

THE BETR GROUP
BESSELL EVALUATION, TRAINING, AND RESEARCH



Pinellas Education
Foundation

Pinellas County Schools
Career Awareness Leadership Forum

Presented by:



School District Education
Foundation Matching
Grant Program

Special appreciation to our career awareness
implementation partners



EVALUATION

Prepared by: The BETR Group



Bessell Evaluation Training & Research

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March 2019

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ENERGY CAREER AWARENESS LEADERSHIP FORUM

We often take the most important aspects of our lives for granted. This is clearly the case in the United States when it comes to energy. We rarely think about how important the energy industry is to us or what we would do without it. Lights go on and off, appliances run, electronic devices are charged, and machines that manufacture services and/or goods are powered.¹ That is of course until a storm, hurricane, tornado, or squirrel causes a power outage.

The energy industry is a big and growing industry that contains all of the industries involved in the production and sale of energy. That includes: **manufacturing, refining, extraction, and distribution.**² So, it is no surprise that wind, gas, and storage jobs are all increasing in the energy sector according to the 2018 U.S. Energy and Employment Report³. The traditional energy and energy efficiency sectors, which employ about 6.5 million Americans, saw a 2% increase in jobs in 2017, or about 133,000 new positions, according to the report. However, the energy industry faces several problems: not enough young people are gaining the necessary science, technology, engineering and mathematics (STEM) skills and qualifications to secure a professional job within the sector, there is a lack of awareness that there is an extensive range of jobs in the energy industry, many of which only require a high school diploma, trade certification or military experience, and there remains an endemic gender imbalance.⁴

DUKE ENERGY

Duke Energy is one of the largest electric power companies in the United States, providing electricity to 7.6 million retail customers in six states. This Fortune 125 company is transforming its customers' experience, modernizing its energy grid, generating cleaner energy and expanding its natural gas infrastructure to create a smarter energy future for the people and communities it serves.⁵ Duke realizes that a career in the energy industry may not have crossed the minds of many students, but by creating greater awareness of its vast and varied opportunities, along with its dynamic and fast-paced nature, it could be the career they've always been looking for.⁶

ENERGY CAREER AWARENESS LEADERSHIP FORUM

The Council for Educational Change, in partnership with the Pinellas County Schools, Pinellas Education Foundation, Pinellas School District Education Foundation, and Duke Energy, developed a Career Awareness Leadership Forum to address the existing gap between the needs of the energy industry and students' lack of awareness and skills for potential energy industry career opportunities. To address the challenges of this jobs/skills mismatch, the Forum aimed to expose students, along with their principals, teachers, and/or counselors to careers students might not hear about in a class or at a traditional job fair. Then principals could support teachers and counselors, as well as facilitate strategies and implementation plans that were developed by students at the Forum to bring the knowledge and enthusiasm garnered during the Forum back to the rest of their student bodies.

ENERGY CAREER AWARENESS LEADERSHIP FORUM SESSIONS

Twelve high schools were selected to each create a team consisting of an assistant principal, faculty/staff member and two students (mostly juniors). The Forum consisted of four sessions under the guidance of four facilitators, teams collaborated to create implementation plans to disseminate information about the energy industry, education pathways, and career opportunities at their schools. During the fourth session teams shared their school dissemination plans. [Each session was designed to offer unique perspectives, opportunities to interact with energy industry professionals, explore their individual interests in energy industry careers, and develop implementation plans for their schools.]

¹ <https://medium.com/energy-premier-blog/everything-you-need-to-know-about-the-energy-industry-df92e0e07ebc>

² https://www.eia.gov/energyexplained/index.php?page=electricity_in_the_united_states

³ <https://www.usenergyjobs.org/>

⁴ <https://www.utilitydive.com/news/energy-sector-is-driving-job-growth-but-not-where-you-think/524600/>

⁵ <https://www.duke-energy.com/our-company/about-us>

⁶ <https://www.loveenergysavings.com/blog/2017/february/why-work-in-the-energy-industry/>

Session I: WELCOMES, KEYNOTE SPEAKER, and PANEL ON CAREER OPPORTUNITIES



JEFF BAKER, Government and Community Relations Manager, Duke Energy, welcomed the participants to the Energy Career Awareness Leadership Forum with a word about safety. He went over fire drill protocols and assured the group that there were Duke personnel in attendance who could call 911, help with evacuations, and/or CPR if needed. He later told the students to reconsider thinking of a career path as a linear “career ladder” since that can be a bit outdated. He provided reassuring words that students don’t have to stay on a single path to be successful and may even have to take a step back to get to where they want to be. His overarching message:

PREPARATION + PEOPLE = OPPORTUNITIES

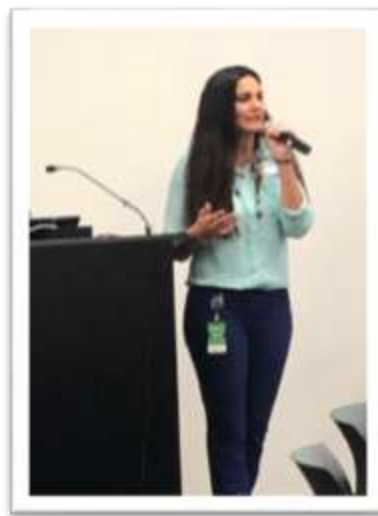
ADDITIONAL WELCOMING WORDS



Dr. Michael Grego



R. D. McIntyre & Dr. Elaine Liftin



Isabel Nieto

DR. MICHAEL GREGO, Pinellas County Schools Superintendent voiced his gratitude and excitement for the Forum and hoped it would plant the seeds to inspire students about careers in the Tampa community.

R.D. McINTYRE, Pinellas Education Foundation, Past Chairman and CEO of DITEK Surge Protection expressed his support of the program because “*it opens eyes to a world of opportunities*” and shows students that they “*shouldn’t look at a company as one career because there are usually hundreds of jobs available.*” Furthermore, students need this exposure in many fields to be successful.

DR. ELAINE LIFTIN, Council for Educational Change, President & Executive Director provided an overview of the Forum and spoke of the effort it took by numerous professionals to launch the Energy Career Awareness Leadership Forum.

ISABEL NIETO, Workforce Development Consultant, Workforce Planning & Development, Human Resources, Diversity & Inclusion, Duke Energy attended to every last detail so that the day ran smoothly. She made all the participants feel welcome and provided much-needed logistics.

MELISSA L. SEIXAS, Vice-President Government and Community Relations: Keynote Address

Ms. Seixas spoke about her own background and path to where she is today. Degrees in American history and political science, as well as a professional certification in Corporate Social Responsibility may not have seemed like a likely background for success in an energy company, but Ms. Seixas' story made for an intriguing start to the day. Her keynote address focused on "Talent Acquisition" and the impact of Duke Energy on the present and future. She had the attention of every individual in the room as she emphasized the breadth and depth of career opportunities at Duke Energy. There were typical positions mentioned, such as customer care operations, maintenance at power plants, customer delivery operations, transmission relay construction and maintenance, linemen, and engineer technologist. There were also careers that came as a surprise such as avian safety, redfish breeder, chemists, environmentalists, and the social media team. Students later shared they were most intrigued with the opportunities available right out of high school simply with a high school diploma. Ms. Seixas also discussed what's cutting edge – where producing energy has been historically and where it's going. This included underground lines, solar energy, smart meters, and electric vehicles. With so many opportunities, there's room to move around within the company and upward mobility, was also described. By the time her talk was over, it seemed as if she had touched every student with a potential career path that he/she would be interested in learning about.



CAREER OPPORTUNITIES: Duke Energy Panelists

- **CHRISTA BROOKS, General Manager Regional Customer Care Operations:** Students could relate to Ms. Brooks starting in the call center with an entry-level position. What they really found remarkable was her story of advancement and college tuition reimbursement which also provided her with the opportunity to obtain a college degree in political science.
- **JOHN MARTIN, Supervisor of Maintenance, Bartow Power Plant:** A high school diploma and the Navy as a Nuclear Machinist's Mate on submarines provided the background for Mr. Martin's career at Duke Energy. He eventually obtained a bachelor's degree in Nuclear Engineering and an MBA as he continued to be promoted within the company.
- **RANDALL MIRANDA, Manager Customer Delivery Operations:** Undergraduate and graduate degrees in electrical engineering gave Mr. Miranda the opportunity to begin his tenure at Duke as a Professional Engineer.
- **CARLOS PESANTEZ, Supervisor Transmission Relay Construction & Maintenance:** Mr. Pesantez studied Mechanical Engineering and began his career at Duke as System Operator for the Energy Control Center, but quickly moved on to various other positions.
- **ERIC SACHON, Director Distribution Design Engineering:** A Bachelor's degree in Electrical Engineering and later an MBA allowed Mr. Sachon to work as an engineer at Duke, but that didn't stop him from accepting several leadership roles and eventually he became a director.

