

J X T A

JUXTAPOSITION ARTS



Pathways to College & Career

Final Report



Pathways to College & Career Final Report

JXTA
2014-2015

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History

Pathways to College and Career (PaCC) grew out of the relationship with the University of Minnesota's Landscape Architecture department through the program, ReMix. This program is a joint venture between the Center for Urban and Regional Affairs College of Design and Juxtaposition Arts. Beginning in 2005, the university's students and JXTA apprentices have been coming together to collaboratively teach, learn, research, and design to mutually benefit. The partnership is based in the belief that building and linking the social, human, and cultural assets of a community with the development of its physical and economic capital is necessary to achieve neighborhood revitalization outcomes.

PaCC looks to build upon this relationship and JXTA's mission to connect youth, while tapping into the power of the arts, to current and future opportunities in terms of education and employment.

Research

Three phases of research were put into the development of this curriculum through various JXTA staff.

Listening Sessions

A series of listening sessions were held to evaluate the influence JXTA programming has on the students who participate in the programs, the families of the students, and the greater north Minneapolis community.

I. JXTA Participants

Based on the information obtained in the JXTA Apprentice listening session, apprentices enjoy and value their experiences at Juxtaposition Arts. They feel like JXTA is a welcoming non-judgmental environment and when they are there they feel focused happy and productive. They expressed that their learnings at JXTA include entrepreneurship, skills competency, critical thinking and creative problem solving skills. When asked what they think JXTA's goal is they responded: "to bring community together through art, to get young people involved in community, and help them pursue their talents; to be an outlet outside of school, to make money, and to be the leader in youth employment"

Apprentices shared that they continue to come to JXTA because they value their relationships with staff and their peers. In some cases apprentices cited that their peers excellence is motivation for continuing to challenge their own ability. They noted that they recognize that those who are at JXTA (including students and staff) are visibly passionate about being there. This passion facilitates and open and welcoming environment with professionals whose experiences also benefit them as apprentices.

Suggestions Included:

- Increase in employment.
- Offering sample classes (we discussed pop-up workshops JXTA has done in the past)
- JXTA staff should engage more businesses in the neighborhood
- Open up recruitment/more labs with different skill sets offered (photography, animation, comics, sewing, pottery, ceramics)

II. JXTA Families

Based on the information obtained from the Apprentice Families listening session, JXTA is a community asset. They are attracted to the building space, the people, and the dedication to youth development that is offered by the organization. They see JXTA as an institution that beautifies the community and allows participants to be nurtured and grow. For apprentice families, JXTA presents art, culture, community, creativity and creative minds. They like that it is accessible (local) and affordable (free and open to the public).

When asked how they feel about what they see at JXTA families said things like hopeful, energetic, awed. They said they greatly appreciate the work that is being done at JXTA. That it is amazing, creative, excellent work. Families believe the purpose of JXTA's work is to open up the minds (creativity) of young people, to involve them in the community, and to make the skills of youth in the community more salient. They also said that JXTA's role in the North Minneapolis community is to be a creative & positive force and empower the youth as future leaders.

Families support JXTA's work because it helps support their young people by keeping them positively engaged. JXTA's work improves the neighborhood moral as it supports art, creativity, and dreams of young people. Families

see JXTA shaping the future by making a name for the arts in North Minneapolis. They want JXTA to raise awareness and need for art in the community and encourage more creative opportunities for positive growth in our community and citywide.

Though apprentice families feel connected to JXTA in some ways, mainly through their children, they feel the organization could do better to engage and they want to be more involved. They requested more community outreach and even suggested opportunities for them to somehow participate in arts activities. After the listening session some families expressed they felt more informed, but would love to stay in connection to the work and events of the organization. Our challenge is to figure out how.

III. Community Members

After listening to JXTA working apprentices and their families we invited members of the community to participate in a similar dialogue. Please note the community session was a much smaller group so responses may be less varied. Community members who attended the session when asked what they know about JXTA said JXTA develops and positively influences youth through art, that JXTA employs young peoples, and that they know JXTA does client based work.

When asked what they see when they visit JXTA community members noted that they appreciate there is always something different (positive) happening at JXTA. They noted that people at JXTA generally appear happy and they feel like JXTA is a loving environment. Community members said they feel welcomed, excited, and included. It was also noted that there is a strong sense of possibilities. Participants in the dialogue shared that they think JXTA does excellent work and is a real asset to community. One participant said they see JXTA pushing the way they think about art and how they interact with community. Another noted that he pushes himself to become a better artist when he pushes youth in JXTA's direction to do things they couldn't before.

Community members said they support JXTA by participating where they can, raising their expectations of young people, and spreading the word of our work. They also shared that they would like to figure out more ways to do that work and to stay engaged with the organization and the programs offered. They see in JXTA's future more growing and collaborating with more youth and with outside partnerships.

PaCC Research Report

10 interviews were completed of current JXTA participants and alumni ages 18-22. They were engaged in conversation and a series of questions for JXTA staff to better understand their future career and educational goals to develop programming to help support participants that are about to age out of JXTA programs.

Recommendations from the researchers centered on professional development workshops to be offered to JXTA students in addition to the art training programs that are existed.

Suggestions for labs

- Labs covering different art forms
- More work with the community
- More independent work
- More fieldtrips, guest speakers, and guest artists
- Better interactions between labs
- Offering a VALT refresher

