

EMPLOYER ENGAGEMENT HANDBOOK

Specialist Edition





SUPPORTED

CONNECTED

THE YES PROJECT IS SPONSORED



WANT TO HELP YOUNG PEOPLE BECOME, READY, CONNECTED, AND SUPPORTED FOR EMPLOYMENT?

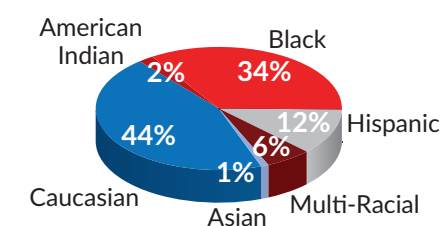
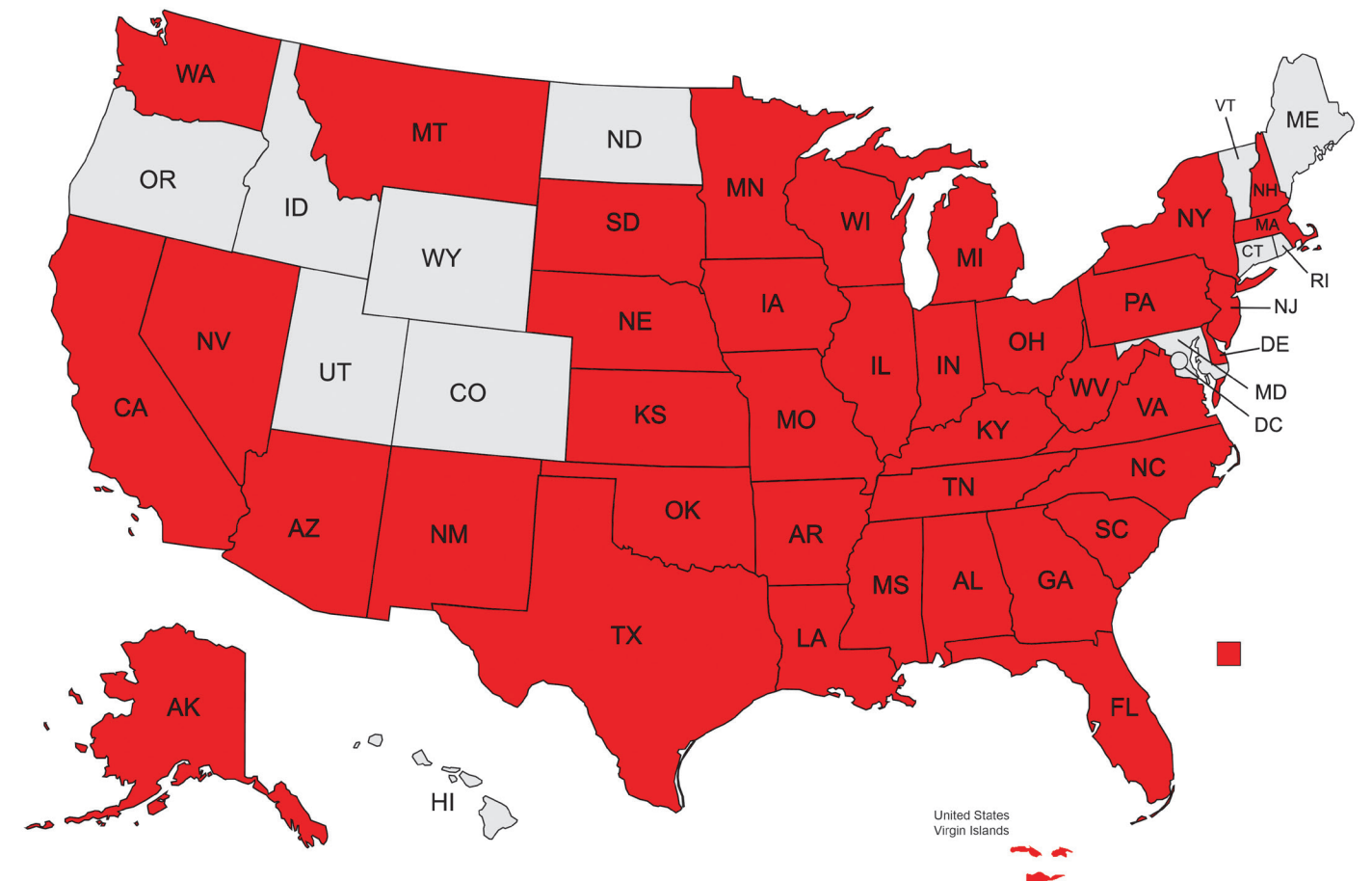
Then get connected with the **The YES Project** to learn about our **collectively-developed framework** which is a vision that **pinpoints** what **young people need to succeed in the workplace**

