

# Client Summary Report



Workforce Development Board of  
Central Ohio  
Summer 2022



## PAST Foundation Project Close-out Reporting

Client Name	Workforce Development Board of Central Ohio
Client Primary Contact	Lisa Patt-McDaniel, CEO
Type of Project	Workforce Development Summer 2022
Name of Project Manager	Nikki Stancampiano, nstancampiano@pastfoundation.org
Contract Start Date	June 1, 2022
Contract Closing Date	August 31, 2022

### Overview

In partnership with the Workforce Development Board of Central Ohio, the PAST Foundation implemented a 6-week Workforce Development program with (16) young adults (15-18 years of age). The participants had an opportunity to prepare for life outside of school through career exploration and real-world problem-solving. In any given week, participants gained exposure and experience with a variety of STEM careers, and spent at least 2 days a week in their chosen career pathway working under the guidance of industry professionals and solving problems for clients and PAST staff.

Interns spent the first week learning from guest speakers representing a variety of STEM professions, and then selected a STEM career focus area to pursue industry recognized credentials from these options: Drone Flight, CAD & Additive Manufacturing, and Media Production. According to Matt Giani from the [Fordham Institute](#), "If we really want young people to make the most of their last four years in K-12 education, we need high schools to help them align their aptitudes with their interests."

Over the course of the following 5 weeks, interns worked with clients to develop solutions and produce custom products on their behalf in their chosen career pathway, and they also completed coursework and training to obtain industry recognized credentials and certificates in the areas they selected. PAST provided some time each week for participants to dedicate towards working on credentialing. Those who chose to pursue credentials were expected to study and complete coursework outside of intern work hours.

Media Production interns filmed, produced and edited a [PAST Virtual Tour Video](#) and the [Workforce Program Video](#) using the skills they learned under the guidance of media professionals with DaVinci Resolve and Adobe Premier Tools. Drone Flight interns collaborated with the media team to capture drone images for videos, and also developed resources for future students looking to pursue Drone Pilot licensure. On behalf of their client, [IC3D](#), CAD & Additive Manufacturing interns designed and 3D-printed a part to hold a sensor on one of their machines, and designed ASL Hand models for [See 3D](#), to help individuals with visual impairments learn sign language using OnShape and SolidWorks.



In addition to enhancing technical skills and earning certifications in a variety of STEM careers, interns developed essential career-building skills including resume writing, collaboration and teamwork, leadership, and interviewing. Interns also conducted personal passion projects in their communities, including mental health awareness campaigns, working in community gardens, volunteering at animal shelters and soup kitchens, cleaning up parks and facilitating reading clubs with children. Alongside carrying out passion projects in their communities, the interns collectively spearheaded a donation drive to build hygiene kits and managed to put together 112 kits for people in need, exceeding their goal of 100.

### Programming & Implementation

In addition to earning certification in Drone Flight, CAD & Additive Manufacturing, and Media Production, interns had opportunities throughout the summer to learn about fashion, financial literacy, marketing, human-centered design, cybersecurity, leadership, design engineering, service technology, CPR & AED, and more. Some interns also pursued training and coursework to earn additional certifications in these areas. Participants also earned various certificates through Forage, a free virtual work experience program.

The SMART skills topics listed below were included in Workforce Development programming this summer.

### SMART Skills Topics



1	CAD & Additive Manufacturing: Learn aspects of the fastest growing career while developing an entrepreneurial spirit, and learn to think like an engineer.
2	Drone Flight: Explore and experience a series of flight-based challenges while developing the skills necessary to follow a career in SMART mobility.
3	Media Production: Learn how to use production tools and obtain the skills required to excel in today's top music, film, television, and news production facilities.
4	Financial Literacy: Gain real-world practical life experience including budgeting, saving, understanding debt, and practicing financial management while improving decision making skills.
5	Fashion Industry: Discover the artistic design processes of fashion design and production from creating art, training on equipment and distributing products.
6	Career Development & Exploration: Explore careers of interest and develop skills to advance career opportunities, including resume and cover letter writing, interview skills, and develop a personal portfolio to showcase your unique abilities.
7	Cybersecurity: Explore and overcome a series of challenges from the six domains of cybersecurity, including general skills, cryptography, web exploitation, binary exploitation, cyber forensics, and secure access
8	STEM Identity & Personal Development: Participate in discussions and exploration activities to strengthen individual sense of self-awareness and identity, particularly building confidence in one's ability to fit in within STEM career fields.
9	Community Outreach: Identify existing problems or challenges in small communities and discover ways to provide the means and resources to solve them. Explore one's role in community outreach and become a change-maker, bringing growth to society and the people around you, raising social awareness on topics that matter to you.

The following tables provide in-depth descriptions of SMART Skills program activities, industry partnerships, credentials and certificates.