Suggestions for services

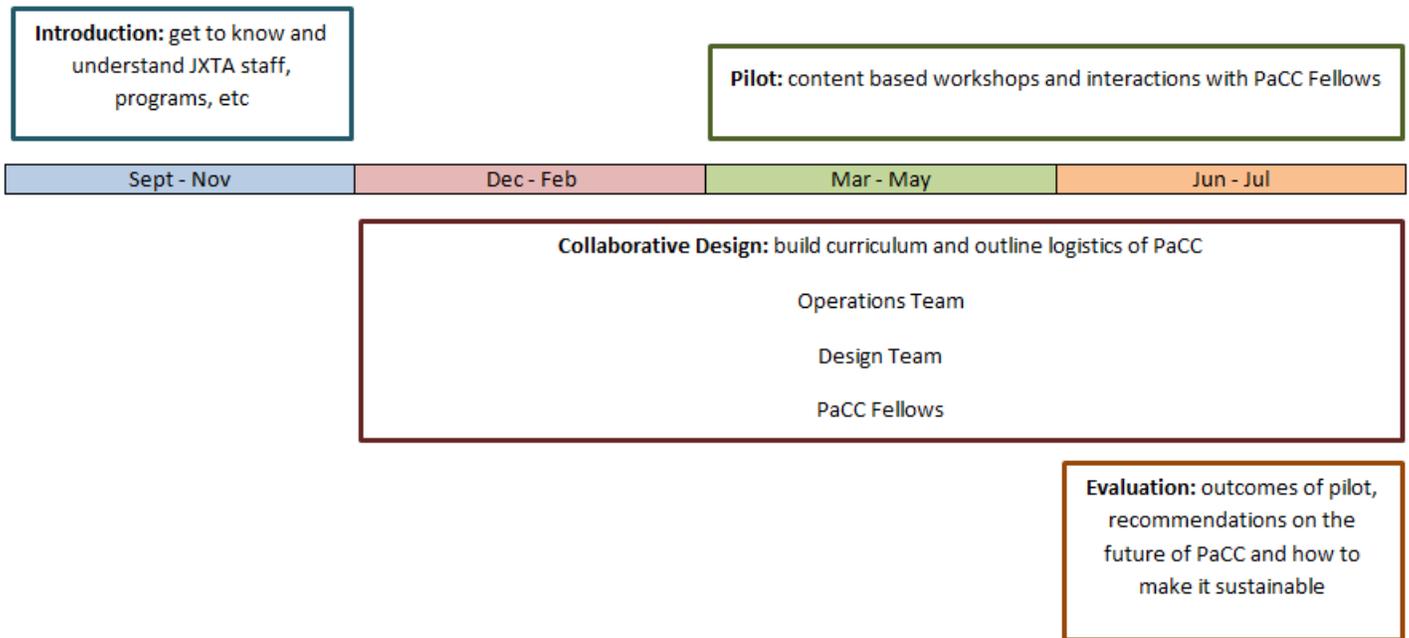
- Resource center for job posting and other artist opportunities
- Mixer events
- Better advertisement of JXTA programs
- Program to aid students looking for internships and the aging-out process

Suggestions for workshops

- Portfolio building
- Budgeting
- Grant writing
- Self-advocacy as an artist
- Social issues and activism

New Sector, Residency in Social Enterprise

An 11 month RISE fellow was placed at Juxtaposition Arts to advance the idea of PaCC into a developed program and to pilot the learning strategies. During the 11 months the work was broken down into four phases.



2015 Pilot

A PaCC pilot phase was initiated from April – July with a total of 4 professional development sessions and several follow up sessions facilitated by JXTA staff and outside partners. Over 30 JXTA youth participated in these pilot sessions. All sessions contained an hour and a half of hands-on professional development followed by a social hour in which all JXTA staff, participants, and community members were invited.

April: Overview of portfolios and resumes

May: Portfolio and resume work session

June Pt. 1: How to photograph your work for a portfolio

June Pt. 2: Editing and presenting your portfolio and resume

In addition to the workshops one JXTA apprentice was also placed in an internship at KNOCK, Inc. The placement was for summer 2015, full-time and is paid through KNOCK, Inc. JXTA has been there to support the onboarding and application process as well as providing bi-weekly check-ins with KNOCK, Inc. staff and Akhil Miller, the placed intern.

Curriculum

This curriculum was created out of the combined efforts of the above researchers, JXTA staff, and its partners.

PaCC is a workshop series and internship program for JXTA youth to create pathways and support entry into higher education, entrepreneurship, and other professional career fields. PaCC Jam Sessions occur roughly once a month with an hour and a half of hands-on professional development, followed by a kickback session that serves as a social hour for all JXTA youth and staff.

JXTA

JUXTAPOSITION ARTS

PROFESSIONAL DEVELOPMENT CURRICULUM

SESSION 1: COLLEGE SEARCH / TYPES OF HIGHER EDUCATION

September

Objectives:

1. Understand the differences between types of higher education (private, 4-year college, public university, technical, community, etc.) and the degrees offered (Associates, Bachelors, Masters, etc.)
2. Examine potential benefits of college and learn how to start searching for higher education options

Suggested Activities:

- ❖ Presentation and discussion about various types of higher education and their benefits
- ❖ Discussion on career goals and interests leading into discussing the many aspects one should consider before committing to an institution and degree program
- ❖ Use the 'Shopping for College' worksheet to begin to identify traits desired in an institution and degree program

Skills / Topics Mastered:

- ✓ Knowledge of various types of colleges and higher education
- ✓ Critical thinking about potential career path (higher education institution, program, and career options)

Documents added to professional portfolio:

Shopping for College worksheet

Follow-up:

- Panel of JXTA alumni/current JXTA participants in higher education speak on their experiences
- Computer lab time for researching potential colleges / higher education institutions
- How to scheduling college visits and attend college fairs

TYPES OF HIGHER EDUCATION

Technical school

- Hands on, career institution
- 10-23 month programs
- Variety of fields (culinary, graphic artist, mechanic, etc.)
- Small class size (average 19)

Community College

- First 2 years of a 4-year program
- Can usually transfer general education credits to a 4 – year school
- 2 – year career programs
- Evening and weekend classes available

Private Career School / Trade School

- Training for specific careers (computer animation, vocational, truck driving)
- Less than 2 years

College (public & private)

- Offer undergraduate degrees – Bachelor of Arts (BA) and Bachelor of Science (BS), possibly Masters degrees
- 4 years for BA or BS
- Offer a wide variety of majors and on-campus activities

Universities (public & private)

- Offer undergraduate degrees – Bachelor of Arts (BA) and Bachelor of Science (BS)
- 4 years for BA or BS
- Offer a wide variety of majors and on-campus activities
- Many offer liberal arts curriculum
- Offer graduate degrees – Masters and doctorates
- Offer professional programs – law school, medical school, business school, engineering, etc.

SHOPPING FOR COLLEGE

Size

(Big university? Small college? Large/small class-size? Well-known? Wide-variety of programs? Lots of space? Quiet environment?)

Location

(Distance from home? In a city/ suburb? Small town, warm place, cool place, near mountains, ocean, Midwest, certain state, united states or international)

Courses/Subjects/Career Options

Are you looking for a specific degree program, are you certain what you want to study or do you want to explore multiple subject areas

Activities

Do you have favorite activities, sports, instruments, religious groups, other interests when you are not working or in school

SESSION 2: COLLEGE SEARCH / COLLEGE APPLICATION PROCESS

October

Objectives:

1. Review types of colleges and degrees
2. Reflect on what is most important to you in a college / program
3. Understand the various stages of the college application process and the timeline

Suggested Activities:

- ❖ Using a computer lab complete 'Virtual Tours' of colleges using worksheet and come up with 4 schools of interest
- ❖ Report out to group or in small groups discuss each apprentices findings and potential top college / program of interest and why they chose that

Skills / Topics Mastered:

- ✓ College application process and timeline

Documents added to professional portfolio:

Shopping for College worksheet
Virtual Tour worksheet

Follow-up:

- How to move from a virtual tour to a real campus visit
- How to prepare for a college fair

