from previous lectures.

During Lecture:

- Come early and sit in front.
- Bring your book if the lecture closely follows the text.
- Use an outline format or the Cornell system (see below).
- Write the date at the top.
- Listen for cues, such as organizing statements and transition words.
- Record legibly, including both what the lecturer says and what is written on the board or overhead.
- Include examples in your notes, as these will help you both understand and remember the material.
- Use abbreviations and omit unnecessary words.
- Don't rely on recording a lecture or reading someone else's notes. Take notes in class even if you *do* record. When you listen to the recording, simply add to your base set of notes.
- Don't plan on recopying your notes. If you miss something, skip a line or two. After class, get the info from a classmate or the instructor.

After Lecture:

- The study tip that good students swear by: As soon as possible after class, spend 5 to 15 minutes going over your notes. Clarify, summarize, and think about the major concepts you learned.
- Review your notes frequently, both alone and with a study group.
- Compare your notes to another student's.

Your Notebook

You may prefer a binder because it allows you to insert handouts. Also, using a single binder with divider pages will mean that you never arrive in class with the wrong notebook.

The Cornell System

To take notes using the Cornell System, rule each sheet as illustrated, with a 2 1/2 inch margin.

2 ½ inches	Aug. 29 Sociology
headings, questions	Details, answers, definitions

As you listen to the lecture, write your notes on the right side of the margin. After class, write key terms, topic headings, and questions in the left column. (Once you get used to this system, you may be able to write in both the right and left columns during class. To study, cover the right side and use the headings and questions on the left to quiz yourself. (This creates the same effect as flash cards without the extra work.

University of Texas at Austin
UT Learning Center

Reading in the Sciences

What is different about reading in the sciences?

1. Readings contain a large number of facts and details (specifics). This kind of reading requires an overall understanding of the information presented in order to process details.
2. Placement of main ideas and details is usually straight forward (headings and subheadings), but grasping all of the details can be awesome. Information may be dense.
3. Organizational pattern is usually "relationships", i.e., ideas and details building upon previous information. A solid background of the basics in the discipline is necessary to understand and comprehend the information.
4. Terminology is subject specific and must be understood to comprehend information presented. Often important terms are boldfaced or italicized. A review of terminology before reading increases understanding and comprehension.
5. Diagrams, figures, charts, and graphs are numerous. Time is needed to study these both before reading and as one reads as these visual aids help integrate information. Visualizations aid in the understanding and retention of information.
6. Knowledge and comprehension of the readings and lectures must be taken to an "application " level, i.e., the ideas learned should be applied to new or different situations other than those presented in the texts or lectures.
7. Research is an extension of information. In order to read research and understand it, the basics of the discipline must be understood. Think of research as taking an idea, analyzing, synthesizing and extending it.
8. Difficulty of material often necessitates more than one reading for thorough understanding of information.

How does one read the sciences?

• **BEFORE THE LECTURE**

1. Preview the chapter. — Briefly look over titles, introductions, subheadings, first few sentences beneath subheadings, figures, diagrams, italicized or boldfaced words and terms, and summaries. As you preview, ask yourself:
 - What is this about?
 - What do I know about this ... and don't know or don't remember?
 - Where does the author begin and where is he going?
 - What is the organizational pattern (relationships, chronological, topics?)
 - How does this fit into what we are learning in this course?
 - How difficult or how easy is this?
 - Is there terminology that is unfamiliar or that I will need to review?
 - How important is this information? Are there parts I could skim and get the main ideas?
 - Where can I make logical breaks in the reading to divide up my study time?
 - In what order might I read the information in the chapter? Would it be easier and more motivating to read the most interesting section first?

2. Skim the chapter — in more detail, but don't try to read it thoroughly yet. Read first and last sentences of paragraphs. Pull out some major ideas and details. Examine charts and figures. Try to understand the more important and frequently repeated terminology. Think about the over-all organization of ideas.
 3. Don't panic or become overwhelmed with the readings. They may be dense, but not unconquerable. By previewing and skimming the materials before the lecture, you can then use the lecture to clarify the level and depth of comprehension you'll need to achieve when you actually read the chapter more thoroughly.
 4. If the material is quite difficult and detailed, and if you have little recent background in the discipline, it might be useful to review the fundamentals and basic terminology in an introductory text in the field.
- **IN CLASS**
 1. Be prepared to anticipate information acquired from pre-skimming your textbook, and listen for clues during the lecture that will help you focus on an appropriate level of comprehension when you read the related chapter(s) after the lecture.
 2. Take lecture notes on the right side of your notebook page, and leave the facing left page free to add related notes summarized from your textbook.
 - **AFTER CLASS**
 1. Review and edit your notes taken from the lecture. Begin thinking about what additional information you'll need to add from the text.
 2. Read the related textbook material that you have previously skimmed.
 - Re-preview and break the reading into logical sub-sections to be tackled one at a time.
 - Plan far enough ahead of time that you'll be able to take a break and move away from the material at the end of each sub-section if you feel overwhelmed. Often time is needed to allow the mind to gradually absorb complex ideas.
 - Read carefully and methodically, referring to figures and diagrams as appropriate.
 - "Self-pacing" by moving a card or pencil finger along as you read may help keep your attention focused on the task.
 - After reading a sub-section, stop and recall what you've read: tell it to yourself in your own words; take relevant notes alongside the related lecture notes in your notebook, and/or make marginal notes in the textbook and highlight key details. (However, just highlighting in dense texts may not be the best form of recall since nearly all of many paragraphs may need to be highlighted and review would be difficult.)
 - Draw your own diagrams or charts to summarize and translate information.
 - Review your notes and the reading periodically. Information needs to be reviewed and used periodically for it to be stored in long-term memory.
 3. Reflect upon the information in various ways - e.g., How are these functions related to each other? How do they affect each other? Apply ideas learned to other or new situations: What would happen to the body if one of these areas/functions/organs were damaged or destroyed? , etc.
 4. Anticipate and practice responding to the kinds of test questions which might be asked.