SMART Skills 1: CAD & Additive Manufacturing	
Industry Partners: IC3D (Gavin Bruce, Chip Setterfield, Kelly Cramer), See3D (Caroline Karbowski and Garrett Carder), Metrobots FRC Team 3324 (Aaron Buergeth)	
Activity	Summary
Introduction to CAD and Design Thinking	Within this module, participants investigated, experimented with and used the engineering design process to solve problems. Participants were first given an overview of engineering design best practices and were provided with background knowledge and situational context to experiment with different applications of this process. The deeper understanding of the design process through these methods allowed participants to develop a strong critical framework to evaluate different solutions to future problems throughout the program in an iterative and collaborative fashion. Participants learned the fundamentals of CAD design and worked collaboratively to design a holster for the tablet used for clocking in and out daily.
IC3D Field Trip & Client Project	Interns visited IC3D and saw the various sizes of 3D printers. They were also able to observe and get information about how IC3D makes and recycles their own filament in their warehouse. Interns were given the task of creating a bracket to hold a sensor that informs the staff if the printer has run out of filament. This bracket will be used on Class E printers (4 by 4 feet cube - used for large scale projects). Interns continuously worked on this project over the course of the entire program.
See 3D Presentation & Client Project	A representative from See3D provided an overview of their organization, a non-profit organization that manages the printing and distribution of 3D printed models for people who are blind. Interns were introduced to See3D and its current mission to spread braille literacy. The interns learned about the constraints for designing and making ASL models for See3D, so blind students can sign and communicate with deaf students. Interns continuously worked on this project over the course of the entire program.
Credential Work Time	5 interns chose CAD modeling as their focus area for the summer, and worked alongside industry experts to complete SolidProfessor coursework and training to prepare for the OnShape Certified Associate exam. All 5 interns completed 30+ hours of online coursework and earned their "OnShape Fundamentals" certificate of completion, and all 5 interns passed the certification exam to become Certified OnShape Associates. Furthermore, 1 intern earned their SolidWorks Associate Certification in addition to OnShape, which is an Industry Credential recognized by the state of Ohio as 3 graduation points.

*Photos of projects:*



SMART Skills 2: Drone Flight	
Industry Partners: Skyview Technologies LLC (Kellan Hodak) and Noah Grissett (Licensed Drone Pilot)	
Activity	Summary
Introduction to Careers involving Drone Technology	A licensed drone pilot gave interns a presentation showcasing the career possibilities - photography, film, TV, drone mapping, drone transportation, healthcare - delivering organs, search and rescue, agriculture, forestry and conservation, research, swarm artists and more. He also expanded upon the future of drone possibilities, including deployment of air-taxis. He demonstrated the aerial imaging software that he utilizes and explained how the software that he uses allows GPS location, measurements including elevation, area, volume information from surveying as well as topography. This is a new and quickly developing field that will continue to expand, and interns were provided with the pros and cons of earning a recreational certificate vs a commercial certificate.
Tello Drones & Recreational Flying	Interns explored the differences between the recreational flying rules and the commercial operator rules. Interns worked collaboratively to prepare for the recreational flying certification exam and gained experience setting up the Tello drones for flight.
Recreational Certification	<p>Interns worked with a professional Drone Pilot to receive their recreational drone flight license. 16/16 students earned their certification.</p> 
Mezzacello Urban Farm Field Trip & Client Project	<p>Drone Flight interns were hired to capture drone imaging of the Mezzacello Urban Farm according to client specifications, and had a chance to learn about their mission to grow, maintain, sustain and explain the path forward for health and food security.</p> 



STEM Kit Creation	<p>Drone flight interns worked collaboratively to develop and organize a “database” of resources for teachers and students that want to earn their drone license. Interns created Google Slides presentations, videos, flashcards and study materials for PAST staff and educators to utilize in drone programs for students.</p> 
Credential Work Time	<p>16/16 interns earned a recreational drone Flight Certificate. 4 interns chose drone flight as their focus area for the summer, and worked alongside a licensed drone pilot to complete coursework and training to prepare for the Part 107 Remote Pilot License Exam. All 4 interns completed 30 hours of online coursework and earned their “Drone Pilot Ground School” certificate of completion, and are scheduled to take their licensure exam in the fall of 2022.</p>
<p><b>Student Testimonial(s):</b>  <i>“I learned more about the different regulations on drones and the difference between controlled and uncontrolled air space. I was able to get my recreational drone flight license. I was able to learn about the different air classes and where drones are not allowed to fly as well as what will be on the FAA part 107 test. This is important information for me because I am trying to get my drone pilot license this year.”</i></p>	