Members of the leadership panel discussed their personal career paths and went on to describe entry-level opportunities that only require a high school diploma, as well as opportunities for individuals who have experience in labor- trade industries, the military, and those with trade certifications. Overarching messages for students included; communication is key, get out of your comfort zone, and “BELIEF + OPPORTUNITY = RESULTS.”



CHRISTA BROOKS JOHN MARTIN RANDALL MIRANDA CARLOS PESANTEZ ERIC SACHON

Question cards were distributed among students who then asked the panel questions. Below is a brief summary of the panelists' responses:

1. **What is Smart Grid and how is this impacting the work that you do?** Smart grids can pinpoint outages, specific problems, and facilitate restoration of power.
2. **Experts in the engineering field are known to be avid problem-solvers. What are the most difficult challenges an engineering technologist might face in your department?** There were many challenges discussed including communication, technology, project management, and time management. Engineers have to mentor, teach, and get mentored. Take away: “Get out of your comfort zone.”
3. **Customer Service can offer a world of opportunities for career exploration. Can you discuss the various paths one might take during their career progression in this department?** Customer care specialists can be the individuals on the phone, team leader, supervisor or manager. Most impressive was the opportunity to go to college and have the company pay for it.
4. **What are the future prospects in this field? What trends do you see developing over the next few years?** Several cutting-edge opportunities were described including smart grid, renewable generation, battery technology with solar and the trajectory from coal to clean gas to solar.
5. **How would you describe the culture and pace of work in this line of business? What role does safety play in the work that you do?** There is an intense pace completing dangerous tasks so that there is a need for safety protocols every step of the way.

6. **What advice would you have liked to have heard earlier in your career?** Communication skills and learning how to interact and engage with key stakeholders is essential. Advice was to *“take your time in each position you’re in to establish a foundation. A career is a journey, not a sprint.”*
7. **How did you determine this was the right line of work for you?** Recommendation was to *“start with your values, believe in yourself, get out of your comfort zone, and do what inspires you.”*
8. **What soft skills have you found essential for success in this occupation?** Communication was mentioned frequently as key. *“It will eliminate misunderstandings particularly when you give a command, have it repeated back to you and them confirm what was said.”* Additionally, problem-solving skills, good work ethic, and having pride in what you do were all mentioned.
9. **How has earlier career choices led to your current role?** Key factors include *“take your time, accept lateral moves, keep your eye on the ultimate goal.”*
10. **What would you suggest for career exploration research and learning about this career field?** First and foremost, get a high school diploma. There are also vocational schools where you can get single craft certifications. Military experience, and online college certificates are also options.

FACILITATORS

Facilitators play a pivotal role in keeping the school teams motivated and on task. They also review requirements and goals, facilitate the development of the School Team Implementation Plan, as well as disseminate and collect evaluation forms for each session. Following the sessions, each facilitator writes up an anecdote describing a successful student experience that represents a significant Forum outcome.

Following the session, facilitators shared their enthusiasm about the “great speakers” and “positive student engagement.” They found Duke Energy was well-prepared, and the events of the day went smoothly.



Seated: Bobbie Hill, Mariana Leslie, Donna Burns.
Standing: Dr. Gail Quigley, CEC President & Executive Director Dr. Elaine Liftin, Karalia Baldwin

Closing remarks to students are quoted from panelists, administrators, and faculty:

- **DISRUPTION = GROWTH**
- *Don't get discouraged when applying for jobs.*
- *Duke needs young blood.*
- *Get out of your comfort zone and don't be afraid to fail.*
- *Don't stop learning – information is always at your fingertips with the internet.*
- *Engineering technology can lead to anything available at Duke.*
- *Duke Energy has endless occupational opportunities beyond being a line technician.*
- *Soft skills are extremely important: communication, problem-solving, relationships, and operating uncomfortably...Don't become complacent. Continue to grow.”*

Session II: PANEL DISCUSSION and ENERGY CAREER ROTATIONS

The focus of Session II was to build a one to one relationship with panelists during “speed dating” rotations while staying in role-alike groups. This venue gave participants the opportunity to delve into panelists’ personal perspective, career paths, the details that define the responsibilities of their roles, salary, work environment, educational background, and basic qualifications for their jobs including soft skills and how best prepare for a career in the energy industry.

Role-alike groups gave students the opportunity to “make connections with the presenters who work in the real world” and they “felt more relaxed to ask questions in the small group setting.” They also liked “meeting new students from different schools” who “had different perspectives and asked cool questions” rather than “competing with adults.” Students also realized that “you may not know what job you would like to do right after high school, but you will find your way.” As an administrator put it, “you will have the ability to be a ‘jack of all trades’ and/or a master of one area.”

Administrators and faculty members also thought the panelists were “super stars” who articulately shared their unique personal stories. They felt that they could learn from the questions presented by colleagues concerning “how to relate to our high school students,” “how to best prepare our students for an entry level position,” and “what do you look for in an interview?” The day was so impactful that one school has already decided “to replicate the ‘career speed dating’ activity during their career fair.”

The panelists were purposefully selected to represent various career paths, a range of educational backgrounds, and the ability to express their passion and love for what they do. Speakers included:



John Martin, (Isabel Nieto), Jarrod Robinson, Eric Graves, Tara Miller, Gabor Presser, Tosha Nelson, Steve Archer, Leo Ward, and Stephanie Barnes (not pictured)

Plant Operations

John Martin: Supervisor, Maintenance Hines Energy Plant. Responsible for the control and monitoring of boilers, turbines, generators, and other equipment in the power generating plant. He must also safely examine and test electrical power distribution. John reminded the students that *“you never know everything.”*



Steve Archer: Generation Process Specialist. Generating energy for the grid. Started with a two-year technical degree. Steve reminded everyone that *“communication is key because in order to keep the job going, you need to communicate with your peers”* and *“safety is always on everyone’s mind.”*

Line Technician

Lineworkers are the superheroes who save the day when customers lose power. They work on power lines to install, move, repair, and replace poles and lines.

Jarrod Robinson: Line Technician. He covers issues from the distribution sub-station to the customers. Jarrod has a building construction degree and likes the opportunity to teach others what he does, not just shout orders with no explanation. According to one Forum student, this job is *“hands-on, safety is #1, linemen love their job, and it takes lots of training.”*

Eric Graves: Line Technician Apprentice. Works mostly on the ground, learning as he goes. Eric has a college degree in IT security and went into the military working in artillery and mechanics. He really appreciated the family-like environment in the military, so when he left, he looked for another family environment. He found that at Duke where he works with great people and learns something new every day. Even though *“linemen often have dangerous jobs, they prioritize safety.”*



Relay Technology



Leo Ward: System Protection & Control Technician. Protects the system. He was a Navy electrician – he turns off power when something goes wrong – goes solo and works independently a lot of the time. He also repairs the relays that control power lines that keep the power grid working. Leo mentioned the need for strong attention to detail, basic computer skills and the ability to understand the substation drawings. Leo’s long tenure at Duke highlighted that “most people stay with Duke a long time.”

Customer Service

Stephanie Barnes: Supervisor, Customer Care. Started ten months after high school. Call center is where you get yelled at because of high bills, outages, past-due bills, or power turned off. Stephanie gets to not only resolve issues, but also investigates how to prevent problems from happening again. You also serve as an ambassador of the company. To do their job, you need to be passionate, positive, a problem-solver and have people skills.



Student Haley likes to draw so she connected with the ladies who are engineering technologists. Both Tara and Tosha do not have college degrees and that was significant to Haley.

Engineer Technologist

Engineering Technologists apply technical, problem solving and management skills to provide oversight of work. They develop and prepare engineering drawings, plans, diagrams or layouts for electric grids for homes, businesses, and industrial facilities.

Tara Miller: Sr. Engineering Technologist. Major projects are roadwork – designs drawings of the grids. There are always opportunities to shadow when you ask “show me what you’re doing and teach me how to do it” this type of on the job training allowed Tara to learn how to be an engineer.

Tosha Nelson: Sr. Engineering Technologist II: Design work – creating and drawing a blueprint for commercial and residential customers.

Engineer Technologist



Gabor Presser:

Sr. Engineering Technologist. Gabor believes that he has the “*coolest job in the company*” because “*you figure out what the problem is and come up with a solution.*” Engineer Technologists must apply technical, problem solving and management skills to their work every day and every day brings new challenges.