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Study Ideas for English Language Learners

Reading

- Do not translate each word or you will lose track of the general idea and you will never finish your readings.
- Instead, read in chunks, trying to get the general idea of each **paragraph**. Do not stop if you are confused by a word or even a sentence. Many times, the meaning will become clearer as you read on. If you are still confused at the end of a paragraph, stop at that point and use your dictionary for an important word or two.
- Before reading a chapter, take a few minutes to look at the chapter outline (if there is one) and flip through the pages, trying to see the organization and most important ideas of the chapter.
- As you read, stop at the end of each section (from one heading to the next or one paragraph to the next). Ask yourself the main idea of that section and then write a **brief** note in the margin or underline a **few** words of the text.
- Pay attention to charts and diagrams and make sure you understand them.
- Review the main ideas of the chapter after you finish reading.
- Write vocabulary cards for only the **most important** new English words (write the English on one side and your native language on the other side).

Lectures & Listening

- If you miss something, skip a line or two. After class, get the information from a classmate.
- Go over your notes as soon as possible after class, making sure everything is clear and trying to understand the most important ideas.
- If you have trouble with the professor's accent, tape a short section of the lecture and listen to it several times. You will get used to the accent and will eventually learn to understand it better.
- Watch the 6:00 news with closed captioning (preferably channel 11). Record a segment and watch it a second time.

Speaking English

- Strive to overcome fears that others are judging you or laughing at you! Accept that, for the present, you will communicate in English in a less sophisticated way than you do in your native language.
- Agree on at least a half an hour each day in which you will speak English with your friends—maybe over lunch or after watching the news together.
- Force yourself to chat with Americans. Find a person who isn't very busy and talk--maybe with a librarian, another person waiting for a bus (ask directions), the owner

of a small shop (talk about the weather or an item in the shop), etc. Listen in on the "small talk" of Americans and try to imitate that style of conversation.

- Make a list of words you have said that native speakers of English have not understood. Ask a native speaker to pronounce the words for you (maybe into a tape recorder) and then practice saying these words. Ask the native speaker to correct you if necessary.

Studying for Exams

- **Do not simply memorize the information.** American education focuses more on understanding ideas than memorizing lists of facts.
- Stay after class to ask the professor questions and listen in on the questions that other students ask.
- Study with a small group of other students. You should **explain ideas to each other** and discuss what you think are the most important ideas that might be on the exam.
- If you will be taking an essay test, ask the professor for a question used on a past exam and write your own practice questions. Then **practice answering the questions.** Before writing, outline your answer into 3 to 6 points.
- If you are feeling overwhelmed by the quantity of material to learn, you may be tempted to do nothing but study. Resist that temptation! Remember that your efficiency will drop if you do not take regular study breaks, get enough sleep and enjoy some recreation.

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Overcoming Test Anxiety

Some students experience physical symptoms of anxiety before and during exams (an upset stomach, sweaty palms, etc.). Many of these students have trouble recalling information which they actually know. If this is a problem for you, try some of the suggestions below. Also, attend an [ACE workshop](#) on test anxiety. For information about the workshops or to discuss the possibility of scheduling an individual consultation, call 413-0032.

Before the Exam:

1. **Put things in perspective.** Remind yourself that your entire future doesn't depend on this exam. There will be other exams and other courses. Many students fail a course or two but go on to graduate from UIC and have successful careers.
2. **Over-study for the exam.** This will increase your confidence. Also, if you know the material to the point of facility, you will be better able to answer test questions despite your test anxiety.
3. **Remind yourself of past successes.** Think of a tough course in which you struggled but eventually succeeded. Tell yourself that if you did well on that past exam, you can do well on the upcoming exam.
4. **Don't give a test the power to define you.** An exam won't tell you whether you're brilliant or stupid. Your performance on an exam mostly depends on how well you studied for the test, the quality of your prior education, and the test-taking strategies you use.
5. **Visualize completing the test successfully despite your anxiety.** Play the entire "tape" in your mind -- from the moment you wake up on the day of the exam to the moment you finish the exam.
6. **Practice anxiety control strategies.** As you study, deliberately induce anxiety by saying to yourself the negative thoughts you typically have during an exam (ie. "I'm going to fail.") Now, practice the Anxiety Control Procedure (described below). Remind yourself that you will probably experience some anxiety during the test, but the anxiety won't hamper your performance because you've practiced controlling the anxiety.

During the Exam:

1. **Try to avoid talking with other students right before the exam.** Their anxieties may rub off on you.
2. **Choose a seat in a place with few distractions** (probably near the front).
3. Remind yourself of how hard you studied, how well you did on another exam, and how you've practiced anxiety control.
4. **Expect a few "curve balls" on the exam.** Remind yourself that you're not expecting to get 100% on the exam; you're expecting an A. Also, your sense of what is important is not going to match perfectly with what the professor thinks is important. Therefore, when you encounter a curve ball on the exam, you're not going to get upset

and lose your concentration. Instead, you will simply skip that question for now and return to it later to make an attempt.

5. If you begin to feel overly anxious, do the **ANXIETY CONTROL PROCEDURE**:

- ☐ Turn the test paper over and close your eyes.
- ☐ Breathe in slowly to the count of seven and exhale to the count of seven.
- ☐ Continue this slow breathing until you begin to feel more relaxed.
- ☐ Open your eyes, turn the test paper right side up, and give yourself a positive self-talk (ie. "You're sure to do well. You studied hard and remember, you got an **A** on that final in physics.") This whole procedure should take only about a minute to do. It's well worth the time!

6. **Do not obsess about running out of time on the test.** Check the time periodically (say after you've finished a third of the test), but avoid checking too frequently, as this will only distract you and make you more anxious. Remind yourself that it's better to miss a few points by not quite finishing the test than to lose your concentration and thus miss many points.

7. **Approach your studying seriously, but think of the test as a game.** Your goal is to collect as many points as you can in the time available. Don't worry about a particular question. If you're unsure of the answer, guess and move on. Remind yourself that you can miss a few questions and still get an A.

Anticipating Test Content

- **Pay particular attention to any study guides**
that the instructor hands out in class before the exam, or even at the beginning of the course! For example: key points, particular chapters or parts of chapters, handouts, etc.
- **Ask the instructor what to anticipate on the test**
if he/she does not volunteer the information
- **Pay particular attention--just prior to the exam--**
to points the instructor brings up during class lectures
- **Generate a list of possible questions**
you would ask if you were making the exam, then see if you can answer the questions
- **Review previous tests**
graded by the instructor
- **Confer with other students**
to predict what will be on the test
- **Pay particular attention to clues**
that indicate an instructor might test for a particular idea, as when an instructor:
 - says something more than once
 - writes material on the board
 - pauses to review notes
 - asks questions of the class
 - says, "This will be on the test!"