SMART Skills 3: Media Production	
Industry Partners: Javier Cruz and Jim Bruner (PAST Foundation), Olivia Barnett (Metro High School)	
Activity	Summary
Introduction to Media Production and Careers	<p>Students gained an introductory insight into photo and video production and what the key elements of an ad campaign, product, or activism campaign. Interns discovered how compositional elements in both photo and video production and design can make or break a campaign or ad, and that teamwork and planning the end goal of the media design is essential for a successful end result.</p>
Short Film/Persuasive Ad Creation	<p>Interns divided into small groups and used apps to develop a short, persuasive film either in support of or against the use of paper. Groups provided feedback to one another and gathered insight from media production professionals. Interns discovered that film production and design includes a lot of skill, time and effort both during the planning and recording stage. Everyone has a different role to play but all roles work together to make a successful film.</p>
Short Film/Ad Improvements with Davinci Resolve Pro Tools	<p>PAST Foundation staff members taught the fundamentals of video production, including story-boarding, blocking, filming, audio and video editing and helped the team produce high-quality videos. After learning under the guidance of media professional, Javier Cruz, interns spent time working on round 2 edits of persuasive videos using DaVinci pro tools software.</p>
PAST Virtual Tour	<p>The PAST Foundation underwent construction and several building updates, and our interns were tasked with creating a virtual tour to showcase the building and programs here. They researched virtual tours, planned and orchestrated the filming, and edited the PAST Virtual Tour video.</p> <p>View the finished video here:  <a href="#">PAST Virtual Tour video</a></p>

PAST Workforce Development Video	<p>Interns conducted interviews, captured video and photos, and produced a Workforce Development Program Film to showcase the value, opportunities and personal experience of their peers throughout the course of the summer program.</p> <p>View the finished video here:</p> <p><a href="#">Workforce Development Program Video 2022</a></p>
Credential Work Time	<p>7 interns selected Media Production as their preferred credentialing area, and worked alongside media professionals to complete coursework and training to prepare for Adobe Premier Pro Tools and/or DaVinci Resolve Credentialing exams. All interns completed at least 30 hours of training material and plan to finish the remaining hours after the program and take the certification exams in the fall.</p>

**Student Testimonial(s):**

*"My key takeaway is that when something is new it can be really hard. I was having trouble with the editing because it was very new but the more I asked questions and played with it I was able to work it the way I wanted it to."*

*"This session (DaVinci Resolve Pro Tools) was definitely an experience as me and my team went through so many complications with our video. But, Javier helped us with things like audio, and cutting it to match the video. We also had a problem with hearing our audio, for some reason it was cutting out when in DaVinci. He worked from his laptop so the audio could be heard. Haala worked through smoothing out the clips, and our draft looks great."*

**Photos:**



SMART Skills 4: Financial Literacy	
Industry Partners: Terri Gregoroff, Karen Hejmanowski, Nancy Sullivan Graf (BMI Federal Credit Union)	
Activity	Summary
Banking on Your Own	Representatives from BMI lead an interactive discussion on the fundamentals of checking, savings, and building credit. Interns were given scenarios to consider and practiced making important financial decisions. They also discussed common misconceptions, how to avoid getting into situations that can lead to financial distress, and how to leverage the resources available to them to start making good financial decisions now.
Financial Wellness Q&A	Interns were given the opportunity to anonymously ask questions prior to this session and throughout. This panel covered topics including how to save money, investments, interest payments, identity theft, budgeting, loans, taxes, the 50-30-20 rule and more.



### Game of Life Simulation

Interns further developed financial literacy skills through a real-world simulation. At the beginning of the session, interns were provided with salary information and had to make choices including insurance packages and childcare costs. Throughout the simulation, interns were required to adjust their budget accordingly and try to meet the goal of paying their credit card off while having enough money to be able to cover both expected and unexpected costs.



### Student Testimonial(s):

*"Learning about financial expenses can actually be so fun and engaging. This game was an eye-opener for me, and I will definitely use what I learned today in the future."*

*"I learned a lot more about adapting my expenses to different situations and making sure I always had enough money to afford any situation."*

*"I took away a lot of important money skills from this activity including creating a budget, dealing with emergency expenses, planning for the future, and managing debt."*

*"I learned about what goes into making a budget and how to save and plan for the future including unexpected expenses."*


*"As one becomes more independent with their finances, it's good to keep track of things like shredding bank statements and expired credit cards to prevent identity theft. My parents have always ripped up things with our address before throwing it away, and I never really realized why until now."*

*"My takeaway from this session is that it is important to pay yourself first so you have money in hand in case of an emergency. I also learned about how there are so many opportunities to earn scholarships or money for college which is really useful for me because I will be a senior soon where I would have to think about where I want to go to college. My goal is to not be in a lot of debt. You should always be aware of where your money is going and where you are using your money."*

*"I learned more about student loans today, this was very helpful to me because I will be starting college soon. I also learned more about identity theft and this will help me be more careful with my debit card so that my money does not get stolen."*