Mark Hunt, Executive Director, Career, Technical and Adult Education at Pinellas Technical College (PTC)

With all the talk about alternate education pathways, technical schools and trade certifications, it was only fitting for Mark Hunt to talk about Pinellas Technical College. There are 3500 students a year and 75% are on financial aid. Mr. Hunt’s advice: “*Think about what you love and match it to the best path.*”

PTC offers a high school dual enrollment program which provides the potential of graduating high school with a two-year degree. Additionally, if continuing on to more college is wanted, there are articulation



programs with an 89% placement rate. Mr. Hunt further explained that technical programs usually take 12 months and you get a job to start your adult life. Course offerings include: electricity, building construction technologies, computer systems & information technologies, and welding technologies. Several students, after hearing about options at PTC, immediately started to ask panelists to “*highlight career options based on technical education versus college degrees*” and asked, “*if you had it to do all over again, what would you do differently to be better prepared for your job?*”

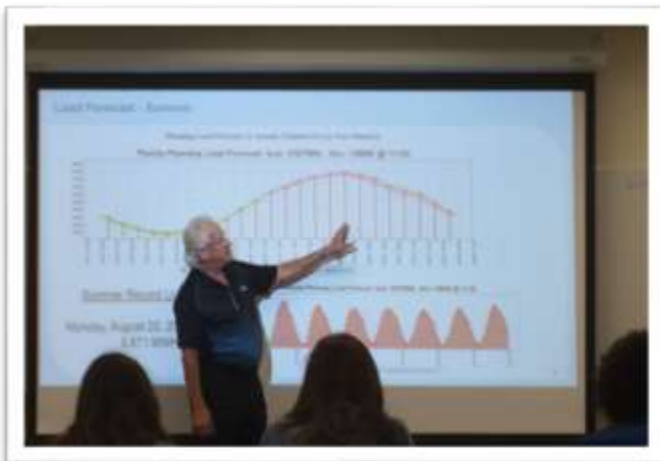
Everyone enjoyed the day, but as one facilitator explained: “*Time was a factor. My group of students had great questions and seemed very engaged.*” They found Duke Energy to be “*really people-focused,*” have “*employees [who] are truly happy in their jobs,*” and that “*the industry really has all sorts of positions in the energy industry and beyond, like biologists, office managers, and even community outreach personnel.*” *Anyone can succeed in the energy industry or any other industry, “the difference is how much an individual really wants it.”*



Session III: BARTOW ENERGY PLANT: Plant Operations, Tour, and Live Line Demo

The day began with rain, strong winds, and lower temperatures than most anticipated. Quickly rearranging the day meant that there would be three speakers and perhaps more seat time than some would have liked. However, according to administrators and faculty, the speakers provided “professional presentations that were thorough, entertaining, and informative.” These participants also thought the “speakers were well prepared and well informed” and one faculty member “was inspired to be the one to go back to [her] school to communicate all the good work done in our community.” Many students also commented that “the three speakers were very informative,” they enjoyed “getting to learn more about the technicalities of the plant,” and were impressed that the “speakers took the time to answer questions after the presentations were over.”

Ski Chester Ninaltowski, Jr., Procedures and Training Coordinator. Ski has a high school diploma, followed by a military career as a Navy machinist. He began his talk with a definition of electricity and basic electric generation instruments to measure electricity in order to relate to his audience. He then went on to describe the history of the Bartow Plant and how it works. Students thought it was “good information, well done PowerPoint, and very educational,” and “the description of how the plant operates was significant. It showed what kind of day-to-day things happen at the plant.” Although some participants thought the presentation was a bit too technical and long, most Forum participants found the information



thought-provoking, and possibly an opportunity to experience “what it’s like to be in a college classroom.”

Wayne Toms, General Manager of Bartow Energy Plant. Wayne was in the Navy where he served on a nuclear submarine and ran a nuclear power plant. Along the way he obtained a Bachelor’s degree in Human Resources and eventually an MBA. He talked about Duke Energy as a regulated monopoly and “focused on the vital aspects of why and how electric production plays a role in everyone’s life – really interesting look into the ever-changing technology that makes up the electricity production industry.” Students shared that “the info received during the lecture will help me and will be good information to bring back to my school. Mr. Toms talked about building the plant that cost \$750 million and how it works,” “showed the impact of energy and how it will change in the future with a new grid system with solar electricity,” and “even though there aren’t many women, the operations steam operator is a woman.” One student shared that “the most meaningful event of the day was getting to talk to Wayne one-on-one about some of the parts of the plant.”





David Burny, Generation Project Management. David started as a laborer doing janitorial work in the basement of the plant. He then worked his way up the system to the boiler room, then control center, and finally to operations manager. He has been with the company 30 years and spoke with tremendous passion for what he does, describing energy as “our product is a way of life.” His description of what a project manager does resonated with the Forum participants because of the “applicability of 21st century skills for all jobs.” The discussion of knowledge, skills, tools and techniques to execute a project from start to finish, reminded students about the “importance of intangibles,” “the need for skills like communication and time management,” “the most meaningful thing was how everything we learn in school can be utilized in the ‘real’ world” and “this



information will be helpful to consider in my future.” David inspired students to “have a plan, prepare for obstacles and stay focused.” Administrators and faculty members were also impressed as indicated by the following comments:

“Most meaningful session was project management and the opportunities afforded with the position – crucial to creating, perfecting, and/or improving operations – requires communication, leadership, team working, negotiations, time management, competence, and being a big picture thinker with an eye for detail skills.”

“Project management was very appropriate for our school academies. We work with each stage of the project managing described by David. I could see how our students were able to relate.”

“David made my students realize the importance of seeing/knowing why we take our classes – they saw the relationship.”

Plant Operation Simulator



Similar to the flight simulators used by pilots and astronauts, the plant operations simulator provides a comprehensive environment for plant operation training in a non-intrusive environment, without possible damage to the actual plant. It is used for both inexperienced and experienced plant operators so they can practice events that they rarely get exposed to, and to react to problems created by the instructors.

Forum participants found the visit to the simulator “very cool, amazing,” an “intricate and complex room, but everyone has the ability to thrive within it,” and the “amount of technology involved and how fast it is evolving is amazing.” One faculty member commented: “The mini tour was very neat. I wish we could have seen more!”

Power Plant Tour



Ski's talk earlier in the day, helped make sense of everything that was seen during the plant tour. Forum participants were surprised at how big the water pipes were and appreciated actually seeing how immense the plant was. They described the tour as a *"unique experience seeing the two sections of the power plant with the steam generator and water lines in and out of the bay,"* and it *"showed how the Bartow operation functions as a four to one generation system – four natural gas fueled turbines sending steam to one steam turbine generator."* They also would have liked *"some more shadowing since the tour was way to short to take it all in."*

Live Line Demonstration

The live demonstration was by far the highlight of the day. While the weather was a challenge and threatened to cancel the demonstration, the sun finally came out. Facilitators thought the live demonstration was *"fantastic," "fabulous,"* and *"awesome."* They shared that the *"kids were mesmerized,"* and that they *"gained a new appreciation for what linemen do."* Facilitators were also grateful for the *"time the linemen took to explain and demonstrate what can go wrong when safety procedures are not followed."* Students also shared that they *"loved seeing the linemen in action and appreciated how many safety precautions they take."* One faculty member explained: *"It was cold and windy, but the students weren't going anywhere...they were going to stay to the very end."*





The series of demonstrations showed that *“being a lineman is a very dangerous job, but the guys all had smiles on their faces and made it seem very exciting.”* There was also a great appreciation of the need for *“safety first,”* as well as, the realization that *“the dangers of the line can appear insignificant, but its paramount to always utilize safety measures.”* Administrators and faculty felt that *“real-life application is always intriguing and pushes you to want to know more,”* and *“there is a need for lots of safety precautions because dangerous situations and mistakes on live lines can be deadly.”*

The live demo included *“awesome visuals”* of what happens when there is an interaction between a live line and squirrels, mylar balloons, trucks, hot dogs, branches/trees, ladders, poles/antennas, rubber boots that are penetrated with a nail, string, and a rubber glove with a pin-hole in it. The following photos are several examples:



“it makes a difference to see consequences of live lines. I know I will be more mindful.”



“You can’t take anything for granted. Almost anything, even safety gear, if not maintained properly, can act as a conductor and put a lineman in grave danger.”

One school group took a video of the demonstration and “can’t wait to go back to school and be able to share the real-world situations relating to energy.”



Groups also worked with their facilitators to finalize their implementation presentations. Faculty that still had questions commented that their *“facilitators pointed us in the right direction,”* and after reviewing the presentation rubric *“felt better about what we are going to present.”* One group was *“planning our project with each of the five stages of project management that David showed us.”*

The day, that started out precariously, turned out to be *“wonderful”* and *“awesome.”* Students reiterated that *“there’s more to the power industry than you would think,”* and it was *“enjoyable once again to practice meaningful conversations with Duke employees...it is one of the top things I can bring back to my school. I know the importance of communication.”* A facilitator shared a story of *“a student from an at-risk school, who initially had no interest in an energy industry career, now says he wants to run a power plant...He spoke with Ski who told him he could begin without a college degree.”* Students also finished the day with David’s words of wisdom:

“Project managers are super heroes. They bring visions to life, every industry needs project managers, and it’s very rewarding.”

Session IV: ENERGY CAREER AWARENESS LEADERSHIP GROUP PRESENTATIONS

The focus of the day was school presentations of their comprehensive plans to disseminate awareness about careers and job opportunities in the energy industry. There were many visitors who wanted to show their support of the Forum including founding board member of the Council for Educational Change, Gene Marshall, and Pinellas senior staff – pertaining to career educations, members of the Pinellas School Board, and Duke Energy personnel.