Including information adapted from *On Becoming a Master Student* by David B. Ellis
and *How to Study in College* by Walter Pauk

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Building Your Vocabulary

Improving your vocabulary will help you:

- Read textbooks more quickly and with better understanding.
- Improve your performance on entrance exams for graduate school.
- Impress family, friends, and colleagues when the need arises.

Determine the level of understanding you need:

- To improve your reading speed and efficiency, you will need to achieve a fairly clear understanding of a word's meaning.
- To improve your writing or speaking, you will need to focus on nuances of meaning, as well as commonly occurring phrases. For example, *deign* almost always occurs with *to* and involves condescending to do something: The company has not deigned to respond.

Ways to improve your vocabulary:

- **Take a class**
- **Buy a vocabulary book:** Look for a book that contains helpful exercises and the kind of words you'd like to learn. You will probably have better success at actually working your way through the book if you study with a friend and set specific goals.
- **Read more and keep a dictionary nearby.** Reading widely is the most effective and natural way to improve your vocabulary. However, don't stop to look up every unfamiliar word as you read or you will lose track of the content. If you are able to guess at the meaning, simply circle the word and look it up later. If you are unable to understand the meaning of an entire paragraph or you need a very precise understanding of a word, stop to check your dictionary **as you're reading**.
- **Buy two dictionaries:** Keep a quality dictionary at home, but buy a portable dictionary to keep in your backpack. Vocabulary is best learned a little bit at a time, and a portable dictionary will insure that you're able to do a quick check of a word while you're sitting in lecture, waiting for the bus, or reading in the cafeteria.
- **Pay attention to word parts:** Learn Greek and Latin roots or simply pay attention to word parts and use that to guess at meaning. When encountering a new word, ask yourself if part of the word is already familiar to you. For example, when you encounter *epidemiology*, you might think of epidemics and then think about *ology* meaning "study of" – as in sociology and psychology. You will then guess correctly that *epidemiology* means "the study of epidemics."
- **Devote a day to learning a group of synonyms:** For example, write up a list of words meaning "difficult to understand" and spend the day learning them: arcane, enigmatic, esoteric, inscrutable, obscure, opaque. Be sure you understand the subtle differences in meaning and usage.

- **Subscribe to a service that will e-mail a new word to you each day.** One service is available at Merriam-Webster.

Strategies for remembering new words:

- **Say the word aloud several times:** Yes, you need to start talking to yourself! Saying the word aloud, especially along within a short phrase, will help you remember it. Learn how to use the pronunciation guide in your dictionary, and if you are ESL, ask a native speaker to pronounce new words into your tape recorder. You might also want to purchase a "speaking" dictionary from a place like Radio Shack.
- **Tie new words to old:** When you encounter a new word, think of a method for recalling the meaning. This will often involve using a word you already know. For example, I might tie the meaning of *non sequitur* to *sequence* and then recall that a *non sequitur* is a remark that doesn't follow logically or in sequence.
- **Use visualization:** For example, to recall that draconian measures are harsh and extreme, visualize Dracula biting someone's neck for missing class.
- **Write vocabulary cards:** This is perhaps the most tried and true method for increasing vocabulary, and yes, it DOES work. Keep a stack of cards in your pocket and whenever you hear or read a new word, write it on a card (if there's time, also write the sentence or phrase in which you encountered the word). Set aside a few minutes each day (maybe as you ride home on the El after class) to look up the words in your portable dictionary. On one side of the card, write the word and its pronunciation cue. On the reverse side, write the definition (in your OWN WORDS) and also write a sentence for the word.
- **Use your new words:** Warn family and friends that you're trying to improve your vocabulary and then drop new words into your conversations, trying to maintain a sense of humor about this. (If you don't warn your friends, they might accuse you of becoming a snob.) Vocabulary should not be learned in complete silence!
- **Use rhyming and other mnemonic devices:** For example you might use the rhyme "Rain is the bane of my existence."
- **Review, review, review:** You can't expect to learn a new word and never forget it. Periodically go back over words you've learned and quiz yourself. Flag the words you missed and review them again.

Dealing with Stress in School

What is Stress?

Stress is a state of mental or emotional tension resulting from demanding circumstances. Stress comes from change one must adapt to in one's life. The level of stress one suffers varies in intensity from being mild and more positively motivating for helping one complete their goals to a negative extreme of being physically harmful. We tend to think of stress as caused by external events, but the events in themselves are not stressful! Instead, it is the way in which we necessarily interpret and react to events that makes them stressful. Some people may consider some events more stressful than others and react differently, for instance, some people enjoy shopping during the holidays while others find it frustrating and avoid the holiday rush!

Signs of Stress

There are several signs and symptoms that you may notice if you are having symptoms. These signs can be classified into the following categories: behavior, thoughts, feelings, and physical symptoms. Someone who is under stress may experience one or more of the following symptoms:

Behavior

- Increased use of smoking, drugs, and/or alcohol
- Pretending that nothing is wrong
- Withdrawing from family and friends
- Getting into more fights
- Blaming others by finding faults or being too critical and hard to please

Feelings

- Fearful of being afraid to make decisions
- Feeling anxious such as being tense, nervous, and unable to relax
- Increased anger and irritability
- Feeling moody and depressed

Thoughts

- Low self-esteem
- Worrying about the future
- Inability to concentrate
- Fear of failure

Physical

- Loss of appetite or overeating
- Increased heartbeat
- Trembling and jerky movements
- Dryness of throat and mouth
- Sleeping problems and lack of energy
- Headaches and pains in the neck and/or lower back
- Digestion and urinating problems
- Susceptibility to illness

Stress Questionnaire

Here's a few questions to help you get a better understanding of what stress really means. If you find yourself answering 'yes' to a lot of questions, it could mean that you are under a lot of stress.

- Do you have trouble falling or staying asleep?
- Do you constantly worry about the future?
- Do you feel like you're under pressure to get things done?
- Do you feel pressured to do more things than you have time for?
- Do you have trouble finding time to relax and have fun?
- Do you use drugs or alcohol to relax or reduce tension?
- Do you often have headaches or stomach aches?

- Do you find it hard to find satisfaction with your life?

Causes of Stress

The majority of college students today experience stress everyday but many people don't realize that if they don't manage their stress, it can have a big impact on their life! All changes in life, good and bad, are stressful but usually the major life changes are the greatest cause of stress because it requires more adjusting and coping to the new changes. It is important to identify the events that produce stress in one's life so that we can look at how well we cope with stress and if we need to change our behavior.