FOR MORE INFORMATION CONTACT: YES@AMERICASPROMISE.ORG | WWW.AMERICASPROMISE.ORG/YES

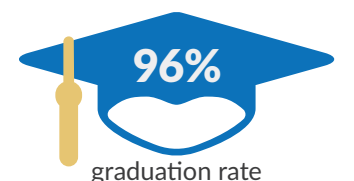


Participant Centered, Results Driven

40 years. This handbook serves as a tool to offer guidance for Specialists as they develop relationships with employers to enhance participant learning opportunities. Throughout the following pages are guidelines and suggestions for best practices as you engage the business community.



1,360
communities





America’s Participants, America’s Future

Response to Market

Dear JAG Family,

The United States is in a workforce crisis, a crisis that was looming before the COVID-19 pandemic impacted every American in our country. As the future is still unknown, there are some industries that will bounce back, while others will be decimated as new technology and a new future will impact the workforce moving forward. If our future reflects any indication of where we were pre-COVID, there will be industries that will flourish and will require skilled workers to fill the workforce gap. There is a critical need to prepare all participants and ensure they have the skills necessary to be an asset to the nation’s workforce and economy.

From a small, family-run business in your community to large organizations that operate nationwide, our participants are the future workforce and many state and local companies recognize JAG can directly impact their talent pipeline by investing in early work experience and training.

JAG is uniquely positioned: We partner with public education and private businesses to offer results-driven solutions to ensure our participants graduate, attain post-secondary credential of value and pursue meaningful careers.

Out of a need to fill positions within their organizations, many companies are addressing training and development of staff head on, even in the current economic climate. JAG is partnering with companies of national scale who have turned to JAG to provide unique solutions to their hiring crisis. Through these strategic partnerships with businesses, we have identified trends that are affecting all industry sectors. These cooperative relationships have allowed us to put a series of learning strategies into practice that extend beyond the classroom, specifically designed to train our participants to be productive members of the workforce.

Businesses view JAG participants as the talent pipeline that will fill positions within their companies. JAG has been identified as a resource to train businesses to engage with participants as early as grade six. Through this collaborative approach, we combine public education with private business to ensure the future competitiveness and economic vitality of businesses across the nation.

Looking forward to changing to future of work!

NEIL SMITH
President, Jobs for America’s Graduates

The JAG Model

The JAG Model consists of a comprehensive set of services designed to keep young people engaged in their academics through graduation and improves their success rates in education and career.



Classroom Instruction. A trained JAG Specialist provides individual and group instruction to 35-45 participants carefully selected by an in-school advisory committee comprised of faculty, administrators, and counselors. JAG classes are scheduled during the school day for credit.



Competency-Based Instruction. The JAG program equips participants with in-demand employability skill-building competencies, plus career exploration and leadership development skills.



Project Based Learning. PBL methodology creates engaging classrooms to deliver JAG competencies, allowing participants to participate realistic learning experiences that better reflect the work place.



Trauma Informed and Caring Adults. JAG Specialists provide individual attention to participants to overcome barriers that prevent them from taking advantage of their high school education, completing requirements for a high school diploma and/or securing employment or pursuing a post-secondary education leading to a career after high school.



Advice and Support. JAG Specialists provide advice and support as participants make significant career and life decisions and serve as a “one-stop” connection for participants to access personal, behavioral, and other youth services in the community. Support services are provided during the school year as well as the summer months.



Employer Engagement. JAG engages employers in the classroom as well as in the professional setting to expose participants to job opportunities and career pathways in their own communities.



Participant-Led Leadership Development and Experience. As a highly motivational participant-led organization, the JAG Career Association develops participant civic engagement, public service, leadership development, career preparation, and social awareness.



Job and Post-Secondary Education Placement Services. Specialists help graduates identify job opportunities, assist in exploration of post-secondary education, and navigate financial aid enrollments to pursue a degree program, certification, or industry-recognized credential.



12-Month Follow-up Services. JAG provides twelve months of follow-up services after high school graduation to support participant transition into employment, military service, and/or post-secondary enrollment.



Accountability. JAG is an evidence-based organization that uses metrics to reward performance and identifies best practices for continuous improvement. Comprehensive tracking and reporting collects information in three categories – participants served, services delivered, and outcomes achieved.