DR. MICHAEL GREGO, Pinellas County Schools Superintendent encouraged presenters by thanking them for *“taking the risk of trying something new: Nothing ventured, nothing gained.”* He also added that *“when we push ourselves to do something unique and special, we should celebrate the day.”* He looked to the students who were juniors to be the leaders next year and to continue the good work accomplished this year.

STACY BAIER, Ph.D., President, Pinellas Education Foundation, began her comments by reminding everyone that it is not easy for a corporation to take on this type of initiative while running a huge company. Duke Energy, with the support of DITEK, embraced the challenge and provided an excellent experience for the participating schools. Dr. Baier then introduced the judges who would score the presentations.

R.D. McINTYRE, Pinellas Education Foundation, Past Chairman and CEO of DITEK Surge Protection

JEFF BAKER, Government and Community Relations Manager, Duke Energy

ISABEL NIETO, Workforce Development Consultant, Workforce Planning & Development, Human Resources, Diversity & Inclusion, Duke Energy



R.D. McIntyre Stacy Baier Jeff Baker Isabel Nieto

Facilitators shared that *“schools were able to make the presentations their own: innovative, creative, and varied...they were excellent, and it was amazing how it all came together!”* They also commented that it was *“very impressive overall – great partnerships with schools and careers...the depth of knowledge displayed by the students via their presentations was outstanding.”* While the average rating of the first three sessions was 4.63, session four was rated 4.86. The overall rating for the entire Forum was an impressive 4.94. Administrators found the Forum a *“great experience filled with important information about careers and the need to help our students with soft skills.”* Faculty described it as *“eye-opening...I was not familiar at all with energy-related careers, but I now have knowledge that I can share with our students.”* Students said it was *“VERY impactful.”*

Group Energy Career Awareness Implementation Plan Presentations

Each school was given the challenge of creating a comprehensive plan to disseminate awareness about careers and job opportunities in the energy industry at their schools. Judges independently rated each group on a scale of one to ten for content and quality of the presentation. Judges then collaborated to determine the first-place winner. The judges unanimously chose Pinellas Gulf Coast Academy as the first-place winner and they received a \$100 gift card. Additionally, the Pinellas Education Foundation graciously provided \$25 gift cards for all the students who presented.

Pinellas Gulf Coast Academy: *Let Duke Power Your Career!*

Among Pinellas Gulf Coast Academy goals were for every student to have a teacher mentor, team meetings to share the skills needed to get a job, and learn about pathways to success. The leadership team plans to invite Duke to their careers fair. They also plan restorative circles in their clubs and classrooms. They presented a skit about the different job opportunities, qualifications and skills using handmade visuals which made the group seem very approachable. The students plan to perform their presentation throughout the school. Administrators felt that this



information would be particularly useful for seniors who need some extra motivation to graduate. The College and Career Coach (CCC) staff believes that students could greatly benefit from the careers at Duke Energy and plans to use this information as a resource for interested students and leverage possible careers as a motivating factor for students to stay focused and graduate. Duke personnel were thrilled to take a picture with the Pinellas Gulf Coast Academy group who happily accepted the \$100 prize.

Clearwater High School: *Clearwater High Ambassadors*

This presentation focused on the Duke Energy Family. The video that was produced used short video clips that were taken during each of the Forum sessions. The student narration focused on the impact of what occurred during the sessions, particularly some of the Duke personnel they met. The students were particularly impressed with the interview strategies they learned from Duke Customer Care Supervisor, Stephanie Barnes which included: dress nice, be genuine, make eye contact, smile, be specific with examples, and use the STAR method (Situation, Tasks, Action & Results).



Disston Academy for Progress and Enterprise: *Duke Energy – The Sky is the Limit*

The presentation began with the dilemma concerning when you have a “head full of dreams.” The



group described the Summer Career Acceleration Program, as well as, Duke positions with qualifications and yearly salaries. They showed a video clip of the Duke live lineman demonstration, created a brochure to show parents during FAFSA night. They also plan to disseminate the message about careers at meetings, career fairs, post informational posters, and post on media sites. They ended with the following poem.



Dreams

Langston Hughes (1902-1967)

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.
Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

Dixie M. Hollins High School: *Career Awareness Forum*

Students have many decisions to make when thinking about what they will do after high school.



This presentation focused on students who may not be ready for college and would like a career not just a job. They discussed what companies are looking for in new employees such as effective communication skills, collaborators, and life long learners. They then connected this to the opportunities at Duke Energy. The presentation had already been shared at the school

with students and faculty. Moving forward Dixie High School will hold college and career fairs, use the school TV station for morning news segments, post information on the school website, create flyers and posters, and they plan to invite Duke to come out to their school.

Also, faculty have been inspired to incorporate job skills into core subjects.



Dunedin High School: Career Awareness

Students were excited to share their message and got everyone's attention with their first slide



about money. The Forum provided them with a framework for disseminating the information throughout the school. Plans are to share the presentation with faculty and students in-person and on the school's website. They commented that "all the Duke folks sent

the message about soft skills." To that end, the school plans to reinforce written and oral communication skills, and problem-solving skills. The video they created, that goes over several Duke jobs, will be shared with the local Chamber of Commerce to make sure businesses are aware of what they are trying to accomplish. Parents also need to hear that there are many career paths beyond the college degree, so efforts will be made for that to happen as well.



East Lake High School

This presentation was created in the business management class and turned out "fabulous." Their onsite leadership plans include getting the information to administrators and faculty using their student created video, the principal's monthly newsletter, the Business Academy Board of Directors, and community partners. The students also created a hashtag to make accessing information easier and to also get the word out about the Summer



Career Acceleration Program.

In addition, they will use Twitter, Instagram, YouTube, Memes, and videos. Their



multi-faceted approach focusing on students also includes broadcasting segments on the school's Eagle Eye News and the creation of a Career Awareness Jeopardy Interactive Game.

Gibbs High School: Career Awareness What Will You Do?

Administrators plan to share information at Principal meetings, School Advisory Committee (SAC) meetings, Pinellas County Center for the Arts Fan Club (PCCA), and the Business, Economics, Technology Academy (B.E.T.A.) Advisory Meetings. Information will also be shared at faculty meetings, as well as posted on various social media platforms.



Faculty plan to discuss information at Professional Learning Community (PLC) sessions, share during “Chew and Chat” sessions, and provide resources and assistance with “ready to work” skills such as creating resumes.

Students developed a promotional video regarding career opportunities which will be shared on various digital platforms such as Facebook, Twitter, and the school website. The video used actual footage from the Forum sessions. Students also plan to advocate and be ambassadors for the Career Awareness Program.



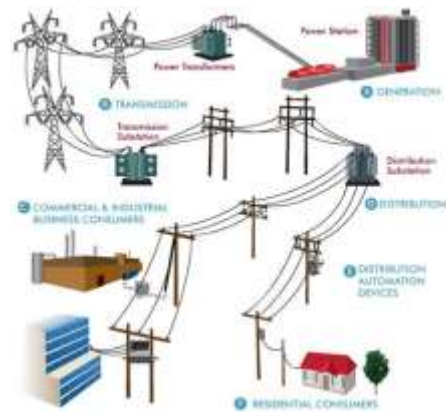
Jacobson Technical High School: What Does It Take to Make Toast?

Students have already presented once and hope to do so again many times in the future. They started their presentation with pictures of the damage created by storms. Those pictures reminded everyone of the damage many had experienced during hurricanes and what it was like to live

without power. This was followed by a description of Duke Energy and the many steps that energy goes through to get from the power station to residential, commercial, and industrial consumers. This was followed by descriptions of many of the jobs at Duke and their requirements. They showed a video of the presentation they had done at the school rather than present it live a second time.



They started their presentation with pictures of the damage created by storms. Those pictures reminded everyone of the damage many had experienced during hurricanes and what it was like to live



Largo High School: Career Awareness Leadership Team - Graduation is the KEY to Opportunity!

The presentation took the audience on a visual journey of how and when information will be created and disseminated utilizing a Gantt chart to monitor progress. The ExCEL magnet program Leadership Team's goal is to host a successful Career Awareness Fair. Students would like to distribute information at their events, sustain this project in the future by building a visual Career Showcase on their campus, and continue to hold annual Career Fairs. They also plan to engage in various shadowing opportunities

to build a collection of informative posters/projects to display where all scholars (IB and traditional) will have access to them (cafeteria, library, etc.). Roles for administrators include working to include scholars and IB scholars in ExCEL Shadowing Experiences to explore careers at Duke Energy, collaborate with district high schools, and collaborate with guidance counselors to both share and target students who may have an interest aligned or skill set matching opportunities. Faculty will support administration in distributing information to scholars, as well as recruiting more teachers to the Career Awareness Leadership Team (CALT).



Northeast High School: After Graduation "What's Next?"