SMART Skills 5: Fashion Industry	
Industry Partners: Columbus Fashion Alliance (Rob Smith, Joe Brim, Maria Margala)	
Activity	Summary
Intro to Fashion	Interns had the opportunity to work with Fashion Industry experts from the Columbus Fashion Alliance as they explored the artistic design process through designing and producing T-shirts. Working collaboratively, students engaged in backward design while working in the future with fashion. Industry experts from the Columbus Fashion Alliance explained that in the process of artistic design your finished product represents you and your organization, so it's important to tell your story. Further, the group discussed that art can provoke conversation and change.
Brainstorming	The artistic design process was described in detail starting with the brainstorming phase, emphasizing the importance behind each decision including logos to include, colors, words, audience, budget, approval process and more. Collectively, the group began the brainstorming process and some general themes emerged including, "Don't underestimate us because we are young," "We have to work together and push forward," and "We are the future."
Mood Board and Brainstorming Continued	<p>Interns were tasked with bringing in 3 meaningful images to create a vision board to further develop the design plan. Interns practiced the skill of "sharing the air" and having a productive conversation with everyone's voices and input being heard while discussing their options. They also learned fashion-specific terminology, and volunteered for roles that will allow them to delegate the tasks necessary for the designing and printing of their t-shirt. The team roles included scribe, sketch artist, digital art designer, inventory lead, production manager, machine operator, quality assurance among others. Again, a general theme emerged of connection, growth, and looking towards the future. The group landed on the tagline/slogan, "PAST meets future."</p> 
Identifying Criteria & Constraints	Interns participated by having their committee leads present proposed artwork and design options, t-shirt color and quality choices, and machine limitations to consider. Interns voted on a design that will be used for the final digitized artwork design. Committee leads continued to research limitations, costs, and shirts.
Artwork Digitization and Shirt Procurement	Each fashion committee lead presented their findings of design and machine limitations as well as their new finalized design that had been digitized. The team analyzed the design and discussed how to further enhance and improve their digitized design. Committee leads continued to discuss limitations, costs, and interns discussed their next steps. The procurement team worked to collect t-shirt size information from 167 individuals that would be receiving a shirt.
Production and Logistics	Interns finalized the artwork and presented their shirt design for approval from the fashion experts. The production team began printing shirts, learned many lessons along the way, and developed a system to standardize the placement and orientation of the design and increase efficiency in the production process.
Distribution	After many hours of shirt production, 167 shirts were ready for distribution. The team worked to develop a systematic and organized process for distributing shirts to their recipients in the correct size and sleeve length.

**Student Testimonial(s):**

*"I learned that there is a lot more to making a shirt for anything that you would realize. There are limitations and so many different components in this project and things we did not consider. For example, I have to work with the graphics and production team to find the specific color and measurements of the t-shirt to print the design."*

*"I rated my confidence with this project a five out of ten, because I felt there was so much to do in little time. But, with the help and encouragement of Rob, Joe, and Maria, we could work together, step by step, to make our t-shirts."*

*"When it comes to putting our design on a t-shirt, it's not as simple as I thought it'd be. The Design team has to now focus on scaling the design based on the size of the t-shirt. I found that super interesting."*

*"I learned that there are many many things that go into cost evaluation and I am trying to start my own etsy shop so it was very eye opening for me when we talked about how to calculate all the aspects of the process into cost."*

*"My main takeaway from this is how important it is to plan and prepare everything thoroughly before you go ahead and begin a project."*