VIRTUAL TOUR

College Option #1

Name _____

1. Location and size

2. Academics

3. Student life

4. Cost

5. Interesting facts

College Option #2

Name _____

1. Location and size

2. Academics

3. Student life

4. Cost

5. Interesting facts

College Option #3

Name _____

6. Location and size

7. Academics

8. Student life

9. Cost

10. Interesting facts

College Option #4

Name _____

6. Location and size

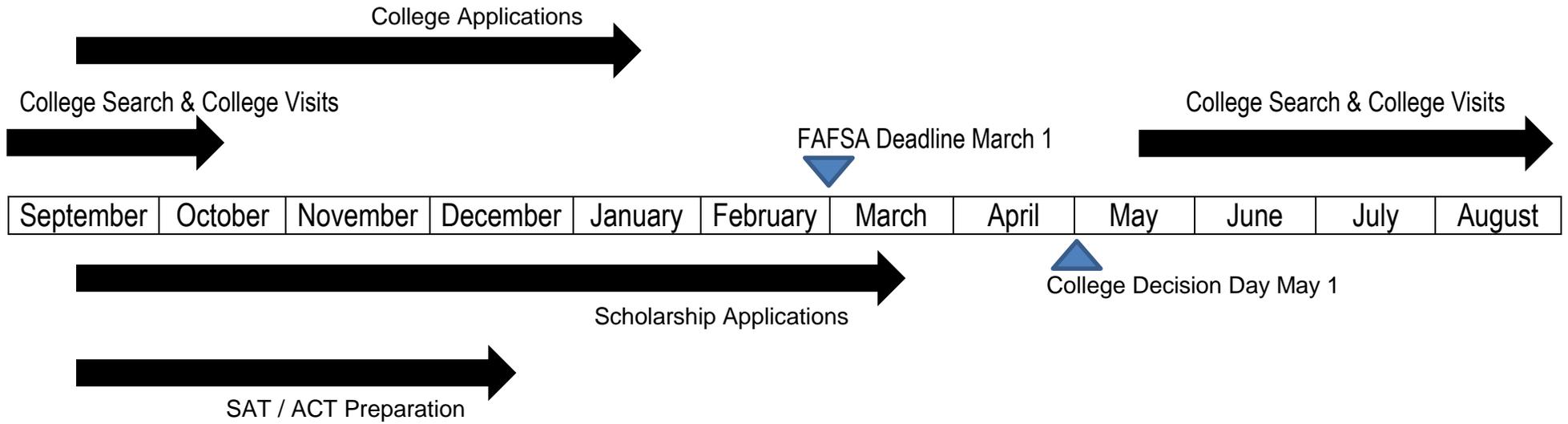
7. Academics

8. Student life

9. Cost

10. Interesting facts

EDUCATION TIMELINE



SESSION 3: HOW TO FINANCE HIGHER EDUCATION

November

Objectives:

1. Review 'virtual tour' results and begin to discuss financing higher education as an additional and vital important factor when deciding on a degree program and school / institution
2. Understand different types of financial aid (grants, loans, work-study, etc) and their benefits and drawbacks

Suggested Activities:

- ❖ Presentation and discussion about various types of financial aid and their benefits and drawbacks
- ❖ Discussion on career goals and interests leading into discussing the many aspects one should consider before committing to an institution and degree program (including cost)

Skills / Topics Mastered:

- ✓ Types of financial aid for higher education

Documents added to Professional Portfolio:

None

Follow-up:

- Scholarship searching workshop
- Tax preparation and FAFSA workshop
- How to talk to your parents about financing higher education

TYPES OF AID

Grants: based on financial-need, money that does not need to be paid back. Ideal type of aid to receive.

Scholarships:

Free aid, money that does not need to be paid back. Students can apply for scholarships from private institutions and colleges, These are often awarded based on academics, arts, athletics, and financial need. Apply early and apply to many!

Student Loans:

Through the government or from a private institution. DOES need to be paid back. Federal aid typically has lower interest rates and are typically preferred vs. private.

Work-Study program:

Given a job at their college, sometimes related to their field of study or financial need. Students are paid an hourly wage and can earn up to the amount they were awarded.

SESSION 4: WRITING FOR COLLEGE APPLICATIONS & SCHOLARSHIPS

January

Objectives:

1. Understand the main components of a personal essay for a scholarship or college application
2. Understand the importance of editing and peer editing of personal essays

Suggested Activities:

- ❖ Presentation and discussion on characteristics of a good college application essay and a good scholarship
- ❖ Have a good and bad example and have the group critique each
- ❖ Begin to brainstorm and draft a college application essay using the steps to getting a draft started

Skills / Topics Mastered:

- ✓ Components of a personal scholarship and college application essay
- ✓ How to begin drafting a personal essay

Documents added to Professional Portfolio:

Personal essay draft or outline for scholarship and college applications

Follow-up

- How is an ACT / SAT essay different
- ACT / SAT practice essays
- Peer editing essays
- Computer lab time to draft essays in a digital format

COMPONENTS OF A PERSONAL ESSAY

- The big picture. First and foremost, explain to the admissions committee why you're pursuing their program. Tell them where you see yourself in five, ten, or twenty years, and address the role that they can play in making your dream a reality.
- Specifics. Point out the aspects of your field that interest you most and explain why you believe that their school or program will be the best fit. If you considered other schools before applying to this one, tell the admissions board specifically why the others didn't stack up.
- Your "goods." Though you've alluded to them throughout your essay already, take a moment to talk about some of your past accomplishments, both professional and personal, that have led you down this path.
- Plan of attack. Your credentials don't always speak for themselves. In this case especially, it's important to tell the admissions council precisely how you will succeed in the program. Talk about some of the personal characteristics that you will utilize, and reiterate the fact that your future goals rely on earning this degree certification.
- The hook. Possibly the most important thing to remember while writing your admissions essay: Keep it fresh. The review board could be reading several essays at a time, so you don't want yours to get lost in the shuffle. Supplement your credentials with personal stories, anecdotes, and current-events parallels where it feels comfortable and appropriate to do so.

STEPS TO GETTING A DRAFT STARTED

1. Brainstorming – personality traits and define your strengths
2. Let your ideas flow – pick a unique topic that will set you apart from other applicants
3. 3 parts – introduction, body, conclusion – typically 5 paragraphs total
4. Be specific, pick one viewpoint of the essay and stick to it!
5. Be creative
6. Be honest
7. Get feedback and edit!