This presentation promoted the careers and job opportunities within the Summer Acceleration Program and academy



certifications. There are plans to help students develop resume and interview skills as illustrated in their

presentation. Their presentation has already been shared at least ten times and there are

also plans to video their presentation and put it on YouTube. Clearly, soft skills, particularly those needed in a job interview, are transferable and are important regardless of where students seek job opportunities. Duke Energy jobs were presented along with the ideas that there are novel industries today that did not exist just decades ago and there are so many fields and various paths for today's generation of students to pursue.



Palm Harbor High School: “You Make Your Own Path and Just Try.”

This presentation will be shared with the Business Academy students and faculty at a guest lecture event. The group talked about what they did at each session and why they felt it was so



worthwhile, including how they learned about many jobs you don't hear about, they got to explore the numerous jobs not often heard about, take information learned back to the school, explain to peers that there are more opportunities out there than you could

have imagined, and help people find their way. They also chose to make things more personal by providing details about Christa Brooke, Customer Care Manager and John Martin, Powerplant Operator to highlight their backgrounds and success at Duke. The Summer Career Acceleration Program was also presented.



Pinellas Park High School: “Jump Start Your Life With a Career in Energy”

Students talked about the “job opportunities that are right in our own backyard” as they detailed various job opportunities at Duke Energy. They also stressed the importance of 21st century soft skills which they would like to see imbedded across classrooms throughout the school.



Counselors have plans to invite Duke personnel to the “Great American Teach In.” The group from Pinellas Park High School developed an easy to navigate website to share all the

information from the Forum and will include information in their school newsletter. They also want to create Career Path Week where they will create resumes, hear from speakers, learn interview skills, and create job awareness. In addition, there are plans to create campaign posters and present information to business classes and business club students. Administrators will share information at leadership meetings and SAC meetings.



LESSONS LEARNED and RECOMMENDATIONS

Reflective Synthesis Feedback Loops. At the conclusion of each session, the BETR Group, key organizers from the School District, Council for Educational Change, and Duke Energy, along with the facilitators, engaged in formative, reflective and analytic practices in a continuous improvement model. These feedback loops supported refinements and adjustments that could be implemented immediately through a process that provided for debriefing opportunities and review of data from session evaluations. For example, after session I, BETR noted that it would be valuable to have a more substantial rap-up at the end of the session. To that end, a new activity was implemented where the individuals at each table got to discuss their “most significant lessons learned.” Then the group, which was comprised of two school teams collaborated, selected a spokesperson, and that individual shared the information with the entire Forum.

The following recommendations are presented in no particular order and should be considered for implementation based on logistics and feasibility moving forward:

- **Structure of School Teams:** It is easy to substitute an administrator or faculty member for a particular session, but there may not be enough time to get permission for a student substitute. Therefore, consider including more students in case of illness, conflicts or emergencies. These students could attend all sessions or be available as a substitute as needed.
- **Scheduling:**
 - Hold Forums in the fall because the spring tends to be much busier with testing, registering and scheduling for next year, and end-of-year commitments. The fall would also allow students more time to present their implementation plans at their schools and consider ways to sustain their efforts.
 - Allow for at least three weeks between sessions three and four to provide more time to develop implementation presentations.
- **Presentations and Dissemination Plans:**
 - Provide more detailed instructions for presentations to ensure greater clarity of what is expected. [Most presenters provided the information and format of what they would use at their schools to share what they learned, along with some strategies for disseminating the information. Others presented lists of how administrators, faculty members, and students would disseminate information with no actual industry-related information, some focused on the Summer Career Acceleration Program, and others showed videos of their group presenting at school rather than doing it live.]
 - Presentations should be an opportunity to practice/demonstrate soft skills including what to wear, preparing notes to avoid reading PowerPoint slides verbatim, making eye contact with the audience, and speaking clearly, to name a few.
 - Prior to session four, school groups should be required to submit their presentations and dissemination plans to their facilitator for review and checked for accuracy.
 - It should be stressed that each group practice their presentation ahead of time.
- **Shadowing Opportunities and Internships:** Students repeatedly asked about internships at Duke. Since that may not be possible, consider ways to offer students shadowing experiences.

- **Student Selection:** Selection of students should be reviewed to determine which students would gain the maximum from participation. [Most students at this Forum plan to continue with their higher education plans of college and in some cases graduate school, several have plans that include the military, and about a quarter of the group are now considering a career in energy or at least Duke as a backup plan.]
- **Soft Skills:** Strong work ethic, good communication skills, time management abilities, problem-solving skills, acting as a team player, self-confidence, positive attitude, and the ability to accept and learn from criticism are all important for being successful. These skills can be incorporated into the Forum in a variety of ways.
 - Call students “Student Ambassadors” and let them know that they are representing not only themselves, but also their school.
 - Prior to the Forum, have each student design and print at least 20 business cards (Avery Business Card Templates can be used on any printer). Also have students learn how to approach someone, shake hands, and introduce her/himself.
 - Students can start the framework for a resume or even complete one during the Forum.
 - Consider having students complete a short career interest inventory and relate it to the skills and interests of the industry being presented.
- **“Speed dating” Rotations:** The vast majority of participants enjoyed their role-alike groups which allowed for sharing opportunities not often afforded to participants.
 - Consider fewer rotations to allow more time at each rotation.
 - Provide questions at each table that would typically be asked at a job interview. Students could then listen to how the speakers answer those questions.
 - What do you enjoy most about your job? The least?
 - How did you decide to apply to Duke?
 - What do you wish you had done to better prepare yourself for this job?
- **School Buy-In:** Schools lamented that the “*requirements of the Forum were a lot of work for staff.*” While they found the experience valuable, additional incentives would go a long way.
 - For schools that actively participate and successfully complete the Forum, consider designating a specific number of summer internships to students at that school.
 - Arrange for administrators and faculty members to receive in-service points for successfully completing the entire training, online evaluation and any follow-up.
- **Communication:**
 - Use a “Parking Lot” board for questions that can be posted prior to a session and throughout each session.
 - Create a “Hashtag” for the Forum. This platform would be used by both participants and industry professionals.
- **Facilitators:** A more comprehensive facilitators’ handbook is needed that includes:
 - Details about expectations for the implementation plan and presentation.
 - A timeline for participants to use as they plan their presentations.
 - Encourage participants to take pictures and/or videos from the very beginning.
 - Have all schools working with a facilitator in close proximity during working lunches.
 - Create goals for each working lunch.
 -



FINAL THOUGHTS

The Energy Career Awareness Leadership Forum focused on building awareness of careers in the energy related field. Participants included teams from 12 high schools consisting of an administrator, faculty member/counselor, and two students. Hosted by Duke Energy, sessions included touring Duke Energy corporate offices, Bartow Energy Plant, a visit to Pinellas Technical College, and interacting with energy related professionals. The culminating session, which took place at the Pinellas School Board, provided the opportunity for each school to present their comprehensive plan to disseminate awareness about careers and job opportunities in the energy industry.

Based on evaluator observations and interviews, individual participant evaluations, and debriefing sessions, the Forum was a resounding success. The overall rating for the entire Forum was an impressive 4.94 out of five. Students were engaged, articulate, and remained focused throughout the Forum. They expressed profound interest in sharing the valuable information they learned with others at their school. Administrators and faculty members also found it a worthy experience and expressed the need for such programs in other industries, particularly for students who may not be focused on college when they graduate high school. Almost every industry was suggested for future forums; however, those that were mentioned more than others included: hospitality/tourism, healthcare, trade/manufacturing, and information technology. Additionally, the awareness of how critical soft skills are for students was highlighted and strategies already appear to be in the works at many schools. The following word cloud was created by using the words participants included in their evaluations. The larger the word, the more often the word was used.