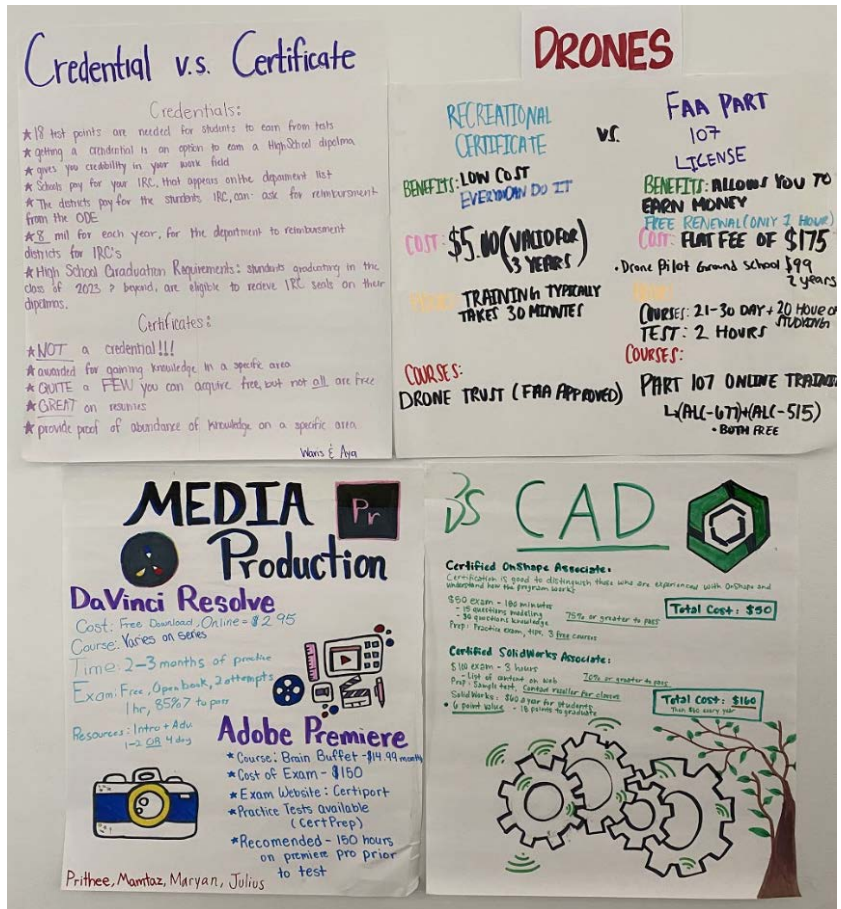
**Photos:**



**SMART Skills 6 & 7: Career Exploration & Development/Cybersecurity**

Industry Partners: Bill Myers (S3 Technologies), Julie Matz (DHL), Ben Shaw (PATH Robotics), Audrey Heyrosa and Lexi Baltzell (Media Entrepreneurs), John White, Kasondra Wilson, Breanna Wenzlick (Deloitte)

Activity	Summary
Cyber Security	Workforce Development participants used a simulation where they acted as employees of a start-up social network company that is the target of increasingly sophisticated cyber-attacks. Participants had to use their knowledge of cybersecurity to protect their users while growing their company. Their task was to strengthen cyber defenses by using computer coding, logical reasoning, critical thinking, and vulnerability detection to solve various problems. Through this program, participants had a chance to practice the same skills regularly employed by cybersecurity professionals.
Human-Centred Design	Interns participated in a session regarding Human Centered Design. They implemented parts of the design cycle to brainstorm and address the problem of youth mental health and social media.

<p>CPR &amp; AED Training</p>	<p>Gregory Norton from OSU facilitated formal CPR &amp; AED training with the Workforce Development program participants. All received in-depth medical professional training on manikins for adult, toddler and infants, and took the written certification exam.</p> <p><i>"Prior to this I did take a CPR class with Wellness but today went more in depth. I learned how to use the breathing mask and how to work with a team in the sense of emergency and there was a need for more people."</i></p> <p><i>"I gained a lot of knowledge on CPR and saving people from choking. I was really surprised at how difficult it was and the different techniques were new to me."</i></p>
<p>Virtual AR Experience</p>	<p>Interns were taught the applications, similarities, differences, and possible future development of AR and VR technologies. They discussed the difference between work-related and recreational AR and VR technologies and had the opportunity to step into a virtual experience through their mobile devices.</p> <p><i>"I learned about AR and how it can be used in many fields and as a learning tool, it was cool to see all the different products and got me interested in the technology."</i></p> <p><i>"There are several uses to AR that don't involve simply playing with it, such as in business fields and in welding. VR also has uses in helping people with terminal illnesses see things they are unable to see from their hospital bed."</i></p>
<p>Certificates and Credential Options</p>	<p>Working in groups, interns researched certification and credential options through the Ohio Department of Education. Each group presented on their chosen pathway including certificate options, industry recognized credential options, and the hours and costs associated with obtaining each.</p>  <p><b>Credential v.s. Certificate</b></p> <p><b>Credentials:</b></p> <ul style="list-style-type: none"> <li>* 18 test points are needed for students to earn from tests</li> <li>* getting a credential is an option to earn a High School diploma</li> <li>* gives you credibility in your work field</li> <li>* Schools pay for your IRC, that appears on the department list</li> <li>* The districts pay for the students IRC, can ask for reimbursement from the ODE</li> <li>* \$ mil for each year, for the department to reimburse districts for IRC's</li> <li>* High School Graduation Requirements: students graduating in the class of 2023 &gt; beyond, are eligible to receive IRC seats on their diplomas.</li> </ul> <p><b>Certificates:</b></p> <ul style="list-style-type: none"> <li>* NOT a credential!!!</li> <li>* awarded for gaining knowledge in a specific area</li> <li>* QUITE a FEW you can acquire free, but not all are free</li> <li>* GREAT on resumes</li> <li>* provide proof of abundance of knowledge on a specific area</li> </ul> <p><b>Drones</b></p> <p><b>RECREATIONAL CERTIFICATE</b> vs. <b>FAA PART 107 LICENSE</b></p> <p><b>BENEFITS:</b> LOW COST EVERYBODY DO IT</p> <p><b>BENEFITS:</b> ALLOWS YOU TO EARN MONEY</p> <p><b>COST:</b> \$5.00 (VALID FOR 3 YEARS)</p> <p><b>COST:</b> FLAT FEE OF \$175</p> <p><b>TRAINING:</b> TYPICALLY TAKES 30 MINUTES</p> <p><b>COURSE:</b> 21-30 DAY + 20 HOUR of TRAINING</p> <p><b>TEST:</b> 30 MINUTES</p> <p><b>TEST:</b> 2 HOURS</p> <p><b>COURSES:</b> DRONE TRUST (FAA APPROVED) PART 107 ONLINE TRAINING</p> <p><b>DRONE PILOT:</b> Ground School \$99 2 years</p> <p><b>L(A/C-67)(A)(C-515)</b></p> <p><b>BOTH FREE</b></p> <p><b>MEDIA Production</b></p> <p><b>DaVinci Resolve</b></p> <p>Cost: Free Download, Online = \$2.95</p> <p>Course: Varies on series</p> <p>Time: 2-3 months of practice</p> <p>Exam: Free, Open book, 2 attempts</p> <p>1 hr, 85% to pass</p> <p>Resources: Intro + Adv</p> <p>1-2 OR 4 days</p> <p><b>Adobe Premiere</b></p> <ul style="list-style-type: none"> <li>* Course: Brain Buffet - \$14.99/month</li> <li>* Cost of Exam - \$150</li> <li>* Exam Website: Certipoint</li> <li>* Practice Tests available (CertPrep)</li> <li>* Recommended - 150 hours on premiere pro prior to test</li> </ul> <p>Prithee, Mantaz, Maryan, Julius</p> <p><b>CAD</b></p> <p><b>Certified OnShape Associate:</b></p> <p>(Certification is based on demonstrating their own experience with OnShape and understanding how the program works)</p> <p>\$50 exam - 180 minutes</p> <p>= 30 questions</p> <p>75% or greater to pass</p> <p>Prep: Practice exam, app, 3 free courses</p> <p><b>Total Cost: \$50</b></p> <p><b>Certified SolidWorks Associate:</b></p> <p>\$100 exam - 90 minutes</p> <p>= 40 questions on work</p> <p>75% or greater to pass</p> <p>Prep: Sample test, Certified instructor for class</p> <p>SolidWorks: \$60 a year for students</p> <p>* 6 month trial - 18 points to graduate</p> <p><b>Total Cost: \$160</b></p>