The most common causes of stress for college students are:

- Adjusting to a new living environment
- Choosing a major and deciding on a career
- Transferring to a new school
- Financial problems
- Failure or Disappointment
- Academic achievement
- Unrealistic expectations
- Taking on too many responsibilities and activities
- Getting a new job/Being fired from a job
- Changes in eating and sleeping habits
- Forming new relationships and maintaining existing ones
- Loss of a family member, friend, or loved one
- Suffering from an illness

What You Can Do to Relieve Stress!

It is important to find ways and strategies of how to support yourself and cope with your stressful reactions. Many of the stressors in our life can be changed, minimized, and even eliminated. Here is a list of ways you can reduce the stress in your life:

- Practice relaxation techniques such as deep breathing, meditation, and yoga. Try breathing slowly for several minutes with your eyes closed and head slightly bowed down and focus on calm and relaxing places and things.

- Avoid negative and discouraging thoughts and talking down on yourself.
- Learn from past mistakes. Let go and move on!
- Practice saying positive and encouraging things about yourself!
- Focus on your accomplishments and the good qualities about yourself.
- Become aware of your reactions to stress and learn how to modify your behaviors.
- Talk about your concerns and worries with those close to you.
- Learn time management strategies such as keeping a weekly schedule and following it!
- Set realistic goals for yourself and recognize and accept your limits!
- Avoid taking on too many responsibilities or obligations.
- Eat a balanced diet everyday to help you stay healthy and give you the energy you need to get things done!
- Get a good sleep every night and try to get over six hours of sleep.
- Take up a hobby or spend time doing things you like to do. Remember to relax and have fun!

Avoid Stress While Searching for a Job!

Tough times can mean a difficult time finding a job. Balancing finances and finishing up your school schedule while searching for job openings can cause a lot of stress. Remember that you are not alone and that your stress can be managed!

Create a Plan! Creating a list of goals and developing a 5 year plan from those goals will better help you to define yourself as a person and know what you're looking for in a job search. Make sure to keep options open in your 5 year plan in case of a change of plans. Coming up with a couple of other possibilities can prepare you for the stress and challenge that come with a change in your daily life.

Don't Wait! If you put off looking for a job or putting together your resume, it will only lead to more stress and last minute work.

Stay Optimistic! Don't get down on yourself if things aren't going your way. You may feel like you are losing control of your life when the going is slow or you are waiting to hear back from an interview. Focus on your capability rather than your incapability so that you can stay positive.

Don't Forget...! You're not alone in the job search. Many other people are going through the same process you are. You may not get the job you want at first, but at least you will have a start!

Talk about your Feelings! If you are experiencing difficulty with dealing with everything that is going on in your life, share these difficulties with family or friends. Sharing your emotions is a good way of letting go of some of the stress, and who you confide in can give you another perspective on your situation, making you feel better about everything.

Take Care of Yourself! Your health is essential to being a successful person. Try to eat healthy, find time for exercise, and find time to relax. Do not use drugs and alcohol to make yourself feel better. Even if you tell yourself it is only temporary, it could become a habit that could eventually get you fired when you do find a job. Remember to find time for the things you enjoy as well. You deserve to have some fun in the midst of all of your hard work!

Information adapted from source: <http://smhs.uconn.edu/>

The following information on harassment, discrimination, and filing complaints is provided by the Connecticut Women's Education and Legal Fund (CWEALF). Go to www.cwealf.org for further information.

Definition of Sexual Harassment

In plain language, sexual harassment is a form of illegal sex discrimination. It is unwelcome sexual conduct which affects the terms and conditions of a person's employment, or creates a hostile environment.

Sexual harassment is subjective, meaning that the person who is receiving the offensive behavior is the one who decides if it is harassment. However, the courts in reviewing a sexual harassment case consider both whether the conduct was severe or pervasive and if the person who is receiving the harassment considers it offensive. **The courts take into account the reasonable woman standard to determine whether or not the behavior can be considered sexual harassment.**

The law that protects people from sexual harassment is the Connecticut Human Rights and Opportunity Act, Connecticut law, C.G.S., § 46a-60(8) **and C.G.S., § 46a-54(15)(a)**

- This law applies to all public employers, labor organizations, employment agencies, and private employers with 3 or more employees.
- Requires an employer to post, in a prominent and accessible location, information concerning the illegality of sexual harassment and the remedies available to victims of sexual harassment.
- Prohibits sex-based employment discrimination and specifically forbids employers and those acting for employers to sexually harass employees at work.

The federal government also protects against sexual harassment under Title VII of the 1964 Civil Rights Act.

- **This law applies to all public employers, labor organizations, employment agencies, and private employers with 15 or more employees.**

In order for something to be considered sexual harassment, it must meet the following criteria:

- ❖ be of a sexual nature;
- ❖ be unwelcome by the victim;
- ❖ be severe or pervasive;
- ❖ affect the victim's pay, benefits, work conditions, or work environment.

Sexual harassment can include, but is not limited to:

- ❖ sexual propositions accompanied by threats to your job;
- lewd comments or suggestions;
- ❖ obscene jokes or e-mails;
 - ❖ distributing or displaying pornographic materials;

- ❖ inappropriate or unwanted touching;
- ❖ sexual gestures.

There are three types of Sexual Harassment recognized by the CT statutes:

- 1- Hostile Work Environment**
- 2- Quid pro Quo (this for that)**
- 3- Sex Stereotyping**

Hostile Work Environment Sexual Harassment

This type of sexual harassment occurs when conduct of a sexual nature creates an intimidating, hostile, or offensive working environment, or is unreasonably interfering with a person's ability to do their work. The offensive conduct must be unwelcome and it must be severe or pervasive.

If others in the environment feel uncomfortable, though the actions are not deemed toward them, the actions can still be seen as creating a hostile work environment. Also, what is acceptable one day, may not be acceptable another day.

Severe or pervasive generally is determined on a case by case basis. Examples of what courts have decided is severe include rape or an attempt of rape. To be considered pervasive, or constantly present, some of the factors courts will look at are: the type of harassment, how often it occurred, if it interferes with work performance, and whether it is physically threatening.