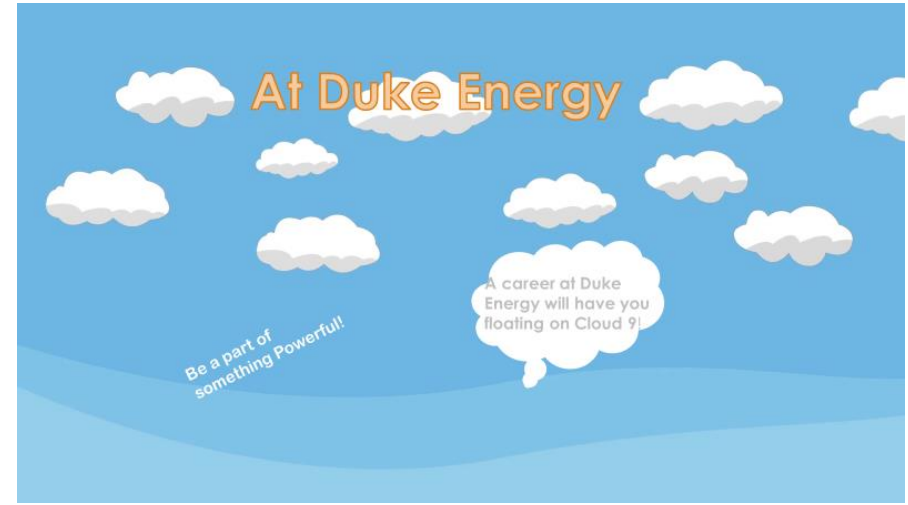


EVALUATOR

ANN G. BESSELL, PH.D. is President of Bessell Evaluation Training & Research, Inc. (BETR), the successor organization to the University of Miami Evaluation Team (UMEET). She has worked extensively in the area of program evaluation and has been the principal investigator and director for multiple UMEET projects. Under her tutelage, UMEET conducted large evaluations within complex systems such as Miami-Dade County Public Schools Smaller Learning Communities project involving over 30 high schools, NSF studies involving collaborative relationships across the University of Miami, Florida International University, and Florida Atlantic University's Schools of Education, as well as initiatives that partnered UM's Engineering School, School of Communication, Film School and School of Education and Human Development in a single project. Dr. Bessell continues her work in private practice serving as the external evaluator for the Barbara Bush Foundation, Council for Educational Change, School of Engineering at Florida Atlantic University, and Dollar General. Dr. Bessell has a Doctorate in special education and reading, Masters' degrees in health occupations education and microbiology, and a bachelor's degree in medical technology. Her research emphasizes the importance of communication among professionals and teaching effective educational strategies. Her advocacy work has focused on quality of life issues for children facing medical challenges by providing consultancy and mentoring to numerous families grappling with issues concerning the educational and psychosocial needs of a child with serious health problems and, at times, concerning the needs of families dealing with palliative care, death, and/or bereavement. Dr. Bessell has consulted and published research in evaluation and exceptional populations and is a frequent speaker at national- international conferences as well as community functions.

APPENDIX
SCHOOL PRESENTATIONS

Disston Academy



DUKE ENERGY

Duke Energy

Disston Academy for Progress and Enterprise

Group Members: Ms. Shayla Fager and Taniya Starling, Mrs. Tabitha D. Shorter and Mrs. Maria Erickson

The slide features the Duke Energy logo at the top left. Below it, the text 'Duke Energy' is written in a large, bold, blue font. Underneath that, in a smaller font, is 'Disston Academy for Progress and Enterprise'. At the bottom, the names of the group members are listed. The background is a light green color with a decorative red arrow pointing right on the left side.

Table of Contents

Slides 5-10

- The Purpose
- Information and Benefits
- Plant Operators' Role
- Relay Technician I
- Line Technician
- Day in the Life of a...Technician

Slides 6-11

- Engineering Technology
- Customer Service
- Dissemination Plan
- Sky is the Limit at Duke Energy.

The slide has a light green background with a decorative red arrow pointing right at the top left. The title 'Table of Contents' is centered at the top. Below it, two columns of bulleted items are listed under the headings 'Slides 5-10' and 'Slides 6-11'.

The Purpose of this Presentation

- To bring awareness about the job opportunities for high school students who graduate and looking for a fulfilled career with great benefits and a great culture!

The Sky is the Limit at Duke Energy!!!

Information and benefits:

- Minimum qualifications:
- High school diploma or GED
- Valid driver's license
- Demonstrated verbal and written communication skills
- Demonstrated basic computer skills utilizing windows applications emails and work management software's
- Demonstrates mechanicals electrical or I&C experience

Preferred Qualifications:

- Current or former experience working in a relevant position at the osprey station.
- Two-year technical degree or four year degree.
- Demonstrated experience and ability to monitor and troubleshoot equipment in fluid system operation (pumps, valves, boilers, etc.)
- Demonstrated experience or training in hazardous material spills

Plant operator's role:

Control and operate machinery that generates electric power. They are responsible for maintaining machines which include auxiliary equipment, steam engines, air compressors, and generators.

Work with turbines that provide both light and heat to work buildings and our everyday home.



Salary: \$74,497 per year.

Relay technician 1

This is the second craft level of a relay technician hierarchy. A transmission relay tech 1 will assist a higher-level technician and sometimes safely lead a lower level technician in activities associated with relay construction and Maintenance activities. Incumbents are expected to develop complex skills and the ability to work independently and lead small activities with low to moderate levels of complexity.



\$87,655 per year

Line technician

Climb up a pole 75 feet high, the primary role is to install, maintain and repair high-powered electrical lines and systems. Typically have to report to their supervisors to make that electrical lines in a given area installed and working properly. Lay underground cable expecting and testing powerlines identifying defective switches and wires.



\$40,000-per year

Line Technician...a day in the life.



Engineering Technology

Primary role is to aid the electrical engineers with electrical power distribution, process control, and instrumentation design.

Duties of this position include: conducting statistical studies and analyzing costs of production for non-sustainable and sustainable designs. Analyze performance of assemblies and electrical components as well as assist scientists and engineers with electrical engineering research.



Salary: \$63,225 per year

Customer service

is an important part of what workers do at Duke Energy. Different groups of caring individuals with experiences perspectives and cultures to provide service to our customers every day.

Step one- application
Step two- Assessment
Step three- candidate Review
Step four- phone review
Step five- in-person interview
Step six- OFFER AND WELCOME!!!

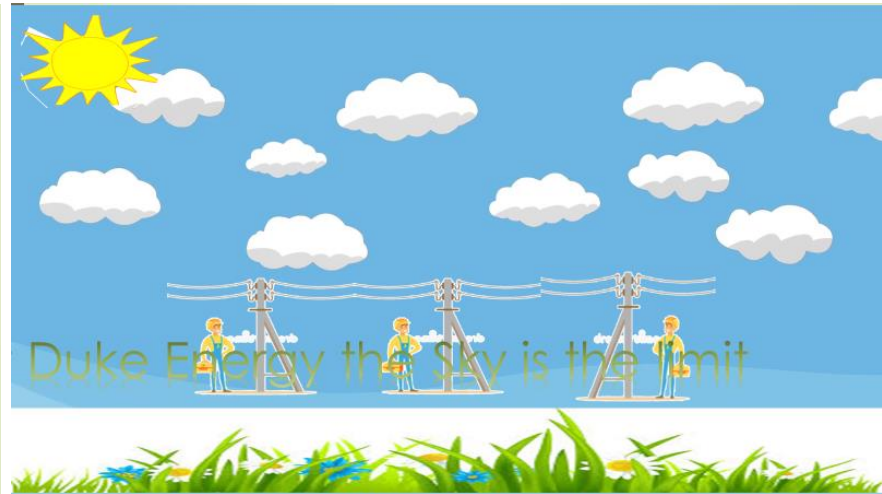


\$33,000 per year

Dissemination Plan-Spreading the News!



1. Create brochures for the FAFSA night here at Disston Academy to distribute to parents and students regarding career opportunities at Duke Energy.
2. Create an informative PowerPoint discussing the requirements and benefits.
3. Create informational posters about Duke Energy and career options.
4. Post informational posters to website regarding Duke Energy Career Options.
5. Develop a Career Fair to discuss career options
6. Share at a Faculty meeting.
7. Share at Leadership Team Meeting
8. Discuss during the PLC
9. Post to FACEBOOK and TWITTER PAGES



Credits

- Coldplay-"Head full of dreams."

Dixie M. Hollins High School

CAREER AWARENESS FORUM

A partnership between Pinellas County Schools and Duke Energy.



COLLEGE OR CAREER?
Both?



Not ready to go to college?

Looking for a career not just a job?

Curious about opportunities?

Want to know more about what skills and talents employers look for when hiring at the entry level?

So what are these companies looking for in new employees?

Effective communicators.



Collaborators



Life long learners.



This Photo by Unknown Author is licensed under CC BY

So, how do I make myself more marketable?

INTRODUCING SCAP
The Summer Career Acceleration Program

**A Unique Opportunity for 260 selected
Pinellas County high school juniors to:**

**Work for a recognized company 20 hours per
week. Make connections and gain experience
that will last a lifetime.**



**Earn an industry certification in one of the
following:**

- **Adobe Illustrator**
- **Adobe InDesign**
- **Adobe Photoshop**
- **Health EKG Tech**
- **ServSafe**
- **Certified Business Associate**



Like a lot of big companies, Duke has many entry level opportunities:

- Customer Service
- Ground men
- Line Worker
- General Office Work

And many opportunities for advancement:

- Engineer
- Plant Operator
- Project Managers

Customer Service is a great place to start



When you work in customer service for an established company like Duke Energy, you can look forward to:

Competitive starting salaries.

Benefits like health insurance, paid time off and tuition reimbursement.

Opportunities for advancement.

Not all call centers are created equally

Sounds Great. Where do I sign up?



Online applications are becoming more and more common. This is your first chance to make an impression.



Make sure your information is accurate, complete and spelled correctly.



<https://www.duke-energy.com/our-company/careers>



Thank you Pinellas County Schools, and Pinellas Education Foundation, and Duke Energy for including Dixie Hollins High School in the first Career Awareness Leadership Forum!

Dunedin High School

Career Awareness

Brought to you by



Where is my future headed?

As a high school student, you are most likely overwhelmed with information about colleges and careers all the time. College is usually along the road that you're put on by your peers, teachers and parents. Now is the time to think what the best path for you is. Do you...