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Generation US Inc., an affiliate of JMG Inc., provides participant-centered and results-driven solutions to public education and private businesses. For more information contact centraloffice@jmg.org.

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Overview

Studies have identified that participants benefit from career exploration opportunities starting as early as middle school. By identifying interests and aspirations early on, participants build self-awareness and gain confidence through project based learning that helps bolster both strengths and talents. These positive engagements are indicators of participants having fulfilling careers and identifying as having an “excellent quality of life” when they become adults.

Our approach to learning has always been participant centered and results driven. Through project based learning and workforce connections, participants have an opportunity to connect what they learn in school to what they aspire to do while exploring the pathway to get there; through learning about in-demand opportunities in their community and throughout the state, to the required knowledge base for careers, on-the-job training opportunities, and options for credentials of value and post-secondary education.

From understanding each participant’s plan, to providing them the critical and individual support they need, your role as a Specialist is critical as you serve as educator, mentor, career counselor, coach, advocate and more for your participants.

Through the Strada-Gallup Alumni Survey¹, these six critical experiences, centered on supportive relationships and experiential learning opportunities, strongly relate to positive outcomes important to a participant’s success, including employee engagement and well-being later in life.

¹Strada-Gallup. 2018. The Strata-Gallup Alumni Survey.

Support Experiences:

1. An educator that cared about the participant as a person
2. An instructor who made learning exciting
3. A mentor who encouraged the participant to pursue goals and dreams

Experiential Learning Experiences:

4. A job or internship that reinforced classroom learning
5. Work on a project that took a semester or more to complete
6. Involvement in extracurricular activities and organizations

Work-based learning opportunities provide participants experience to learn employability skills they will need to thrive in an information-age and innovation-driven society:

- Collaboration
- Communication
- Critical thinking
- Interpersonal skills
- Interviews
- Leadership
- Mindfulness + Stress management
- Problem solving
- Professional behavior
- Technology
- Time management
- Work ethic
- Working with a diverse group

These opportunities are usually characterized by numerous teachable moments where the classroom or work sites provides a safe environment for trial and error, encourage participants to take risks, develop confidence, and build skills. They convey the notion that challenges are valuable experiences to be capitalized upon by discussing what can be learned from them.

Curating Successful Participants

Strada Findings + Our Practices

Our Approach	Strada findings
Specialist	An educator that cared about the participant as a person
	An instructor who made learning exciting
	A mentor who encouraged the participant to pursue goals and dreams
Employer Engagement	A job or internship that reinforced classroom learning
Project Based Learning	Work on a project that took a semester or more to complete
Career Association	Involvement in extracurricular activities and organizations