Quid Pro Quo Sexual Harassment

"Quid Pro Quo," is Latin for "this for that." This type of sexual harassment occurs when a job benefit (e.g., a promotion) is directly linked to the acceptance of a sexual behavior or demand by someone who has more authority, such as a supervisor. **This sort of harassment takes place when one person is in a position of power over another person.**

Sex Stereotyping Sexual Harassment

This sort of sexual harassment occurs when a person is harassed or discriminated against for not fitting into stereotypical gender norms. For example, a man who is feminine may be called gay, or a woman is harassed because she is too masculine and does not wear dresses and makeup, and therefore does not receive a raise or promotion.

What can you do if you experience Sexual Harassment at Work?

Once someone believes they are being harassed, they should first take steps within the company to file a complaint or otherwise let the situation be known.

Some preliminary steps that can be taken:

- ♦ if possible, talk to the harasser and try to get the person to stop.
- ♦ document the problem. **(keep a record of events without personal narrative, clients may want to keep a separate journal for themselves.)**
- ♦ write a letter to the harasser.
- ♦ talk to others in the area; chances are others are experiencing the harassment.

- ♦ read the company's sexual harassment policy and file a complaint.

Note: The Courts will take into consideration whether or not a victim has followed company procedure and has reported the incidents, giving the employer appropriate time to remedy the situation.

Where to file a complaint:

If the company has **3 or more** employees they are covered under Connecticut law and should file a complaint with the **state agency** - the Commission on Human Rights and Opportunities (CHRO). The complaint must be filed within 180 days from the date the person knew or should have known about the harassment.

If the company has **15 or more** employees, they have 240 days to file a complaint with the **federal agency** - the Equal Employment Opportunities Commission (EEOC). **When a person files a complaint with the CHRO, it is automatically filed with the EEOC (if the company has 15 or more employees).**

The deadlines for filing complaints with these organizations are very strict. For a more in-depth explanation of timeframes for filing see section on CHRO/EEOC.

Sexual Harassment in Schools

Sexual harassment is defined the same way in schools as it is in the workplace. However *students* are protected from sexual harassment by the federal law, Title IX. Title IX offers protection against unequal treatment in education based on sex. Teachers are still protected from sexual harassment under the law outlined in the previous section **and can contact their union steward for assistance if they belong to a union.**

Sexual harassment can occur between students, between a teacher and a student, or another staff person and a student.

Where to file a complaint:

- The school's Title IX Coordinator or the person the school has assigned to take such complaints.
- **The Office for Civil Rights in Boston, MA. 617-223-9701.**

Deadlines for filing with OCR are 180 days from the time the person knows or should have known that they were being sexually harassed.

The courts have imposed a higher standard of liability when a student is suing the school because of the sexual harassment. In order to sue the school, a "victim" must show that despite complaints to the appropriate official, the school chose not to take any corrective action. If your school knows about the harassment and the appropriate official does not act, they may be held accountable.

Pregnancy Discrimination

There are both state and federal laws protecting women from being discriminated against because they are or could become pregnant. If the private or public employer, labor organization or employment agency has 3 or more employees it is illegal for an employer to:

- ❖ deny someone a job because she is pregnant, if the person is ready, willing and able to work;
- ❖ demote someone because she is pregnant;
- ❖ fire someone because she is pregnant;
- ❖ force someone to take a leave of absence because she is pregnant, if she is ready, willing and able to work;
- ❖ provide health insurance coverage that treats pregnancy and childbirth less favorably than other medical conditions;
- ❖ fail to inform the person about substances that it uses or produces that the employer should have reasonable cause to believe will cause birth defects or be a hazard to someone's reproductive system or, to a fetus if she is pregnant;
- ❖ (or a potential employer) ask questions related to having children, such as child-bearing age or plans, pregnancy, reproductive health, use of birth control or family responsibilities, unless this information is directly related to a *bona fide* occupational qualification or need.

Definition of pregnancy leave

Pregnancy leave is an unpaid leave of absence for a *reasonable* length of time for the disability resulting from pregnancy or childbirth. Generally, the amount of time off considered reasonable is 6 – 8 weeks. But this can vary, depending on the condition. This is not leave to raise a child, see the next section on family and medical leave.

If the employer has a paid temporary disability leave or other leave plan which pays all or part of the salary while the person is “temporarily disabled” they are entitled to this income while temporarily disabled during pregnancy and childbirth.

Rules for returning to work

The original job held or a similar job with similar pay must be given when returning to work. There are exceptions if a private company can show that circumstances have changed so much that it would be impossible for them to hire the person back. This rule also applies under family and medical leave. (See the next section.)

Family and Medical Leave

Family and Medical Leave provides both women and men rights to unpaid leave:

- ❖ for the birth or adoption of a child;
- ❖ to care for a very ill child, spouse or parent;
- ❖ for own serious illness.

Size and type of the employer determines whether the employee is covered by state law, federal law, or both. In general, if there are 50 or more people employed by the same company within a 75-mile radius, and the person has worked for the same company for at least 12 months, they are entitled to unpaid time off. The federal law allows for up to 12 weeks of unpaid leave, during a one year period. Connecticut law allows for up to 16 weeks in a 24 month period. When returning to work the law allows the person to be reinstated to the same position or a similar position with equal benefits.

Unpaid leave

All of these laws provide for unpaid leave. An employer can adopt a policy requiring employees to take any unused sick time or vacation time during the leave period. Once the employee runs out of sick or vacation time, the rest of the leave will be unpaid.

Medical coverage

Under the federal law **only**, all employers are required to continue group health plan benefits for employees on family or medical leave; thus insurance must continue up to 12 weeks.

Notice to employer

If the leave is foreseeable, the employer should receive a 30 day notice. However, if that is not possible, the employer should be alerted of the plan to use family and medical leave as soon as practical.

How the time can be used

FML can be use all at once or it allows for intermittent use of time such as for follow-up appointments for a medical condition. However, if the times of the appointment can be scheduled so as not to interfere with work, the employer may request that the employee to make those arrangements. If this is not possible, then the employee can use the time under family and medical leave.

Sex Discrimination

Federal Law

Constitutional Equal Protection –The 14th Amendment and 42 U.S.C. § 1983

The Equal Protection Clause of the 14th Amendment forbids the government from discriminating on the basis of sex. Section 1983 of Title 42 of the federal laws makes it possible to sue state and local government entities, including school boards and police departments, for Equal Protection Clause violations in federal court. For example, a woman might sue a local police department under the 14th Amendment and § 1983 if she could show that she was not hired as a police officer because of her sex. Under this law a victorious plaintiff may receive compensatory damages, punitive damages, attorney's fees and injunctive relief. However, a person cannot receive punitive damages from the government.