SESSION 5: CAREER EXPLORATION

February

Objectives:

1. Review scholarship and college application essay writing and remind apprentices to continue to be applying and searching for both
2. What is a career trajectory? How can you gain skills now, as an apprentice, that aligns with your future career goals
3. Explore various career pathways, those in the arts and also careers that allow time for art as a hobby
4. Review Shopping for College and Virtual Tour worksheets to align career interest with school and program possibilities

Suggested Activities:

- ❖ JXTA alumni panel: discussion on their career pathway and how JXTA helped them get there
- ❖ JXTA co-op residents: discussion on their career pathway and how they got there
- ❖ Make a list of career goals and a list of action items that can be done in the next year to help get there

Skills / Topics Mastered:

- ✓ Various career trajectories and pathways
- ✓ Critical thinking about extra-curricular activities and their importance to your career trajectory

Documents added to Professional Portfolio:

Career Goals: 1, 5, and 10 year

Follow-up:

- Job shadowing
- Contact information of panelists and begin to discuss the importance of networking

Career Goals:

Where do you want to be in..?

1 year

How can you make that happen?

Action # 1 _____

Action # 2 _____

Action # 3 _____

Can JXTA provide you the opportunity or help you accomplish any of these action items?

How?

5 years

How can you make that happen?

Action # 1 _____

Action # 2 _____

Action # 3 _____

Can JXTA provide you the opportunity or help you accomplish any of these action items?

How?

10 years

How can you make that happen?

Action # 1 _____

Action # 2 _____

Action # 3 _____

Can JXTA provide you the opportunity or help you accomplish any of these action items?

How?

SESSION 6: RESUME & PORTFOLIO

March

Objectives:

1. Understand the differences in a design vs. art portfolio and an artist vs. regular resume
2. Outline why having these materials is important to you (college, internship, etc.)

Suggested Activities:

- ❖ Overview and discussion on portfolios and resumes and their uses and why they are important to you as an apprentice, show examples of each
- ❖ Place a sticky note on worksheet identifying what your purpose is and have time to go through worksheet and have time for questions throughout

Skills / Topics Mastered:

- ✓ Resume (artist, regular)
- ✓ Portfolio (art, design)
- ✓ Uses of each

Documents added to Professional Portfolio:

Portfolio and resume worksheet

Follow-Up:

- Computer lab time to create digital copies of portfolio and resume
- Photographing your work, compiling digital copies of art
- LinkedIn

PORTFOLIO WORKSHEET

Who is the audience for your portfolio? How will you use it?

Artist Statement: up to 250 word count

Project #1

Title: _____ Dates: _____

Collaborating Artists/Designers: _____

Client: _____ Medium: _____

Short Description:

Project #2

Title: _____ Dates: _____

Collaborating Artists/Designers: _____

Client: _____ Medium: _____

Short Description:

Project #3

Title: _____ Dates: _____

Collaborating Artists/Designers: _____

Client: _____ Medium: _____

Short Description:

Project #4

Title: _____ Dates: _____

Collaborating Artists/Designers: _____

Client: _____ Medium: _____

Short Description:

Include 8-10 images each with image number (last name_image number, i.e. Gardner _01), title, medium, date

RESUME WORKSHEET

CONTACT INFORMATION

Name: _____ E-mail: _____ Phone: _____

EDUCATION

High School: name, city & state, graduation month & year

College: name, city & state, graduation month & year, degree

WORK EXPERIENCE

Work Experience #1: title, business name, city & state, date range, description of your role & responsibilities (1-3 sentences)

Work Experience #2: title, business name, city & state, date range, description of your role & responsibilities (1-3 sentences)

Work Experience #3: title, business name, city & state, date range, description of your role & responsibilities (1-3 sentences)

VOLUNTEER & EXTRACURRICULAR EXPERIENCE

Experience #1: organization name, city & state, date range, description of your role & responsibilities (1-3 sentences)

Experience #2: organization name, city & state, date range, description of your role & responsibilities (1-3 sentences)

Experience #3: organization name, city & state, date range, description of your role & responsibilities (1-3 sentences)

SKILLS list your skills (technical skills, people skills, languages etc.)

OBJECTIVE position you're applying for, your goals, your qualifications

AWARDS & ACADEMIC HONORS award name & date received (description optional)

SPEAKING & PRESENTATION EXPERIENCE presentation title & date (description optional)

OTHER EXPERIENCES travel, etc.

REFERENCES

Reference #1

Name _____ Relationship to you _____

Email _____ Phone _____

Reference #2

Name _____ Relationship to you _____

Email _____ Phone _____

Reference #3

Name _____ Relationship to you _____

Email _____ Phone _____

SESSION 7: CREATING DIGITAL COPIES OF YOUR PORTFOLIO & RESUME

April

Objectives:

1. Allow apprentices time to share their completed portfolio and resume (prep individually before session)
2. Allow peer learning through critique of one another's final products, allow suggestions

Suggested Activities:

- ❖ Apprentice presentation of completed portfolio or resume or both (few identified before session as an example for other apprentices)
- ❖ Time to type and create digital files from portfolio and resume worksheet
- ❖ Peer edit

Skills / Topics Mastered:

- ✓ Editing and drafting professional documents
- ✓ Presentation / public speaking
- ✓ Ability to talk about your work as an artist

Professional Portfolio:

Digital copy of portfolio
Digital copy of resume

Follow-up:

- Computer lab time to complete and edit digital resume and portfolio
- Sharing in small groups or during lab time of completed work

ACTION WORDS THAT DESCRIBE YOUR FUNCTIONAL SKILLS

Abstracted	Computed	Expedited	Managed	Raised Ran
Accomplished	Conceived	Experimented	Manipulated	Ranked
Achieved	Conducted	Explained	Mapped	Rationalized
Acknowledged	Conserved	Explored	Mastered	Read Reasoned
Acquired Acted	Consulted	Expressed	Maximized	Recorded
Activated	Contracted	Extracted	Mediated	Received
Adapted	Contributed	Facilitated	Memorized	Reduced
Addressed	Converted	Fashioned	Mentored Met	Referred Related
Administered	Cooperated	Financed Fixed	Minimized	Relied Reported
Advertised	Coordinated	Followed	Modeled	Researched
Advised	Copied	Formulated	Modified	Responded
Advocated Aided	Correlated	Fostered	Monitored	Restored
Allocated	Counseled	Founded Gained	Narrated	Revamped
Analyzed	Created Critiqued	Gathered Gave	Negotiated	Reviewed
Answered	Cultivated Dealt	Generated	Observed	Scanned
Anticipated	Debated Decided	Governed Guided	Obtained Offered	Scheduled
Applied	Defined	Handled Headed	Operated	Schemed
Appraised	Delegated	Helped Identified	Ordered	Screened Set
Approved	Delivered	Illustrated	Organized	goals Shaped
Arranged	Designed	Imagined	Originated	Skilled Solicited
Ascertained	Detected	Implemented	Overcame	Solved
Assembled	Determined	Improved	Oversaw	Specialized Spoke
Assessed	Developed	Improvised	Participated	Stimulated
Assisted Attained	Devised	Inaugurated	Perceived	Strategized
Audited	Diagnosed	Increased	Perfected	Streamlined
Augmented	Directed	Indexed	Performed	Strengthened
Authored	Discovered	Indicated	Persuaded	Stressed Studied
Bolstered Briefed	Discriminated	Influenced	Planned	Substantiated
Brought	Dispatched	Initiated	Practiced	Succeeded
Budgeted Built	Displayed	Inspected	Predicted	Summarized
Calculated Cared	Dissected	Instituted	Prepared	Synthesized
Chaired Charged	Documented	Integrated	Presented	Supported
Chartered	Drafted Drove	Interpreted	Prioritized	Surveyed
Checked Clarified	Edited Eliminated	Interviewed	Produced	Sustained
Classified Closed	Empathized	Introduced	Programmed	Symbolized
Coached Co-	Enabled Enforced	Invented	Projected	Tabulated Talked
authored	Enlightened	Inventoried	Promoted	Taught Theorized
Collaborated	Enlisted Ensured	Investigated	Proposed	Trained
Collected	Established	Judged Kept	Protected Proved	Translated
Comforted	Estimated	Launched	Provided	Upgraded
Communicated	Evaluated	Learned Lectured	Publicized	Utilized Validated
Compared	Examined	Led Lifted	Published	Verified
Completed	Exceeded	Listened Located	Purchased	Visualized Won
Complied	Excelled	Logged Made	Queried	Wrote
Composed	Expanded	Maintained	Questioned	