- Want to have a high salary?
- Want good benefits?
- Want to have a highly engaging job?

What is the single most important thing in our lives?



Degree or Diploma?



Most high-paying jobs like doctors and lawyers require lots of schooling and are very exclusive. Some jobs, like some at Duke Energy however, offer the same things as these exclusive positions, and a college degree isn't even necessarily required.

Careers

- **Linemen**
 - 4 year certificate, paid full time
- **Engineer Technologists**
 - Trained on job, college not required
- **Customer Service**
 - Tuition reimbursement, college not required

And many more...

Duke Energy Careers

Duke Energy Lineman

Education Requirements

- No college required, 4 year paid apprenticeship gives certificate
- Test scores play in directly to whether they are hired
- GED or diploma to become an apprentice
- Having a background in computers is helpful-- power industry becoming more computerized

Position Details

- Linemen do dangerous work, fixing blown transformers, fuses, etc
- Can make up to 6 figures
- Teamwork is essential to being a lineman



Duke Energy Relay Technician



Education Requirements

- No college is required, but knowledge of computer programming and electrical systems is extremely helpful
- Knowledge of Autocad is helpful, as it will be used constantly

Position Details

- For the most part, turns off parts of power relay to keep other parts safe
- Corrects blueprints for relay technology
- Many work out of home and are largely independent
- In the field about 90% of the time

Power Plant Operator

Education Requirements

- No college is required, but a certificate in instrumentation and controls from technical college (PTC) needed
- Study electricity and instrumentation

Position Details

- Starts up and operates power plants, monitors day to day operation
- An example of a power plant where they are found is the Bartow Combined Cycle Station



How Does this Apply to Me?

- College isn't a necessity all the time: high paying, highly skilled jobs can be obtained without it
- Technical schools like PTC can provide very useful certifications that are inexpensive compared to college degrees that can provide high paying jobs
- Duke energy can provide many quality jobs for less schooling than most, allowing some people to escape from student loans and crushing debt
- Duke Energy has many positions that train you, so you earn as you learn.



#SCAP

Follow the Summer Career Acceleration Program on Social Media with #SCAP!

East Lake High School

Career Awareness Leadership Forum

By Seth Blasko and Leah Pucio
East Lake High School

Spreading the word

- Created a trend on social media
 - #SCAP = Summer Career Acceleration Program
- Interactive classroom tools
- Build networks within classrooms
- Develop marketing techniques



Liked by Lundgrenam and 68 others
Nicolas Velasco Need something to do this summer? Interested in a business PAID internship? Join us at Summer Career Acceleration Program! #SCAP #DukeEnergy ... more
View all 16 comments
2 February



Liked by ELHS and 891 others
Pinellas Education Foundation Only 250 spots available for Duke Energy job/internships. Develop business and communication skills. Real life experience in only seven weeks! #careerawareness ... more
View all 87 comments
Add a comment...
February 25



Youtube Video



Memes



Marketing Video



Career Awareness Leadership					
LINE WORKER	POWER PLANT OPERATOR	GAS AND WIND/SOLAR TECHNICIAN	LEARNER RELAY TECH	ENGINEER TECHNOLOGIST	RANDOM
\$100	\$100	\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500	\$500	\$500



50
CAPTAIN

✓
✗



50
CARTER

✓
✗

Summer Career Acceleration Program



GIBBS High School

CAREER AWARENESS LEADERSHIP FORUM

ANGEL DAMERON – GIBBS HIGH SCHOOL JUNIOR

RYAN PATRICK – GIBBS HIGH SCHOOL JUNIOR



ADMINISTRATION IMPLEMENTATION

- Sharing of the information at a Principals Meeting (if possible)
- Sharing the information at a School Advisory Meeting (SAC), PCCA Fan Club and B.E.T.A. Advisory Meeting
- Sharing the information at a Faculty Meeting
- Post information on the GHS school website and GHS Social Media Avenues to create community awareness

FACULTY IMPLEMENTATION

- Discuss during Professional Learning Community (PLC) sessions.
- Present information for staff involvement during GHS Chew & Chat sessions (small faculty meetings) to help identify student candidates for the internships.
- Provide resources and assistance with resumes for potential candidates (ie. Florida Ready to Work, CIW Internet Business Associate, resume briefing with USF St. Petersburg)

AMBASSADOR IMPLEMENTATION

- Develop promotional video regarding career opportunities for various digital outlets (ie. Facebook, Twitter, school website, etc.)
- Share promotional video with peers during school wide assemblies (COHORT Assemblies)
- Advocate and be ambassadors for the Career Awareness Program

GHS CAREER AWARENESS FORUM
PROMOTIONAL VIDEO



Jacobson High School

What does it take to make Toast?

Vincent Parkton, Joshua Smith
Richard O. Jacobson Technical High School



What do you think about when you hear about The Energy Industry ?



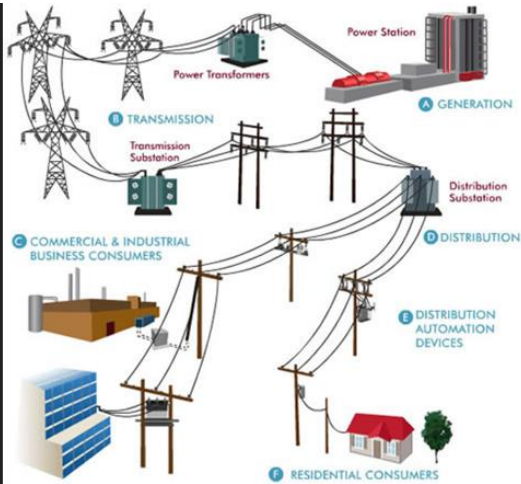
What is Duke Energy?

- Duke energy is a multi-billion dollar power company that has been in business for over 150 years supplying power.

○ - 7.4 million electric and 525,000 gas customers in over 7 states

○ Over 29,000 employees

○ \$125 billion dollars in assets.



Relay Technician

• -They are the workers who repair the relays that control power lines that keep the power grid working.

Requirements:

- A 2 year associates degree in Engineering Technology.
- Basic computer skills.
- Ability to understand and correct substation drawings.

Linemen

- Linemen are the workers who repair, build, and maintain power lines.
- The workers in hurricanes who stay behind and repair damage to lines.

Requirements:

- Need a high school diploma or GED
- Have a positive and safe attitude
- Safe driving record

Average Starting Salary: \$40,000 a year

Customer Support Representatives

- The workers who build connections with customers and try to offer solutions for customers with issues.

Requirements:

- High school diploma or GED
- One year of customer support experience
- Communication and listening skills
- Basic knowledge of the internet
- Proficient in MS Office and Outlook

Average Starting Salary: \$33,000 a year

Plant Operators

- They are the workers in charge of operating and controlling equipment that generates power in power plants.

Requirements:

- An associates or bachelors degree in electrical, mechanical, civil, or chemical engineering or engineering technology.
- The ability to lift objects of at least 45 pounds

Median Annual Salary: \$79,860

Additional Opportunities

1. Avian Experts: they need avian experts to help with birds in power lines.
2. Red Fish Breeder: Helps replenish the dwindling red fish population
3. Engineers: Help develop ideas and future equipment for better energy efficiency.
4. Duke Energy also employs nurses.

Now You have Toast!



Presentation

<https://www.youtube.com/watch?v=RsHSRCLKV2w>

Largo High School



TEAM IMPLEMENTATION PLAN AND TIMELINE

Largo High School

MISSION STATEMENT

- Our main take away from the Career Awareness Leadership Forum:
 - The importance of understanding post-secondary career options
- The plan will be disseminated throughout the school
 - Beginning with the ExCEL Program (ELT), information will be distributed also to IB and Traditional Scholars

IMPLEMENTATION PLAN OVERVIEW

- Everything in our plan is based around our central vision of a Job Awareness Fair
 - Planned by ExCEL
 - Hosted by Largo High School
 - Open to the community

ASSISTANT PRINCIPAL ROLES

- Leadership Meetings / Coordinate with CTE programs
- Secure facility and networking for Job Showcase
- Coordinate ExCEL presentations
- Job Fair (Showcase)/Industrial Roundtable (Networking for invitations and connecting with duke Energy speakers)
- AP Meetings/ Collaboration with district high schools
- Coordinate job interview experience during job fair and job showcase (year 2)
- Collaborate with guidance counselors to both share with scholars and target scholars who may have an interest aligned or skill set matching opportunities.

FACULTY ROLES

- Staff Leadership Team
- Help support organizing Job Fair
- Content and CTE meetings
- Work with AVID and ExCEL Team to integrate into job shadowing and school-wide presentations.
 - Goal to integrate into freshman experience and pack classes (non magnet program)
- Coordinate job interview experience during job fair and job showcase (year 2)

CALT ROLES

(Students will be leading a Career Awareness Leadership Team)

- ExCEL Leadership Team (ELT) to organize job fair (12 scholars IB/ExCEL/Scholar – 1 from each track & from each grade level)
- ExCEL team build partnerships with Freshman experience classes.
- ELT to design student job presentations over lunch periods to expose job opportunities.
- ELT to organize advertisements and recruiting to job fair and job awareness. This will include invitation and outreach to partner schools.