<p>Career Fair &amp; Mock Interviews</p>	<p>Interns participated in Mock Interviews with program supervisors and educators, and received individualized feedback, and heard from various guest speakers:</p> <ul style="list-style-type: none"> <li>• Audrey and Lexi (High School Seniors) discussed their experiences during their pathways and internships and shared advice for our interns who will soon be navigating the process themselves. They shared the dos and don'ts of navigating an internship, the importance of a resume and portfolio, the importance of pursuing your interests and passions, gaining experience, learning as much as possible from each situation, and networking.</li> <li>• Ben Shaw (Path Robotics Welder) provided insight on his path from traditional welding into a more technology-based welding and robotics career. Mr. Shaw emphasized how many of his skills are self-taught and how important it is to continue learning regardless of how far you continue your formal education. He discussed the helpfulness of experience and using free resources. He shared how instead of feeling "less than," he bet on himself and made success happen.</li> <li>• Julie Matz (DHL Engineer) provided insight on her pathway from high school through her undergraduate degree and eventually, into her career. She discussed the importance of the high school courses she took and her eventual use of CAD in her career. She stressed the base of both math and science as well as interpersonal communication skills and being confident enough of being a minority in a STEM field.</li> </ul> <p><i>"I got to ask a bunch of questions that helped me consider more career options. Their experiences were something that may lead some of my own experiences. I also enjoyed the mock interview and the critique given to improve our skills."</i></p> <p><i>"You should always ask questions and follow up with people because establishing connections with people and businesses will make it much easier to find better positions and promotions in the future. Also, you should be perpetually aware of your experiences because they can always be applied in the future and you never know what is going to be useful or not in the future. Asking questions is always good in an interview."</i></p> <p><i>"I took away how the ability of listening can really be powerful and showing that it is also powerful. Also to always take notes and ask questions at the end of an interview to show you're passionate and committed. Basically just always take in everything and everything is an opportunity. A decision is better than no decision and the only way is through so try hard to get back up."</i></p>
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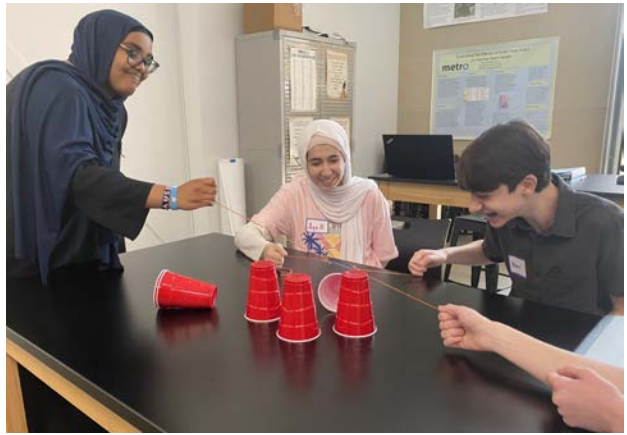
Smart Skills 8: STEM Identity and Personal Development	
Industry Partners: Louis Walee (Africologist), Olivia Barnett, Willa Handy, Nikki Stancampiano (Intern Supervisors)	
Activity	Summary
Exploration of Self and Environment	Interns participated in a discussion surrounding personal & professional self assessment and development. This presentation included conversation around fostering sovereignty, self marketing, self advocacy, assets/liabilities and choice. Moreover, these conversation points addressed critical areas including interpersonal relations with others, and self accountability.
Identity Mapping and Equity vs. Equality Discussion	All participants created an identity map and explored the identities that are central to their being. Interns participated in discussions surrounding dominant and excluded identities, as well as how their identities may shape how they experience the world. The group explored and differentiated between "Reality/Inequality," "Equality," "Equity," and "Justice." Interns participated in a discussion around "visible" and "invisible" identities, and explored how it is possible to belong in more than one group at a time, and that some aspects of your identity may change over time. Participants conversed about the importance of representation, and how personal experiences shape how you perceive and navigate the world.