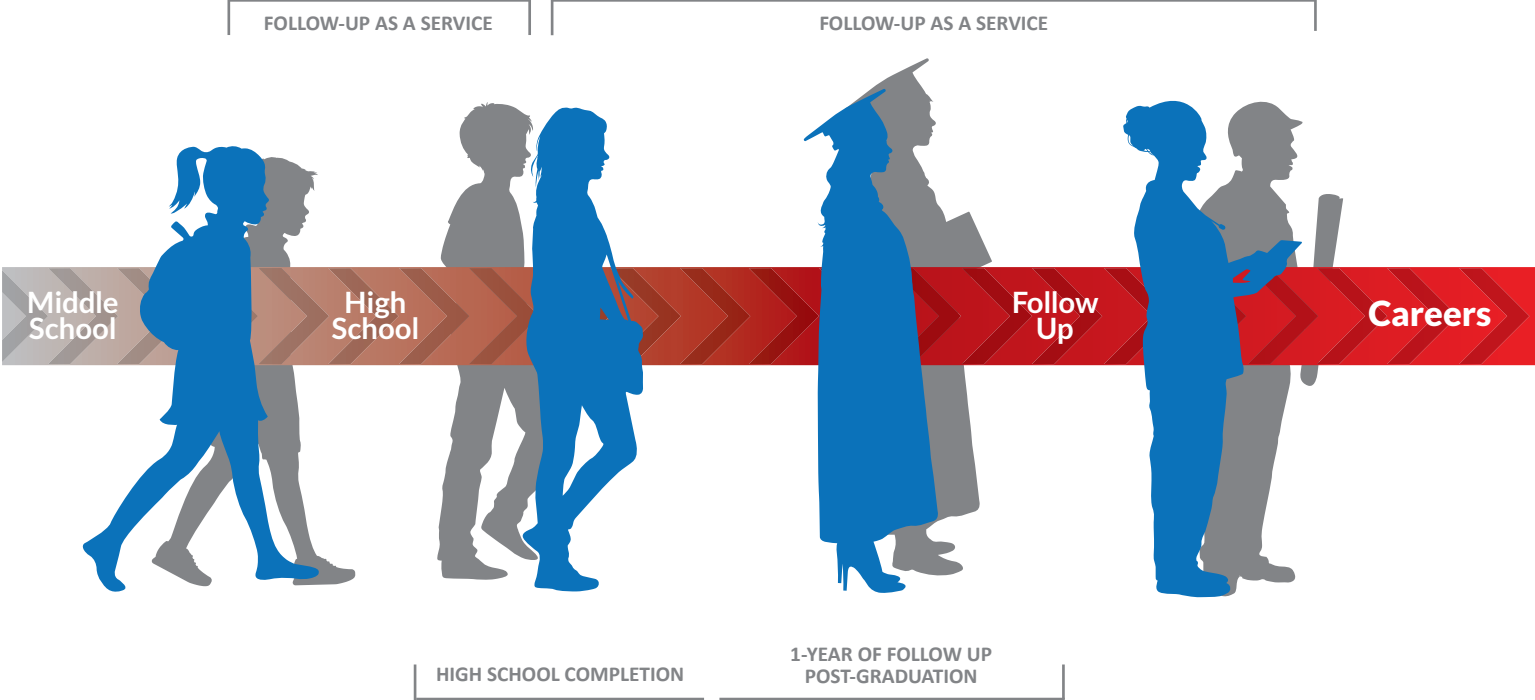
About the Strada-Gallup Alumni Survey

A landmark effort to expand the measures used to define a successful college experience. Instead of relying exclusively on traditional metrics for measuring the value of an education — namely, job placement rates and alumni salaries — the survey employs richer measures of post-graduation outcomes such as life and job fulfillment.

Importantly, it also tracks how college experiences prime graduates to succeed in their lives after graduation, giving colleges and universities insights into how the participant experience they provide can promote the long-term success of their graduates.

Continuum of Support

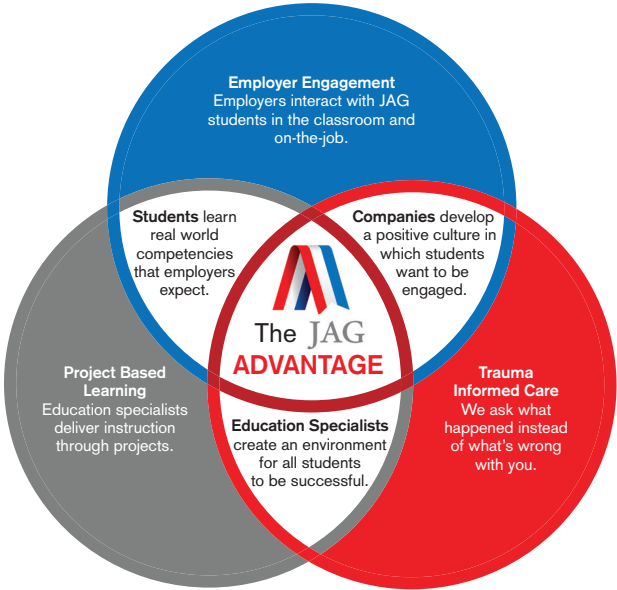
Economically Disadvantaged Participants - Foster Care Youth - Participants With Disabilities



JAG is an education-based, participant-centered nonprofit offering a continuum of support. JAG serves participants from middle school through high school graduation, and then one year of follow-up to support participants as they transition into post-secondary education and training pathways. By partnering with public education and private businesses, JAG ensures these participants become thriving members of our nation’s workforce.

The JAG Advantage

The JAG Advantage is based on a promise: JAG will give participants an advantage that will set them apart from all other youth in today’s emerging workforce through participant-centered programs that help young people achieve their fullest potential.



The foundation to any effective work-based learning program begins with the establishment of relationships. Strong partnerships will facilitate connections between participants, educators and business and community leaders to extend education beyond the school’s physical boundaries and traditional hours.