CONNECTION TO THE EXCEL PROGRAM

- As previously mentioned, all three levels (originating in ExCEL) will work to incorporate this information into curriculum
- Assistant Principal will work to include scholars and IB scholars in ExCEL Shadowing Experiences to explore careers at Duke Energy
- Faculty will support administration in distributing information to scholars, as well as recruiting more teachers to the CALT
- Students will use their leadership roles to distribute information at their events, and will coordinate with scholars after shadowing to start creating a visual Career Showcase

TIMELINE OVERVIEW

- Research and Development Phase is complete! (Career Awareness Forum)
- For the rest of this school year, all three levels of participants will have goals to reach in order to set up the Implementation Plan for future years

TIMELINE IMAGE

Milestone Descript	Category	Assigned To	Progress	Start	No. Days
Research & Development					
Initial meeting and purpose	On Track	Group	100%	1/16/2019	1
Career path exploration	On Track	Group	100%	1/29/2019	1
Job shadow experience	On Track	Group	100%	2/13/2019	1
Presentation Building	On Track	Group	100%	2/14/2019	13
Implementation	Milestone	Group	100%	2/27/2019	1
AP - Ryan Green					
Leadership Meeting / CTE	On Track	R. Green & J. Cox	50%	2/25/2019	22
Present to Leadership Team	Goal	R. Green	50%	3/19/2019	1
Job Fair Coordinate	Milestone	R. Green	25%	5/3/2019	
Counselor Recruitment Process	On Track	R. Green		3/19/2019	20
Faculty - Joseph Cox					
Present to Leadership Team	Goal	J. Cox & R. Green	50%	3/19/2019	1
Support Organization of showcase	Med Risk	J. Cox & R. Green & CALT	25%	3/19/2019	20
AVID/ICEL - Integration	Med Risk	J. Cox & R. Green	25%	3/19/2019	20
CALT (Career Awareness Leadership Team)					
CALT Initial Meeting	Milestone			3/19/2019	1
Build Partnerships	On Track			3/19/2019	10

SUMMARY

- This year's goal is to host a successful Career Awareness Fair
- We would like to sustain this project in the future by building a visual Career Showcase on our campus, and continue to hold annual Career Fairs
 - * From shadowing participants, build up a collection of informative posters/projects to display somewhere all scholars will have access to (cafeteria, library, etc.)
- Graduation is the KEY to Opportunity!

Northeast High School



Finding A Career

- *Job Opportunities* are endless for high school students today.
- There are novel industries today that didn't even exist just decades ago.
- There are so many fields and various paths for today's generation to pursue.
- The company's that we see and hear about every day, have so many facets and may be just what *you're* looking for.



What Job Are You Trying to Land?

- Power Plant Operator
- Line Technicians
- Project Managers
- Engineer Technologists
- Lawyers
- Communications, etc.

The Summer Career Acceleration Program



- This program will allow students to prepare themselves for the workforce.
- Industry certifications along with a summer internship will equip participants with skills that will easily carry over into the real world.
- Students will work 20 hours a week, and work on industry certifications M-T 8-11 AM or 1-4Pm.
- This program is for students who are seeking work directly out of high school.
- Prospective students will be interviewed and selected by PCS staff following the recruiting process. Business preference and transportation will be considered.

This is an amazing opportunity laid out by Pinellas County Schools and Pinellas Education Foundation. At completion of the Summer Career Acceleration Program will be ahead of the game when it comes time to get a job after graduation!

Preparing for a Job Interview



Before You Land Your Job

Personality and character gets you much further than education or qualifications can.

We asked numerous employers at Duke Energy, what traits they'd look for in new employees and here are just a few of the attributes we heard:

- *Transferrable skills* (communication, troubleshooting skills, problem solving, work ethic, etc.)
- Competence (ability to get things done without too much guidance.)
- A team player
- A willingness to learn and actively participate

Do's and Don'ts

6

- Make a good and lasting impression.
- Professionalism and capability are still valued.
- With the high level of importance placed on safety and effective communication, an employer is unlikely to hire you if your interview alone portrays you as immature, undedicated and unfocused.
- Take a look at this video to gain a little more insight into what is and isn't accepted during your interview: <https://www.youtube.com/watch?v=CU3U-n8gW4&feature=youtu.be>

Thank You!

Mariana Leslie, Isabel Nieto and all of Duke Energy Representatives

Add a footer

Palm Harbor High School

CAREER AWARENESS LEADERSHIP FORUM

BY: JACOB SILVER, ASHLEY HERMAN
FROM: PALM HARBOR UNIVERSITY HIGH SCHOOL

WHAT IS A CAREER AWARENESS FORUM?

- A career awareness forum is...???

WHAT DID WE DO?

- We worked with Duke Energy and Pinellas Education Foundation.
- We went on three educational trips and listened to many people from many walks of life.
- We learned all about their careers and the way they got there.

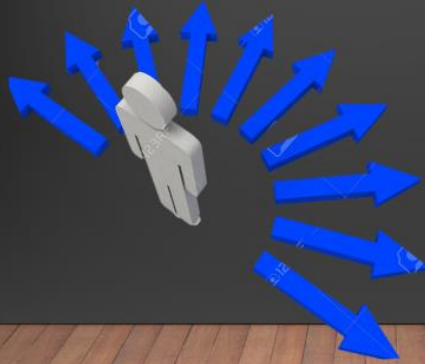


WE LOVE EXTRA WORK, RIGHT? THEN WHY?

- There are so many jobs you don't hear about.
- Explore the numerous jobs not often heard about.
- Take information we have learned back to our peers.
- Show there are more opportunities out there than you could have imagined.
- Help people find their way



WHAT WE WANT TO GIVE BACK



There are so many paths and even more ways to get there

CHRISTA BROOKE

- Crista's job deals mostly with taking calls and customer care.
 - She is a General Manager Regional Customer Care Operations.
 - Oversees 280 care specialists, 14 supervisors, 3 managers.
 - Team resolves problems and complaints.
-
- ❖ 15 years with Duke Energy, started with high school diploma.
 - ❖ Went back to school to earn her bachelor's degree, which Duke paid for through its work study program.
 - ❖ "Sometimes you need to move laterally not always moving up."



JOHN MARTIN

- John is a Powerplant Operator, he is in charge of controlling the equipment that generates power.
- Supervisor of Maintenance Bartow Power Plant.
- After high school john went into the Navy and worked on nuclear submarines as a machinist.
- ❖ Started with Duke Energy in 2011 and moved up to Generation Process Specialist then to Maintenance Team Supervisor.



NOW IT'S YOUR TURN FOR AN AMAZING OPPORTUNITY!

- There are many other jobs we learned about, and many more we didn't.
- Duke Energy and Pinellas Education Foundation are going to offer many of you the chance for a great opportunity.



WHAT ARE THEY OFFERING?

- Open for rising Seniors.
- 13 hours of classroom work a week
- One of six industry certifications.
 1. Adobe Illustrator
 2. Adobe InDesign
 3. Adobe Photoshop
 4. Health EKG Tech
 5. ServSafe
 6. Certified Internet Business Associate

WANT A JOB?

- 20 hours a week for 7 weeks making minimum wage. (\$8.46/hour)
- Pinellas County Schools is paying companies to hire you.
- You will meet with companies to pair you with your best fit.
- There's an orientation in April where you can meet the companies hiring.
- Students can start working as early as May 30th and end by July 18th.

What should you take from this?

THANK YOU TO DUKE ENERGY AND PINELLAS EDUCATION FOUNDATION



Pinellas Gulf Coast Academy

DUKE ENERGY CAREERS

PINELLAS GULF COAST ACADEMY

POWER PLANT OPERATOR

- Associates or Bachelors degree in electrical, mechanical, civil, or chemical engineering
- Ability to monitor and troubleshoot computer-controlled equipment
- Able to work independently without close supervision but also function in a team
- Computer and verbal/written communication skills

GAS/SOLAR/WIND/NUCLEAR TECHNICIAN

- High school diploma/GED and some on-the-job training and/or education.
- Proficient in operating machinery
- Able to work in a team
- Strong commitment to safety

LINE WORKER

- High school diploma or GED
- A certificate from a line worker school is preferred
- Valid driver's license
- Cooperative attitude, good listening skills, team player, dependable
- Strong commitment to safety

RELAY TECHNICIAN

- High School Diploma or GED
- Associate's degree is preferred
- Ability to pass Duke aptitude test and knowledge of substation operation
- Basic computer skills

ENGINEERING TECHNOLOGIST

- Associates degree in civil, clean energy, electrical or mechanical engineering
- Strong technical problem solving skills
- Ability to work many different projects at once

CUSTOMER SERVICE REPRESENTATIVE

- High school diploma or GED
- Customer service experience
- Effective communication skills
- Basic computer skills

LET DUKE POWER YOUR
CAREER!