Professional, Skills, Traits and Opportunities	Interns explored 21st century skills, traits of effective employees, and professional development opportunities to take advantage of. The group discussed how highly sought after skills are ever-changing... and what used to be desirable may not be as important anymore. Intern participated in discussions around the importance of being adaptable and having a growth-mindset to continually improve and capitalize on your skills and traits to contribute to our society's future in productive ways.
Forage Certificates	The Forage is a free service providing bite-sized 5-6 hour virtual work experience programs that give students a genuine career advantage with Fortune 500 companies. These virtual work experience programs replicate work at top companies and help interns gain the skills to be successful when applying and working there. In only 5-6 hours, students learn the relevant tools necessary to complete a typical work day at that company. Interns dedicated time each week towards working in these self-paced, learning environments and earned certificates in media production, cybersecurity, marketing, leadership, engineering, and service technology among others.
Resume & Portfolio Creation	Throughout the program, participants continually developed a Career and Interest Portfolio using resources from the Ohio Career Backpack curriculum. They worked on resume and cover letter writing, LinkedIn, budgeting, career inventories, college and future education research, mock job interviews, exploring financial aid resources and more. Participants also spent time identifying personal and professional strengths and improvement opportunities as learning styles to best advocate for their needs in professional settings.
Elevator Pitch	<p>Interns worked together to determine what they thought were essential aspects of an elevator pitch. Interns will be making an elevator pitch video to put on their portfolio and to use for practice interviews. Interns were then given the opportunity to work on their elevator pitch, resume and/or portfolio and get feedback.</p> <p><i>"I think that this session showed that a very important thing to do in the professional business world is making sure to build a brand for yourself as much as possible."</i></p> <p><i>"My biggest takeaway is that an elevator pitch is your first impression and that it should include an introduction, your position, strengths, and goals in a way that makes you seem like the best possible candidate for a position."</i></p>
Compass Directions	<p>Interns took a survey to explore their "Compass Direction" to better understand their work preferences and styles in a group setting (as opposed to individual personality tests), as well as to understand the work styles of their colleagues. Interns then collaborated with "like-minded" individuals to determine the strengths, limitations and traits of their work style that individuals with differing styles should be aware of, and also identified the value of working with individuals with styles different than theirs. This increased understanding will help the entire group approach group work more effectively moving forward.</p> <p><i>"Even though there may be a compass direction that you find 'hardest to work with,' their strengths can complement your weaknesses to make you an effective team."</i></p> <p><i>"Understanding your coworkers compass direction (work style) can help reduce friction and increase productivity/effectiveness."</i></p>
Team Building Activities	<p>Interns participated in various team building activities including constructing a paper bridge, untangling a "Human Knot," cup-stacking challenges, completing the "Zoom" perspective puzzle, participating in an "Escape Room" and many more. Some of the key takeaways from these team building experiences included:</p> <ul style="list-style-type: none"> <li>● One voice at a time. Communication is key to success/Communication is needed in team environments to ensure the team understands the next step/plan.</li> <li>● Something that seems impossible at first can be done with the right mindset. Work in a team cannot be achieved without communication</li> <li>● Sometimes a leader is needed to step up and help the team achieve the objective (the leader does not need to be the "smartest" or have the "best ideas")</li> <li>● A common goal/objective is crucial. Spend time brainstorming before using up materials</li> <li>● Make sure your team understands the constraints fully and if there are gray areas, ask for clarification on criteria and constraints before assuming</li> <li>● Provide constructive critique over criticism</li> <li>● Fail often to succeed sooner/Learn from each other's mistakes and successes</li> </ul>