Participant Impact

Participating in work-based learning opportunities:

- Boosts engagement
- Builds confidence and motivates participants to persist
- Connects participants to potential pathways
- Correlates current learning to the real-world
- Deepens knowledge
- Ensures classroom content is current and relevant to the workforce
- Instills a good work ethic
- Promotes early thinking and exploration of potential career paths
- Provides motivation to do well in class beyond receiving a grade
- Reinforces classroom instruction by using industry subject matter experts
- Strengthens connections to the community

“Nationally, the fastest rate of job growth is expected to be in occupations where knowledge and skills can only be obtained through post-secondary learning.

The need for participants to obtain a credential of value has never been higher.

Credentials need to make learning transparent to employers, to education providers, and to participants; they link people to jobs, connect educational programs, and define career pathways.¹”

¹Lumina. “A Stronger Nation” report. Lumina Foundation. 2019.

To help us celebrate a cornerstone of the JAG Model,



Employer Engagement

a Computer Based Training (CBT)

This training will give both new and seasoned Specialists a better understanding of how to incorporate our partners into everything we do.



Find it on the Genius Homepage
under the “JAG Advantage” heading!

Learning Strategies for Workforce Development

Key components to consider as you create workforce development opportunities:

- **Research** – allows participants to go into an experience with some ideas around what to expect and what they hope to learn.
- **Reflection** – challenges participants to self-assess. Occurs throughout the process and promotes critical thinking around experiences that can lead to a new and deeper understanding. Through the many ways participants can reflect on their experiences, this can accommodate multiple learning styles.
- **Demonstration** – allows formative and summative assessment and the opportunity and mastery of competencies; promotes higher order thinking, problem solving and communication skills.
 - Product creation
 - Presentation

Examples for demonstration could include:

- Brochure
- Lesson plan for peers
- Letter to the editor
- Painting or sculpture
- Poster
- Presentation
- Public service announcement or play
- Song or lyrics
- Website



Business Outreach



Engagement

As a participant centered organization, we believe it is imperative to identify participants' interests and design participant events, business tours, and guest speakers with these interests in mind. **Classroom discussions, career assessments and research begin the process of participants learning about the multitude of careers and career pathways available to them.**

Classroom Discussions: Reflecting often throughout the process promotes critical thinking around experiences that can lead to new and deeper understanding. It challenges participants to self-assess and can accommodate multiple learning styles as there are many ways to have participants reflect on experiences.

Career Assessments: Identifying preferences in jobs and career types based on a participant's personality, character traits, skills, and interest areas. (See Assessment Resource List page 91 for suggested tools).

Career Exploration: Participants go into an experience with some ideas around what to expect and what they hope to learn.

Areas to consider for research include:

- Companies in your area that offer specific career opportunities
- In-demand jobs in your region
- Knowledge areas
- Post-secondary pathways
- Salary
- Skills needed
- Traits

Project-Based Learning is a participant learning strategy that offers the ability to incorporate the following into classroom learning:

- Budgeting and financial literacy
- Filling out a job application
- Goal setting
- Interview skills
- Job search
- Leadership development
- Presentation
- Product creation
- Reflection
- Research
- Resume and cover letter writing
- Social awareness
- Strength finder
- Technology skills needed

Giving your participants a voice and a choice in guest speakers, events and business tours will optimize participant engagement. Their buy-in will translate to a more interactive employer engagement opportunity.



Being a Brand Ambassador

As an employee of this organization, you are viewed as a representative and a role model to your participants. You'll want to consider the importance of our relationships with businesses, school partners, community members and bipartisan government. The ability of our organization to thrive, prosper and serve our participants is dependent on our reputation which is a reflection of our actions, collectively and as individuals. It's not only about what you say you are—it's how you are perceived.

Every staff member is a brand ambassador. Telling the story of our organization to different audiences shows why YOU matter. It's about the experience and perception your audience has of you and your organization online, in-person and on paper. This means everything including the delivery of our services, interaction with stakeholders, other employees, signatures, printed materials, website and social media.

Presenting a consistent message to employers, community, school partners, consultants, employees, colleagues and participants differentiates our organization from countless others the public can choose to support. Messaging should convey a clear and cohesive identity and communication for everything associated with our organization.

Position yourself successfully and effectively by:

- 1. Modeling our core principles, values and mission statement.
- 2. Identifying the services we provide, our stakeholders and target audiences.
- 3. Communicating the story of our company's uniqueness and the need that exists to serve the participants you work with. Be intentional with what you communicate and what you do.
- 4. Recognizing your reputation. How do you want people to feel when they think of our organization and how do you want customers to describe our company? Your reputation reflects our brand, program and our participants.
- 5. Continuing to build a strong company culture that encompasses a team approach.
- 6. Creating a network. Building a community of like-minded people to share and draw on expertise strengthens relationships and opens the door for new opportunities. Identify what is relevant and help further develop relationships with colleagues, business representatives and members of your community.
- 7. Offering to help others. By serving participants, offering to introduce people within your network, or offering to help a local business, you become a trusted resource.
- 8. Sharing your expertise. Showcase the knowledge you've built through partnerships and your unique experiences in your career pathway. Always consider opportunities to educate, inform, and connect participants and business partners.