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et seq.

Title VII prohibits sex discrimination (as well as discrimination based on race, color, religion and national origin) in all aspects of employment, including hiring, firing, wages, benefits, promotions, training and other terms and conditions of employment. This law applies to public and private employers, employment agencies and labor unions with 15 or more employees.

Because the prohibition against sex discrimination has been interpreted to prohibit sexual harassment as well as more typical unequal or discriminatory treatment, there is no separate statute prohibiting sexual harassment. This is included in Title VII and is further described in regulations issued by the Equal Employment Opportunities Commission (EEOC).

In addition, the Act protects an employee from retaliation by an employer, employment agency, or labor union against whom the employee has filed a complaint or grievance, or otherwise opposed an unlawful employment practice.

A person who suspects that he or she is the victim of unlawful sex discrimination must file a complaint with the state and/or federal agencies responsible for anti-discrimination law enforcement. In order to enforce the law, there are administrative procedures which must be observed.

Examples of sex discrimination a woman may encounter:

- an employer refuses to let her file a job application but accepts others;
- a union refuses to accept her into its membership;
- a union or employment agency refuses to refer you to certain job openings;
- she not hired because she is married;
- she is required to dress a certain way or wear a certain uniform that the men in an equal position are not;
- she is required to perform “stereotypical female duties” (e.g., getting coffee for the boss) that the men in the same or equal position are not;
- she is passed over for a promotion for which she is qualified;
- she is paid less than others for substantially equal work;
- she is left out of training or apprenticeship programs;

- she is forced to work in a demeaning, humiliating environment; where sexual gestures, leers, jokes or pictures interfere with her ability to work;
- she is fired or laid off without a good, job-related reason;
- she is fired or are not hired because she is pregnant, even though she is able to work;
- she is fired or not promoted because of refusing to have sexual contact with a supervisor or another employee;
- her retirement benefits are less than men in equal positions.

A complaint may be filed if any of these things happen to someone because of their race, religion, age, national origin, disability and in Connecticut, marital status and sexual orientation, as long as the place of employment has **3 or more employees**.

Pregnancy Discrimination Act (PDA) of 1978, 42 U.S.C. § 2000e (k)

This Act amended Title VII and makes it illegal for an employer, employment agency, or labor union to discriminate against a female employee on the basis of pregnancy, childbirth or related medical conditions. This law requires that employers provide unpaid leave for childbirth. It does not require employers to provide paid leave or paid disability leave. It requires that the employer give the same benefits afforded “to similarly situated employees.” Leave for childbirth covered under the Pregnancy Discrimination Act is not the same as “maternity leave” or “parental leave,” that is, leave to stay at home and care for a newborn or adopted child. While it is related, such “childrearing leave” is covered under a different law, the Family and Medical Leave Act, which is discussed later.

Civil Rights Reform Act of 1991, 42 U.S.C. § 1981a

Amending Title VII, the Civil Rights Act of 1991 expanded certain rights of employees who are subjected to discrimination in the workplace, including sex discrimination. One of the most significant provisions of the Act allows victims of discrimination to recover “compensatory” and “punitive” damages. Compensatory damages are monetary damages paid for pain and suffering caused by the defendant’s actions. Punitive damages are monetary damages levied against an employer as punishment if the employee proves that the employer acted with “malice or reckless indifference” when carrying out the discriminatory act. This form of damages cannot be collected against the government itself, a government agency or a political subdivision. The law did place caps on the amount of compensatory or punitive damages that an employee may recover. This maximum amount varies depending upon the size of the business.

The person bringing suit also has the right to ask for a jury in any case where compensatory or punitive damages are being sought. However, the jury cannot be told the maximum amount of damages that are available.

Another part of the Civil Rights Act of 1991 is known as the “Glass Ceiling Act of 1991,” and is codified as 42 U.S.C. § 2000e. This section acknowledges that women and minorities are still underrepresented in the employment world, especially in the area of management and decision-making. The Act set up a Commission to study this problem and find ways to encourage employers and give specific guidance on how to improve access to women and minorities. The Commission issued a lengthy and thorough report entitled ***A Report on the Glass Ceiling Initiative***, summarizing the extent of the problem and recommending necessary steps to “break” the glass ceiling. Copies of this report are available from the Women’s Bureau of the U.S. Department of Labor.

Executive Order No. 11246

This order was issued by President Johnson in 1965 and amended twice. It requires most federal contractors to take specific steps to insure nondiscriminatory hiring and personnel policies. It also forbids these federal contractors from discriminating against employees and applicants on the basis of color, religion, sex and national origin. Because of recent United States Supreme Court decisions cutting back “set-aside programs” and other affirmative action efforts authorized under this Executive Order (as well as Executive Order No. 11478, which is discussed below) and other statutes, the scope of these executive orders and of “affirmative action” generally is still unclear.

Executive Order No. 11478

This order was issued by President Nixon and was amended in 1976. The order sets up an affirmative action program and pledges equal opportunity employment within the federal government. It was later codified as the Anti-Discrimination in Federal Employment Act, 5 U.S.C. § 7201 et. seq. which legislated equal employment opportunities within the federal government.

Connecticut Law

Equal Rights Amendment, Conn. Const. Art. 1 § 20 amended by Art. V.

In 1974, Connecticut amended the Equal Protection Clause of the Connecticut Constitution to include sex as a protected class. It now states that:

“No person shall be denied the equal protection of the law nor be subjected to segregation or discrimination in the exercise or enjoyment of his or her civil or political rights because of religion, race, color, ancestry, national origin, or sex.”

Human Rights and Opportunities Statutes, C.G.S. § 46a-60 et seq.

These laws cover many different aspects of employment. They apply to both public and private employers, as well as employment agencies and labor unions. While Title VII, the federal anti-discrimination law, applies to employers with 15 or more employees, the Connecticut state law prohibiting discrimination applies to employers with 3 or more employees.