ADAPTIVE SKILL WORDS THAT DESCRIBE YOUR PERSONAL TRAITS

Active Adaptable
Adaptive Adept
Aggressive
Analytical
Assertive
Broad-Minded
Committed
Competent
Conscientious
Cooperative
Creative

Dedicated
Dependable
Determined
Diligent
Diplomatic
Disciplined
Discreet Effective
Efficient
Energetic
Enterprising
Enthusiastic

Exceptional
Experienced Fair
Familiar Firm
Forceful Honest
Independent
Innovative
Instrumental
Keen Logical
Loyal Mature
Methodical
Objective
Open minded

Outgoing
Personable
Pleasant Poised
Positive Practical
Productive
Receptive
Reliable Resilient
Resourceful Self-
confident Self-
motivated Self-
reliant Sensitive

Sharp Sincere
Strong Successful
Tactful Tenacious
Well-Organized

SESSION 8: NETWORKING

May

Objectives:

1. Understand the importance of networking
2. Learn how to take advantage of and grow your network

Suggested Activities:

- ❖ Half the session discuss the importance of networking and the second half have professional speed networking activity
- ❖ Provide the apprentices with a short bio on each of the professionals and give them time to come up with a few questions they would like answered regarding their career and life
- ❖ Each apprentice will have 5 minutes to converse with professional and exchange contact information before moving onto the next
- ❖ Create a list of those already in your network and those you would like in your network and how you are connected with them or could be introduced to them

Skills / Topics Mastered:

- ✓ Cold, Cool, Warm contacts
- ✓ How to grow your network

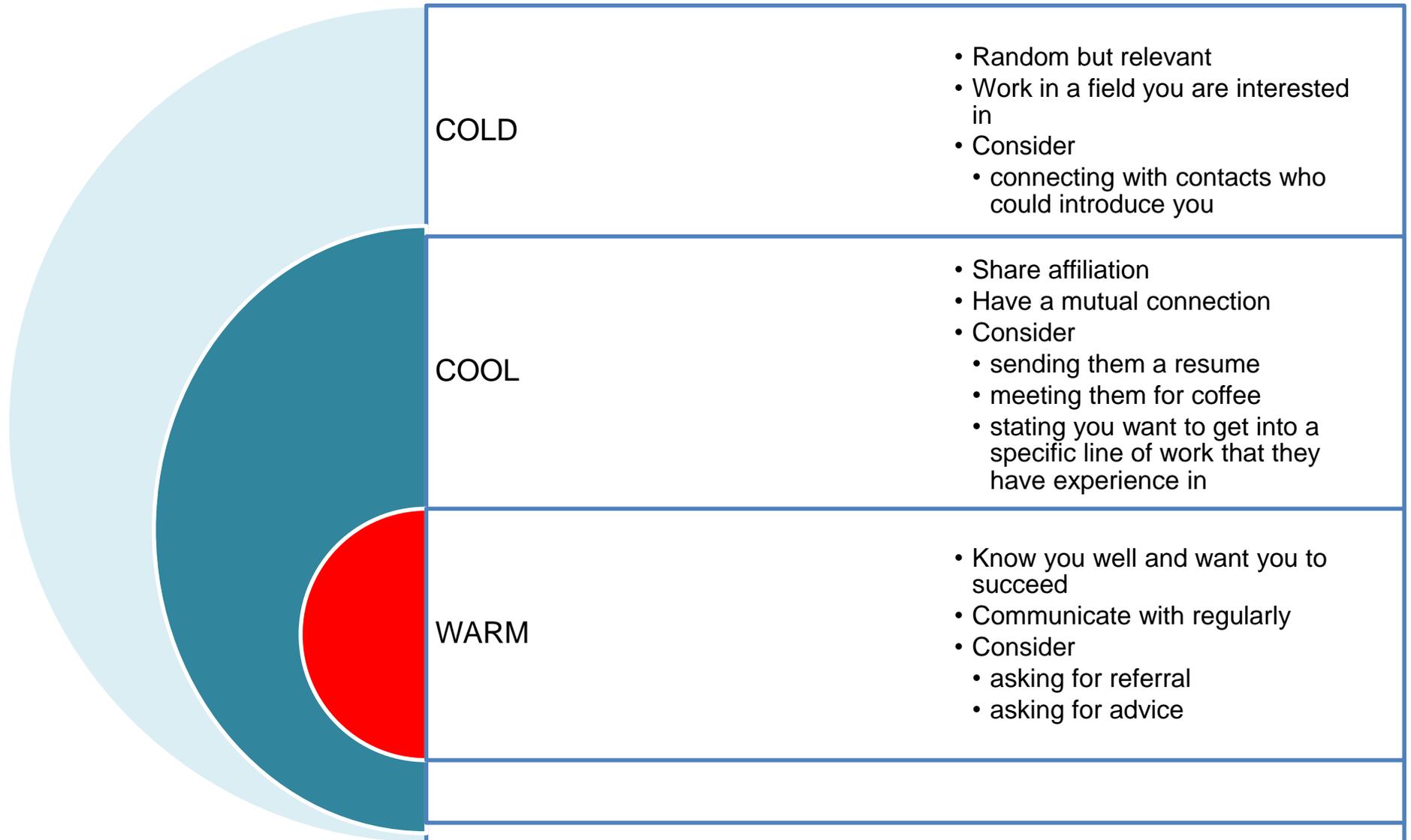
Documents added to Professional Portfolio:

Networking Contact List

Follow-up:

- Work time to send out networking emails or phone calls
- Keep up with network contact list and set up meetings with desired contacts

NETWORKING CLASSIFICATIONS



NETWORKING CONTACT LIST

Warm Contacts

Name	Phone	Email	How do you know them?