Consistent
Message

+

Consistent
Appearance

=

Consistent
Reputation

Being a Brand Ambassador on Social Media

Sample Policy

Social media can be a fun and rewarding way to share your life and opinions with family, friends and co-workers around the world. However, use of social media also presents certain risks and carries with it certain responsibilities. To assist you in making responsible decisions about your use of social media, please find below established guidelines for appropriate use of social media.

Electronic social media broadly refers to the use of the internet, or other online platforms that facilitate activities such as professional or social networking, posting commentary or opinions, and sharing pictures, audio, video, or other content. Social media includes personal websites or webpages, listservs, and all types of online communities (for example, Facebook®, LinkedIn®, Twitter™, Yelp®, YouTube™, blogs, message boards and chat rooms). Our social media policy governs overall use of social media in and outside of the workplace to allow it to maintain its brand identity, integrity and reputation while minimizing actual or potential legal risks, including unlawful disclosure of confidential information.

We are committed to using electronic social media to promote our organization’s visibility and maintain communications with current and prospective employees, consultants, contractors, participants, business partners, vendors, suppliers and the general public. Obeying all relevant federal and state laws and regulations regarding electronic communications and employees’ rights, this policy will not be construed or applied in a manner that interferes with employees’ rights under any federal, state or local laws or regulations including those provided under the National Labor Relations Act (including but not limited to

Sections 7 and 8(a)(1) of that Act). Further, the Company expects employees not to use social media to engage in activities that violate federal, state or local laws or regulations.

Employees discussing our company or their position at the company online must take care to follow our policies, including, but not limited to, its policies against workplace harassment, discrimination and retaliation. Employees are expected to conduct themselves in a responsible and professional manner and be respectful of others and use common sense in their posts. Employees shall refrain from any online activity that is illegal or so disparaging that it could reasonably be expected to negatively impact our company’s reputation or standing in the community with employers, candidates, schools, consultants, employees or participants.

Employees are expected to protect the privacy of our company, its employees, employers, consultants, contractors, and participants we serve and are prohibited from disclosing information treated or regarded as confidential. Employees may not disclose any documents or information concerning our organization, its employees, consultants, contractors, participants, candidates, or others that could be considered proprietary, confidential, or intellectual property, for example participant lists, candidate and consultant lists, billing information and information that is not generally known to the public.

Express only your personal opinions. Never represent yourself as a spokesperson for the company. If the company is a subject of the content you are creating, be clear and open about the fact that you are an employee and make it clear that your views do not represent those

of the company, fellow employees, members, participants, or people working on behalf of our organization. If you do publish a blog or post online related to the work you do or subjects associated with the company, make it clear that you are not speaking on behalf of the company. It is best to include a disclaimer, such as: “The postings on this site are my own and do not necessarily reflect the views of the company.”

Only employees who are designated and authorized by our organization can prepare content for, edit, delete, or otherwise modify content on a company-sponsored social media webpages. Such employees are specially trained by the organization for use of company-sponsored webpages. Employees must receive approval to use social media to conduct business or to participate in advertising or marketing. Social networking activities shall not interfere with an employee’s primary job responsibilities.

Personal social networking, not related to the employee’s job responsibilities, should be done using a personal email account. Company-provided email accounts should not be used to either access such services or to identify the employee on personal social networks.

Employees must be mindful that, with rare exceptions, information posted to online forums is not confidential, and individuals who post to these forums are legally responsible for their content. Employees can be held personally liable for commentary deemed to be legally defamatory, obscene, proprietary, or libelous, whether pertaining to the company, its employees, other individuals, or companies. Employees may be sued by outside parties and may subject themselves to criminal liability for the content of their postings. Employees are

responsible for any postings or statements, whether relating to personal social networking or work-related social networking. Moreover, the Company may take disciplinary action, up to and including discharge, for false, misleading, inappropriate or unlawful content posted to online sites. This organization also reserves the right to take legal action where necessary against employees who engage in prohibited or unlawful conduct.