The section that applies to employers states that it is a discriminatory practice for an employer:

“...except in the case of a *bona fide* occupational qualification or need, to refuse to hire or employ or to bar or to discharge from employment any individual or to discriminate against him in compensation or in terms, condition, or privileges, of employment because of the individual’s race, color, religious creed, age, sex, marital status, national origin, ancestry, present or past history of mental disorder, mental retardation, learning disability, or physical disability...” (C.G.S. § 46a-60(a)(1))

Employment agencies are covered by § 46a-60(a)(2), which states that they cannot “fail or refuse to classify properly or refer for employment or otherwise to discriminate against any individual...because of sex...” C.G.S. § 46a-60(a)(2) Another provision applies to labor unions. They cannot, “...because of sex...exclude from full membership rights or expel from its membership such individual or to discriminate in any way against any of its members or against any employer or any individual employed by an employer, unless such action is based on a *bona fide* occupational qualification.” C.G.S. § 46a-60(a)(3)

Other provisions of the law include protection from:

Sexual harassment: Employers, employment agencies and labor organizations are prevented from harassing any employee on the basis of gender. C.G.S. § 46a-60(a)(8)

Pregnancy discrimination: Discrimination against an employee because she is pregnant is prohibited. The law also requires that employers grant “reasonable leave” for the time of childbirth. C.G.S. § 46a-60(a)(7)

Hazardous materials: Employers are required to take reasonable measures to protect workers from workplace exposure to hazardous substances that may cause birth defects or damage a worker’s reproductive system. C.G.S. § 46a-60(a)(10)

Invasion of privacy: Employers cannot request information from an employee or prospective employee regarding “the individual’s child bearing age or plans, pregnancy, function of the individual’s reproductive system, use of birth control methods, or the individual’s familial responsibilities, unless such information is related to a *bona fide* occupational qualification or need...”C.G.S. § 46a-60(a)(9)

Discriminatory job advertisements: Classified ads that restrict employment in a discriminatory manner, such as dividing up jobs as “men’s jobs” and “women’s jobs” are prohibited. C.G.S. § 46a-60(a)(6)

Retaliation: No employer, labor union or employment agency can discharge, expel or otherwise discriminate against a person because s/he has opposed any discriminatory employment practice or because s/he has filed a complaint or testified or assisted in any proceeding concerning employment discrimination. C.G.S. § 46a-60(a)(4)

Compliance of co-worker or employer: No employer or employee can aid, abet, incite, compel or coerce the doing of an act declared to be a discriminatory employment practice or attempt to do so. C.G.S. § 46a-60(5)(a)

Sexual orientation discrimination: This section provides protection from discriminatory employment practices based on one’s sexual orientation. C.G.S. § 46a-81(c)

The statute also created the Connecticut Commission on Human Rights and Opportunities (CHRO) which is the state agency responsible for enforcing anti-discrimination laws.

Filing Complaints with the CHRO and EEOC

Deadlines

Federal and state complaints, including affidavits, must be filed with the CHRO **within 180 days** of the discriminatory act, C.G.S. §46a-82(e). Courts have taken different views on when an act of discrimination occurs and thus when the 180-day period begins.

- In general, the date on which the person knew or should have known that they were the victim of discrimination starts this time period. For example, suppose the supervisor tells them on January 1 that they will be fired on February 1. If the person believes that on January 1 that the decision to fire her/him is because of refusing an unwelcome sexual proposition, the 180 days begins to run on January 1. Thus, the caller will have 180 days from January 1 to file their complaint with the CHRO.

If the employer has 15 or more employees and the 180 day deadline to file with the CHRO is missed, they can still file a complaint. However now it must be filed with the EEOC **within 240 days** of the discriminatory act. If the person does not file within this time period, their opportunity to sue the employer in federal court will be lost.

The Filing Process

To file a complaint, call or visit the nearest office of the CHRO to make an appointment. The CHRO appointment date must be for a date **before the 180-day period** as described above.

- Remember that **180 days is not six months**.
- When the caller goes to the CHRO office, a complaint officer will interview him/her. If the complaint officer determines that a state or federal law against discrimination applies, the complaint will be recorded in an affidavit. The caller must swear to the accuracy of the affidavit and sign it.
- The CHRO is required to provide notice to the employer within **20 days** after the complaint of discrimination has been filed, or after an amended complaint has been filed. This means that a copy of the complaint will be delivered to the employer to notify them that CHRO has been contacted, that the caller has filed a complaint and that the CHRO process has begun.
- After receiving notice, the employer will have **30 days** in which to file an answer to the complaint. The employer can request one **15-day extension** of time in which to provide an answer, and the CHRO can grant this request if the employer demonstrates good cause for the extension. If the employer does not answer the complaint after receiving notice, the CHRO can issue a “default judgment” against them. This means that a judgment will be issued against the employer because of their failure to respond to the complaint. Otherwise, while seeking a response from the employer, the CHRO may also send the employer a series of written questions and requests for information, known as “Schedule A’s” (which do not require sworn answers) for the employer to answer.
- After the employer has submitted an answer, the caller will have an opportunity to provide comments on that answer as well as any additional information she/he feels is pertinent. If

the caller does provide comments, they must submit them within **15 days** of receiving the employer's answer, Regs. Conn. State Agencies §46a-54-67(b).

- Within **90 days** of the filing of the employer's answer to the complaint, the CHRO will review the caller's file. The file should include: the complaint, the employer's answer and responses to the commission's requests for information, if any, and the caller's comments to the answer. This process is called merit assessment.
- The case will be dismissed at merit assessment if the CHRO determines that it fails to state a claim for relief, is frivolous on its face, or there is no reasonable possibility that an investigation will result in a finding of reasonable cause. If the complaint is dismissed at this stage, the caller can submit a request for reconsideration, but it must be done within **15 days** of notification of the dismissal. Within **90 days** of the dismissal, the CHRO will reject or grant reconsideration, P.A. 98-245 §2 (b) & (e).

*Under the new law, if the case is rejected at this stage, and the caller requests reconsideration, which is also rejected, he/she is not able to obtain a release and bring the case into court. The only remedy is to appeal the CHRO decision in Superior Court, under the procedure set out in C.G.S. §4-183. However, if the case is dismissed at this stage, and reconsideration is not requested, the caller can obtain a release and, **within 90 days**, a claim in court can be filed. P.A. 98-245 §3.*

The Investigation

If the complaint passes merit assessment, it will be assigned to an investigator. The investigator may gather information in a variety of ways. The most common method is for the investigator to conduct a fact finding conference. At the fact finding conference, the investigator will interview the caller, their witnesses, the employer's representatives and other people at the workplace that the investigator determines are relevant to the complaint, including caller's supervisor and any other witness to the alleged discrimination. The investigator may also request that the caller and/or the employer bring certain documents to the conference.