Cool Contacts

Name	Phone	Email	How do you know them?

Cold Contacts

Name	Phone	Email	How do you know them?

SESSION 9: INTERVIEWING

June

Objectives:

1. Understand how to prep and be successful in an interview and nail the 'tell me about yourself' dreaded question.
2. Practice and accept peer feedback to improve your interviewing skills

Suggested Activities:

- ❖ Discussion on general interview etiquette, including preparation, attire, and timeliness
- ❖ Go over the interview preparation guide
- ❖ Practice answering 'please tell me about yourself' and share in pairs or small groups

Skills / Topics Mastered:

- ✓ How to prep for an interviewing
- ✓ Components of an elevator speech

Documents added to Professional Portfolio:

30 second elevator speech

Follow-up:

- Apprentices nominated for summer internship opportunity (or other opportunity) interview preparation and practice
- Work during lab time on everyone drafting an elevator pitch and sharing with the group
- Draft an elevator speech specifically for a cool contact to move them to a warm contact

INTERVIEW PREPARATION GUIDE

1. Research the organization or company
 - a. know their mission
 - b. know their products
 - c. know their history
2. Prepare for commonly asked questions
 - a. tell me about yourself – see elevator pitch
 - b. where do you see yourself in 5 years
3. Outline the skills you have that align with roles and responsibilities given in the position description
4. Outline why you stand out from other applicants and why you deserve the position over everyone else
5. Identify intriguing questions you can ask the interviewer that will display your interest in the position
6. DRESS APPROPRIATELY AND SHOW UP EARLY!

TIPS ON GIVING AN EFFECTIVE ELEVATOR SPEECH

Draft a 30 second pitch about who you are, what you do, why you are unique, and why anyone should care

~ 200 words

Tailor this based on who you're speaking with

1. Know your audience – make a personal connection if possible
2. What is the ask – are you looking for employment, volunteer work, advocating for yourself as an artist
3. Give a personal testimonial that your audience can connect with
4. Leave them wanting more – is there a way they can get involved in your project, attend a future gallery your art will be displayed in, give them your contact information
5. ALWAYS CLOSE WITH NEXT STEPS TO STAY CONNECTED

SESSION 10: HOW TO SET YOURSELF UP TO BE SUCCESSFUL IN COLLEGE

July

Objectives:

1. Understand ways to be successful in a college environment personally and studiously
2. Understand the importance of utilizing college resources such as your advisor, internship opportunities, and your peers

Suggested Activities:

- ❖ Have apprentices pick a few tips from the 10 Essential Tips for Students Entering College that resonate with them most and talk in small groups about it
- ❖ If there are current college students in the room have them share some of their experiences and their tips for being successful
- ❖ Have apprentices set 3 goals they will commit to in regards to the list that will help them connect better in a college setting

Skills / Topics Mastered:

- ✓ Understand tips and goal setting for being successful in college

Documents added to Professional Portfolio:

3 goals for attaining success in college

Follow-up:

- Revisit these tips as apprentices attend college and see if they have made a difference and the affect goal setting had
- Remind apprentices of the goals they set for themselves

10 EASY AND ESSENTIAL TIPS FOR STUDENTS ENTERING COLLEGE

1. Explore your new environment. You're entering a brand new world filled with dorms, lecture halls, student centers and a range of research and support resources. One of the first things you should do is find your comfort zones. You know, those places where you can eat, study, meet friends, exercise and have moments of general solitude. It's time to explore! Look for places where you can unwind. Learn where to go in a health emergency. Find the bike or running path that suits you best. Bottom line, this is your new home. Check it out!
2. Have the "roommate talk." Some people would rather have an emergency appendectomy than discuss hard issues. Lucky for you, the "roommate talk" isn't a confrontation — it's a conversation. What's more, it's a great way to get to know your new roommate and learn what makes him or her tick. Discuss your preferences regarding sleeping, studying, visitors, eating and cleaning. How do you handle clutter? Will you share a refrigerator? What will you do if conflicts arise? Make rules (and take them seriously).
3. Balance your load. Life is all about balance — particularly in college. You may think you have the perfect course schedule until the day when suddenly, out of nowhere, you're bombarded by multiple projects, papers and exams. Fortunately, some of the surprise can be avoided early on. Choose your course load wisely by seeking help from your faculty advisor, a professor, a dean or the advising office. Then, after the first week of classes, reevaluate your load. Did you make good choices? If not, use the drop-add period to rebalance.
4. Discover your best practices for learning. Everyone is different, right? So it only makes sense that everyone learns differently. The demands of college will be great, so to meet those demands, you will be required to work efficiently. To understand how you learn, take a learning style inventory (there are many free ones on the web), learn your strengths and use them. Where problems emerge, you can turn to resources like the campus writing center, peer tutors, faculty review sessions and informal study groups.
5. Find and prepare your study space. Some people do their best work in coffee shops. Some demand 100% peace and quiet and find libraries and out of the way nooks in buildings on campus. Some need the comfort of their rooms. Wherever you choose to study, it's important you find a space that's right for you.
6. Find your niche. It is not a secret that this is your time! Sure, you have goals and you take your responsibilities seriously, but the undergraduate years are perfect times for you to explore different opportunities and try new things. Never tried crew but always thought it looked like fun? Want to act in a play? Why not direct one? How about ballroom dancing? And then there's fencing, music, dance, writing for the school paper or literary magazine, tutoring, becoming a peer counselor or participating in some of the countless other activities that are at your disposal.
7. Resources, resources, resources. Just because you've entered a new world doesn't mean you're all on your own. Every college has a wealth of resources available. From entertainment to sports to creative expression to religious practice to academic and emotional support, it's

all right there on your new campus. Find out what's available to you by reading the school paper, talking to your fellow students, checking bulletin boards or signing up for e-mailing lists. Feeling stressed? Enlist the help of one of your resources.

8. Talk to your professors. You're not in high school anymore. Teachers have office hours for a reason. Truth is, your college faculty, lecturers and TAs are all there to help you. Take advantage of office hours and get to know your professors. By meeting you in their offices, professors will get to know you and recognize your motivation. This type of connection can lead to good rapport, better understanding of the material and other opportunities. TIP: Talking to your professors outside of class is a great way to make a connection and stand out from the pack.

9. Maintain healthy habits. Right now you're thinking "healthy?!? Whatever. Pass the pizza!" College is stressful at times so, while it is important to have fun, it is also important to be kind to your body, which means regular diet, exercise and sleep. Sleep deprivation leads to inefficient work, fatigue and, over long periods, can translate into unstable moods. And because memories are consolidated during sleep, all-nighters are not effective ways to prepare for exams. A balanced sleeping schedule, along with steady diet and exercise, will help your brain focus and give you energy.