Complying with this policy is a condition of employment or continued employment and any abuse or misuse of any internet privileges or resources will not be tolerated. Failure to comply with this policy may result in disciplinary action up to and including termination.

Any questions regarding the use of electronic media regarding official company posts should be directed to head of the HR department.



Building Partnerships

- Always consider the opportunity to teach someone about your organization, while simultaneously listening and learning how to be a helpful business or community partner. When someone feels valued, it becomes very easy to develop a lasting, mutually beneficial relationship and establish a partnership.
- A primary concern for employers is not having enough skilled employees to continue working at their current level of productivity or to grow their companies. Remember that this organization can be a workforce pipeline for our partners and together we can help solution their employment needs.
- Smaller companies may want to get involved, but may not know how. This would be an occasion to educate them on additional opportunities with your class.
- Regardless of industry type, most medium and large employers have careers that fall under multiple categories such as finance, marketing, sales, customer service, IT, office support, legal, and management.
- Be conscious of privacy and safety regulations in some fields. For example, many companies may have confidentiality protocols.
- Be courteous of business professionals’ schedules and time. Many prefer communication by email. Always follow up and provide details of expectations.
- Make an appointment if you are going to visit a place of business; do not drop by unannounced unless they have specifically indicated that it is acceptable to do so.
- Model the professional example for your participants on how they should interact with companies.
- Are companies interested in working with your organization on a bigger scale? For example, volunteering at statewide events, taking part in regional events, working with additional classrooms? Ask them to complete an Employer Engagement Interest Survey. (See pages 83-84.)



Business partnerships are waiting in the community and companies just need to be asked to help in specific ways.

Meeting Businesses Where They Are At: Opportunities for Networking and Introductions

Creating a network of strong workforce development connections can aid in building individual pathways for your participants; it helps establish long-term, mutually beneficial relationships with the people you meet; from ordering your morning coffee, to participating in a school event, or attending a social gathering. Below are suggestions for building a sustainable network.

Opportunities for making connections:

- Alumni who are now business professionals
- Businesses you frequent
- Career Fairs
- Chambers of Commerce
- Guardians / parents of participants
- Job boards
- Other Specialists
- People you hire (e.g., carpenter, plumber, delivery driver)
- Rotary
- School events
- Standing in line
- Participant events
- Teachers in your school

Tips for networking opportunities:

- Always carry business cards
- Tell your organization’s story and talk about your specific program
- Wear a nametag when applicable
- Wear your organization’s logoed apparel with pride

If you know you want to connect with a certain individual:

- Check social media to see if you have any connections in common and ask for an introduction
- Send an email or call the individual
- Use LinkedIn as a resource
- Introduce yourself and ask if it is okay to have a Career Association participant follow up

If you want to reach out to a certain company, but are not sure whom to connect with, search for the following titles within the company:

- HR Managers and Directors
- Recruiters
- General Managers

* Remember to reach out to your manager or development team to see if they have a contact.



Questions To Ask A Potential Business Partner

One of the most effective ways to build a relationship with a business is to ask questions to determine how you can engage with them. Remember that by initiating new contacts, participants can be part of the follow-up process.

- Does the business have needs not being met that participants or our network might be able to help meet?
- Are there other community members or businesses you could connect them to?
- Could we help bring attention to a need they have at an event we host?
- Could they showcase their company at events we host?
- Can we help promote their business on Facebook?



Top Ten Ways to Make a Great First Impression: Networking Tips and Tools

Meeting new people can be intimidating, but networking events can help open the door to new opportunities and contacts. When possible, research participants and sponsors in advance and identify people you want to connect with. Often a list is available online. Be prepared with questions, but pay attention to the conversations around you.

1. **Smile.** It makes a great first impression and people want to engage with you because you appear open and welcoming. Be genuine in building a personal connection.
2. **Attire.** Dress professionally and be mindful of requested style of attire. Wear a nametag and logoed item if appropriate. Wear comfortable shoes.
3. **GNAP.** Greeting. Name. Affiliation. Purpose. Use a firm handshake when introducing yourself.
4. **Be cognizant of room layout.** Avoid standing in doorways. Lines are a great place to meet people, but it's best not to continue a conversation where people are exiting. Tables are great to consider.
5. **Active listening.** When you join a conversation, take a few minutes and listen to the group. Show you were listening by adding a comment or acknowledging a key point later and connect it to the work you do.
6. **Be conscious of body language and non-verbal cues.** Slightly tilting your head and occasionally nodding are universal signs that you are listening.
7. **Be curious.** Ask questions to learn about others and invest in listening to their stories; they will likely do the same.
8. **Learn how you can help.** Ask about volunteer and community service opportunities. It shows that your objective in meeting others is not self-serving and will leave a positive impression.
9. **Be a connector.** Play a role as moderator and introduce two people you have already met to each other.
10. **Always follow up.** If you want to establish a rapport, send a note that adds to the discussion you had.