Photos:





Graduation	
Activity	Summary
Graduation	<p>Workforce Development participants concluded the program with a graduation ceremony to celebrate their accomplishments. PAST Foundation staff, program guests and facilitators, and friends and family of the interns were in attendance. Dr. Annalies Corbin spoke about the significance and value-add of the commendations and credentials that students earned. The interns prepared a presentation for the audience and showcased all of their accomplishments and shared what this program meant to them. Afterwards, graduation guests had an opportunity to mingle with guests and provide interactive, hands-on displays of their projects.</p> <p><a href="#">View the student's presentation here</a></p>

Photos:







## Summary

Collectively, the 16 PAST Foundation Workforce Development interns earned more than 50 career-related certificates and received over 60 commendations from local and state officials at the conclusion of the program. This experience undoubtedly increased their value, competency, and efficiency in some of the most highly competitive industries, and the attainment of [Industry Recognized Credentials](#) approved by the Ohio Department of Education also allowed interns to earn high school graduation points.

Workforce Development programming at the PAST Foundation during Summer 2022 has proven very effective, with all 16 participants setting and meeting challenging goals. By the end of the 6-week program:

### CAD & Additive Manufacturing

- On behalf of their client, [IC3D](#), CAD & Additive Manufacturing interns designed and 3D-printed a part to hold a sensor on one of their machines
- Interns designed ASL Hand models for [See 3D](#), to help individuals with visual impairments learn sign language using OnShape and SolidWorks
- All 5 interns who selected CAD completed 30+ hours of online coursework passed the certification exam to become Certified OnShape Associates
- 1 intern earned their SolidWorks Associate Certification in addition to OnShape, which is an Industry Credential recognized by the state of Ohio as 3 graduation points

### Drone Flight

- All 16 interns earned a recreational drone Flight Certificate
- All 4 interns who selected Drones completed 30 hours of online coursework and earned their "Drone Pilot Ground School" certificate of completion
  - They are scheduled to take their licensure exam in the fall of 2022

### Media

- Produced, filmed and edited 3 high-quality videos, including one for an external partner
- All 7 interns who selected Media completed at least 30 hours of training material
  - Interns plan to finish the remaining hours and take the certification exams in the fall

### Fashion

- Designed and created 167 shirts
- Interns learned how to operate Roland BN20 Printers after receiving CAD training, safety training and receiving certification in working with high temperature presses

### Community Action

- Interns collectively spearheaded a donation drive to build hygiene kits and put together 112 kits for people in need
- Interns also conducted personal passion projects in their communities, including mental health awareness campaigns, working in community gardens, volunteering at animal shelters and soup kitchens, cleaning up parks and facilitating reading clubs with children

### Additional Certifications



- Interns underwent formal training in CPR and AED and took the written certification exam
- Interns dedicated time each week working in “Forage” self-paced learning environments and earned certificates in media production, cybersecurity, marketing, leadership, engineering, and service technology among others.

#### Industry Partnerships

- PAST Foundation Workforce Development interns had the opportunity to share meaningful work experiences and learn under the guidance of more than 40 professionals representing more than 10 different industries

#### Continuing Engagement

- After the conclusion of the summer program, 10 interns signed up for an after-school, unpaid internship experience at the PAST Foundation
- Interns have had the opportunity to further capitalize on skills gained throughout the summer in a variety of ways. Some of the projects that interns have been working on include:
  - Designing shirt decals for PAST programming and providing younger participants the opportunity to experience aspects of t-shirt design and production
  - Piloting “STEM Kits” and providing feedback to enhance future student experiences
  - Working alongside the PAST Media team to capture and edit media content
  - Maintaining 3D printing projects and designing CAD parts for future Maker Mania events (family maker activity nights at PAST Innovation Lab)

## Workforce Development Certifications



#### Workforce Development Participant Closing Comments

*“I want to personally thank you for everything you’ve allowed me to experience this summer. The Workforce Development Program has opened up so many doors for me and I feel as*

*though my future is brighter because of it. This program has helped me improve my professionalism, job interview, and reflective skills. It helped me boost my confidence and I am grateful that I had the opportunity.” (Workforce Development Intern)*

*“This summer I participated in the Workforce development program for HS aged students as a supervisor. The growth that I saw in students was not only substantial but I saw passions come to light and saw leaders develop right before my eyes. This program is not only a great opportunity for students to explore possible careers but also to gain 21st century soft skills.”  
-Olivia Barnett (Workforce Development Supervisor)*

*“I definitely recommend this program because it will teach you so much about yourself as well as how you work with others.” (Workforce Development Intern)*



**“My child rated the program a “9 out of 5 stars” ”**