Additionally, the investigator can require that the employer answer written questions known as interrogatories that must be answered under oath. The investigator can issue a subpoena, which is a written order that requires people to testify or submit documents requested by the CHRO. An employer is required to provide information requested in interrogatories and to respond to subpoenas. A "default judgment" can be issued against it if it fails to comply with these requests.

During this stage of the investigation, the investigator will also conduct a mandatory mediation session with the parties involved in an attempt to settle the case. If the caller fails to attend a mandatory mediation without good cause, the complaint could be dismissed. Additionally, the complaint could be dismissed if the employer has eliminated the discriminatory practice, taken steps to prevent the occurrence of such a practice in the future and offered full relief, such as reinstatement and repayment of lost wages, even if the caller refuses that relief.

At the conclusion of the investigation stage, the investigator reaches a finding of either "reasonable cause" or "no reasonable cause." The legislature has defined "reasonable cause" as

“a *bona fide* belief that the material issues of fact are such that a person of ordinary caution, prudence, and judgment could believe the facts alleged in the complaint.”

Before the investigator issues a final decision, both parties will have an opportunity to provide oral or written comments on the investigator’s proposed finding. The investigator will consider these comments in making the final decision.

The investigator’s finding must be in writing and must be issued no later than **190 days** from the date that the **merit assessment** was completed.

Remedies available to victims of sexual harassment

- back pay,
- reinstatement,
- promotion,
- seniority,
- hiring,
- pension,
- pain and suffering and punitive damages under the Civil Rights Act of 1991 –

However, only a court can award damages for pain and suffering or attorneys fees. Whether or not the person is entitled to these damages under either or both statutes will be determined on a case-by-case basis.

Legal Resources

Statewide Legal Services

www.slsct.org

Main number (Middletown): (860) 344-0380

Toll-Free: (800) 453-3320

Connecticut Commission of Human Rights and Opportunities (CHRO)

www.state.ct.us/chro

Capital Region (Hartford): (860) 566-7710

Eastern Region (Norwich): (860) 886-5703

South Western Region (Bridgeport): (203) 579-6246

West Central Region (Waterbury): (203) 805-6530

Connecticut Consumer Credit Counseling Services

www.creditcounseling.org

Credit and Bankruptcy Issues: (800)-208-2227

Connecticut Department of Labor (DOL)

www.ctdol.state.ct.us

Workplace Standards: (860) 263-6791

(# to file for FMLA/Pregnancy Violation)

Information: (860) 263-6000

Domestic Violence

Statewide Hot Line Number: 1-888-744-2900

Equal Employment Opportunities Commission (EEOC)

<http://www.eeoc.gov/>

(800) 669-4000

For hearing impaired using a TTY device: (800) 669-6820

United Way of Connecticut Infoline

www.infoline.org

2-1-1

Sexual Assault

English: 1-888-999-5545

Spanish: 1-888-568-8332

Protocols for Reporting

Workforce Investment Tracking Procedures

The Connecticut Works Business System (CTWBS) is a versatile case management system that is used statewide throughout the Workforce Investment Areas. This system is one of the most popular portals used to track their Workforce Investment Act (WIA) and Jobs First Employment Services (JFES) customers. Customers who do not register into a WIA or JFES assistance program are not tracked through CTWBS. These customers have a dormant account in the database, but are free to attend the workshops and sessions offered.

STEM Coaches are given access to customer records through CTWBS in order to promote seamless communication between STEM Coaches and Workforce Investment personnel. In addition to CTWBS access, STEM Coaches will also receive a Workforce Investment e-mail account. This will aid the advisor in creating and disseminating information as well as various types of correspondence to his/her colleague regarding customers. The most commonly used links for coaches to use are: notes, workshops, profile, and activities.

Notes

The General Case Note area of CTWBS is where all system users that interact with a customer will record case notes. All individuals who have access to the case in CTWBS will also have access to the General Case Note area. Coaches will use this link to create case notes regarding appointments, discussions and other interactions with the customer. It is a central location for all CTWBS users to find information about the progress of their customer.

Sample Entry:

(12/21/07, 10:49 am) – Mr. Valor was scheduled for an advising session today at 9:00 am to go over his results from the assessment. He called at 9:15 am to tell me he was not able to make it because his child was sick. He expressed a high interest in rescheduling, but this is the fourth time he has cancelled at the last minute. At this point, it might be a good idea if Mr. Valor worked out some of his personal issues first before rescheduling an appointment. (C. Wilson, CT Community College)

Workshops

The Workshop area of CTWBS, which is located on the customers Profile on the Navigation Menu links, allows coaches to:

- ◆ Enroll customers into workshops and other group events that may be offered by the Department of Labor, partner staff, and vendors
- ◆ Cancel, reschedule, or print the workshop confirmation
- ◆ View workshops the customer previously attended or are scheduled to attend

Profile

The Profile area of CTWBS is the “Heart of the System”, the center place which displays a quick overview of a customer’s status and demographics. The profile is where a user will:

- ◆ Navigate the menu links which pertain specifically to the customer
- ◆ Navigate to any area of the system to perform customer-related functions
- ◆ Identify any STEM Mentors that may have been assigned to the customer
- ◆ View an immediate snapshot of customer’s program enrollment, workshop referrals, and current activity status.

Activities

The Activities area of CTWBS, which is located on the Customer’s Profile on the Navigation Menu links, supports the tracking of customer activities for all the programs supported by CTWBS. These two programs have its own selection of activities and the customer must go through an application process before being admitted. Most people who enroll in these programs for cash assistance or funding for a desired training program. The two types of assistance programs are:

- ◆ Workforce Investment Act (WIA) – Dislocated Workers or Low Income Workers
 - Assistance given for those seeking a training program while they collect unemployment
- ◆ Jobs First Employment Services (JFES)
 - Cash assistance given to those in need while they continue to look for a job.

STEM Coach Customer Tracking System

In addition to using the CTWBS system to track customer, STEM Coaches will help clients set up a career blue print. This blue print will send notes to the client’s coach if the client’s blue print has been inactive for too long. The difference between the CTWBS system and the career blue print is that the career blue print tracks **all** customers that the STEM coach comes in contact with while CTWBS only track those who enroll in one of their assistance programs.

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