10. Build friendships. At the risk of sounding like a mushy greeting card, college friendships can last a lifetime. After all, friendships are built from sharing experiences, helping one another through tough times and by making memories together. Since college is your new "home away from home," the people you meet will become your "family away from family." Don't be discouraged if you do not find those "lifelong friends" immediately; they are there. In time, you will meet those individuals whose friendships you will cherish.

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ENTREPRENEURIAL CURRICULUM

ENTREPRENEURIAL SESSION 1: SWOT ANALYSIS

Objectives:

1. Before you decide you are going to be an entrepreneur, you need to do an analysis of yourself and your ideas. If the strengths and opportunities outweigh the weaknesses and threats you should pursue your business idea
2. Understand if starting your own business is the right pathway for you

Suggested Activities:

- ❖ Outline the Strengths, Weaknesses, Opportunities, and Threats of your business idea and yourself
- ❖ Go through the characteristics of an entrepreneurial mindset to further understand if you want to pursue your own business

Skills / Topics Mastered:

- ✓ SWOT analysis
- ✓ Entrepreneurial mindset

Documents added to Entrepreneurial Portfolio:

SWOT analysis

Follow-up

- If not an entrepreneur, what are other options that can bring out your strengths?

ENTREPRENEURIAL MINDSET

Do you have the entrepreneurial mindset?

- ✓ *Better way to do things*
- ✓ *Being in charge*
- ✓ *You feel underused by supervisors or unsatisfied with your job*
- ✓ *You could do things differently if it was your company*
- ✓ *You are convinced you could do a better job than those working above you*

What are your strengths?

Do you have a business partner that will compliment your strengths?

What makes your idea unique and why would someone want to purchase your idea?

1. How much does it cost to make your product or deliver your professional service?
2. How much do you sell it for?
3. Can your business be easily copied
4. Does your marketing make sense?
5. Can you sell yourself?

TAKE NOTES HERE AS YOU BEGIN TO THINK ABOUT THESE QUESTIONS:

SWOT ANALYSIS

Strengths and weaknesses are often internal to your organization, while opportunities and threats generally relate to external factors.

Strengths

- What advantages does your organization have?
- What do you do better than anyone else?
- What unique or lowest-cost resources can you draw upon that others can't?
- What do people in your market see as your strengths?
- What factors mean that you "get the sale"?
- What is your organization's Unique Selling Proposition (USP)?

Weaknesses

- What could you improve?
- What should you avoid?
- What are people in your market likely to see as weaknesses?
- What factors lose you sales?

Opportunities

- What good opportunities can you spot?
- What interesting trends are you aware of?

Useful opportunities can come from such things as:

- Changes in technology and markets on both a broad and narrow scale.
- Changes in government policy related to your field.
- Changes in social patterns, population profiles, lifestyle changes, and so on.
- Local events.

Threats

- What obstacles do you face?
- What are your competitors doing?
- Are quality standards or specifications for your job, products or services changing?
- Is changing technology threatening your position?
- Do you have bad debt or cash-flow problems?
- Could any of your weaknesses seriously threaten your business?

ENTREPRENEURIAL SESSION 2: SOLIDIFYING YOUR IDEA

Objectives:

3. Begin to understand yourself and your idea more thoroughly
4. Consider other aspects of entrepreneurship like your market base and the support you currently have in your network

Suggested Activities:

- ❖ Continue to work on the SWOT analysis as you begin to develop your idea more thoroughly
- ❖ Begin to explore other aspects of entrepreneurship and set SMART goals on how you are going to
 - Grow your network
 - Grow yourself to grow your business

Skills / Topics Mastered:

- ✓ SMART goals
- ✓ How to develop your business idea

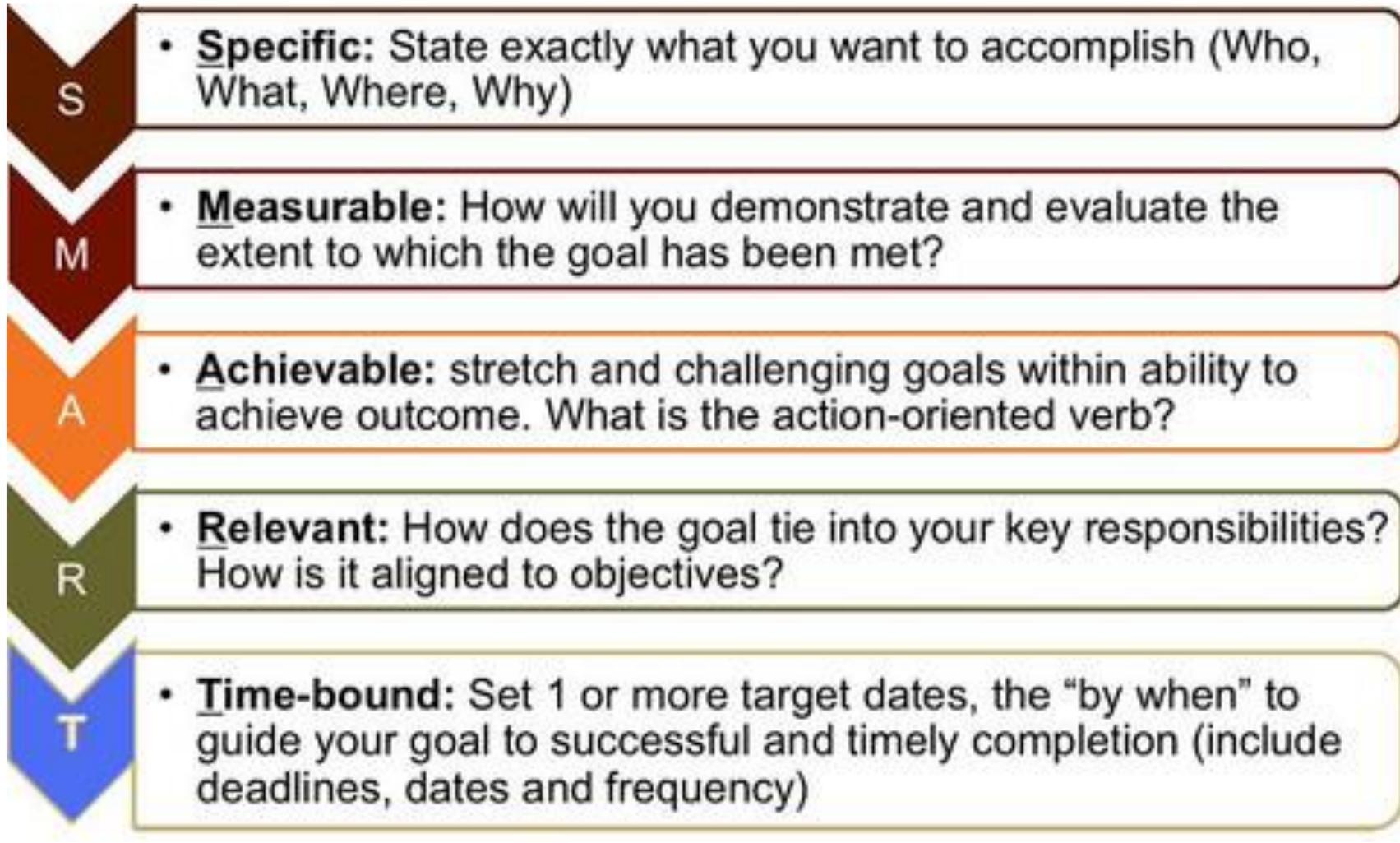
Documents added to Entrepreneurial Portfolio:

SMART goals for growing your network and yourself
Defined business idea

Follow-up

- If you have already completed the networking sessions, review your contact list, edit, and update, set SMART goals to move cold contacts to warm contacts

SMART GOALS



DEFINING YOUR BUSINESS IDEA

1. What problem are you solving for your customer?
2. Does your business solve some unmet need?
3. How much competition is there in your market?
4. How will your business be different?
5. Will you sell wholesale, retail, or both?

ENTREPRENEURIAL SESSION 3: CREATING A BUSINESS PLAN

Objectives:

1. Review SWOT document and materials created last session
2. Understand the major components of a business plan, begin first draft

Suggested Activities:

- ❖ Go through the 7 major components of a business plan and begin to draft your own
- ❖ Take your time crafting your business plan and edit it multiple times

Skills / Topics Mastered:

- ✓ Components of a business plan

Documents added to Entrepreneurial Portfolio:

First draft of business plan

Follow-up

- Go over all documents in your entrepreneurial portfolio and see if they align, edit and combine to craft a solid business plan
- Edit your business plan as your ideas and network evolve and change

COMPONENTS OF A BUSINESS PLAN

Executive Summary

The summary should tell the reader what you want. This is very important. Clearly state what you're asking for in the summary.

Business Description

The business description usually begins with a short description of the industry. When describing the industry, discuss the present outlook as well as future possibilities. You should also provide information on all the various markets within the industry, including any new products or developments that will benefit or adversely affect your business.

Market Strategies

Market strategies are the result of a meticulous market analysis. A market analysis forces the entrepreneur to become familiar with all aspects of the market so that the target market can be defined and the company can be positioned in order to garner its share of sales.

Competitive Analysis

The purpose of the competitive analysis is to determine the strengths and weaknesses of the competitors within your market, strategies that will provide you with a distinct advantage, the barriers that can be developed in order to prevent competition from entering your market, and any weaknesses that can be exploited within the product development cycle.

Design & Development Plan

The purpose of the design and development plan section is to provide investors with a description of the product's design, chart its development within the context of production, marketing and the company itself, and create a development budget that will enable the company to reach its goals.

Operations & Management Plan

The operations and management plan is designed to describe just how the business functions on a continuing basis. The operations plan will highlight the logistics of the organization such as the various responsibilities of the management team, the tasks assigned to each division within the company, and capital and expense requirements related to the operations of the business.

Financial Factors

Financial data is always at the back of the business plan, but that doesn't mean it's any less important than up-front material such as the business concept and the management team.

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APPENDIX

- SEPTEMBER SESSION 1: College Search & Types of Higher Education
 Follow-up Work Session: _____
 Follow-up Work Session: _____
- October SESSION 2: College Search & College Application Process
 Follow-up Work Session: _____
 Follow-up Work Session: _____
- November SESSION 3: How to Finance Higher Education
 Follow-up Work Session: _____
 Follow-up Work Session: _____
- January SESSION 4: Writing for College Applications & Scholarships
 Follow-up Work Session: _____
 Follow-up Work Session: _____
- February SESSION 5: Career Exploration
 Follow-up Work Session: _____
 Follow-up Work Session: _____
- March SESSION 6: Resume & Portfolio
 Follow-up Work Session: _____
 Follow-up Work Session: _____
- April SESSION 7: Creating Digital Copies of your Resume & Portfolio
 Follow-up Work Session: _____
 Follow-up Work Session: _____
- May SESSION 8: Networking
 Follow-up Work Session: _____
 Follow-up Work Session: _____
- June SESSION 9: Interviewing
 Follow-up Work Session: _____
 Follow-up Work Session: _____
- July SESSION 10: How to be Successful in College
 Follow-up Work Session: _____
 Follow-up Work Session: _____

- SEPTEMBER
- Knowledge of various types of colleges and forms of higher education
 - Critical thinking about potential career path (higher education institution, program, and career options)
 - Professional Portfolio: Shopping for College worksheet*
- October
- Knowledge of the college application process and timeline
 - Professional Portfolio: Virtual Tour worksheet*
- November
- Types of financial aid for higher education
- January
- Components of a personal scholarship and college application essay
 - How to begin drafting a personal essay
 - Professional Portfolio: personal essay draft or outline*
- February
- Various career trajectories and pathways
 - Critical thinking about extra-curricular activities and their importance to your career trajectory
 - Professional Portfolio: Career Goals: 1, 5, and 10 year*
- March
- Components of a resume
 - Components of a portfolio
 - Professional Portfolio: Resume and Portfolio worksheet*
- April
- Editing and drafting professional documents
 - Experience presenting / ability to talk about your work as an artists
 - Professional Portfolio: digital copy of portfolio, digital copy of resume*
- May
- Identifying cold, cool, and warm contacts
 - Strategies for growing your network
 - Professional Portfolio: Networking Contact List*
- June
- How to prep for an interview / mock interviews
 - Components of an elevator speech
 - Professional Portfolio: 10 elevator speech*
- July
- Understand tips and goal setting for being successful in college
 - Professional Portfolio: 3 goals for attaining success in college*

SESSION 1 SWOT Analysis
 Follow-up Work Session: _____
 Follow-up Work Session: _____

SESSION 2 Solidifying Your Idea
 Follow-up Work Session: _____
 Follow-up Work Session: _____

SESSION 3 Creating a Business Plan
 Follow-up Work Session: _____
 Follow-up Work Session: _____

- SESSION 1
- SWOT Analysis
 - Entrepreneurial mindset
 - Entrepreneurial Portfolio: SWOT analysis*
- SESSION 2
- SMART goals
 - How to develop a business idea
 - Entrepreneurial Portfolio: SMART goals for growing your network, defined business idea*
- SESSION 3
- Components of a business plan
 - Entrepreneurial Portfolio: first draft of business plan