Prepping For Employer Engagement Activities

Considerations When Planning an Employer Visit

- Identify your participants' interests and plan guest speakers accordingly.
- Outline goals for activity.
- Create a detailed agenda.
- Involve participants in planning, designing, and implementing events.
- Identify roles.
- Create a list of businesses, note how they enjoy participating and when they are available.
- **Discuss controversial and emotional topics with participants ahead of time. Some topics may trigger past trauma in participants (e.g., domestic violence presentation). Be prepared for this when possible and notify guidance and social workers.**
- Be clear about your expectations of the speaker, including:
 - Topics you would like the speaker to address, including their own ideas of what they would like to share with participants.
 - The time frame the speaker will have and the number of presentations requested.
 - The grade and age group of participants in the classroom and how many will be attending.
 - Discuss visual aids, technology needs, photocopies and anything else the speaker may require.
 - Provide background information about our organization, goals, the populations we serve, and some specifics about your own program.

Ensure speaker success:

- Structure a dynamic class period to include a speaker presentation, Q&A, and hands-on activity.
- Do not ask a guest to lecture for an entire class period.
- Consider the size of your class when inviting a guest. A small class of 3-5 participants may not be the best representation of the class or the best use of the speaker's time.

Notify your manager in advance if there will be involvement by legislators, board members or other key stakeholders. If media will be present, please contact your communications department. If any participant concerns related to behavior or safety arise, please tell your manager.

Hosting an Employer:

How to Prepare Your Participants and Classroom

Many educators are new to a business environment, just as many employers have not found themselves in a classroom recently, or ever in this context. Leave them with a warm impression of your classroom and the pride participants have in our mission.

- Be sure the room is tidy and neatly arranged.
- Showcase trophies, awards, signage and banners.
- Exhibit project examples.
- Display photos of participants and class activities.

Prepare participants so they can be proud of the way they represent the program, themselves, and their school.

- Be sure participants are well prepared to answer questions about their experience and how the program has benefited them (see page 81 for sample list).
- Have participants research the guest and their business ahead of time.
- Help participants prepare thoughtful questions (see page 37 for a sample list).
- Discuss potential controversies and emotional topics with participants ahead of time.
- Consider assigning specific roles to participants so they all have an opportunity to be engaged.

These may include:

- Greet speaker at the front office.
- Introduce the guest speaker.
- Demonstrate and teach what GNAP means.
- Give the speaker a thank you gift.

In some situations, participants may be asked to give speeches. Be sure to:

- Approve the speech ahead of time.
- Practice! Practice! Practice!

Be clear with expectations, including:

- Behavior – no cell phone, active listening.
- Reminder to dress appropriately.
- Participants speaking should dress professionally.

Consider inviting other classes from your school. If you decide to do this, be sure the guest knows that not every participant represents your organization, but that visiting participants are expected to uphold the same standards as your participants.

During Visit

- Notify front office of guest arrival time.
- Participants should meet speaker in the school office to greet them (GNAP) and escort them to classroom.
- Specialist must be present in the classroom during the entire presentation.
- Specialist should wear nametag.
- If possible, have participants make themselves nametags.
- Specialist should stay engaged during the presentation and assume the role of facilitator. Asking follow-up questions of the speaker or building on a comment or question from your participants will help the flow of the discussion and will improve the experience for both the speaker and the participants.
- Topics to avoid: Politics, funding and answering questions about your organization if unsure the answer.
- If time allows, encourage and prepare your participants to share details about their experience: What they are learning about leadership, what the Career Association is, or a project they have worked on.
- Take photos during presentation and activities.
- Get a group photo with a logoed item.

Planning for a School Wide or Regional Employer Engagement Event

Involve school personnel

- Check school and community calendars for conflicting events and dates.
- Inform administration and counselors of plans and seek necessary approval and guidance.
- Collaborate with other teachers and Specialists to reach more participants and require less time of community members.
- Consider inviting other classes from your school. For example, a science class may be interested if an engineer is a guest speaker. If you decide to do this, please be sure the guest knows in advance that not all participants are from your program. Visiting participants are to uphold the same guidelines as program participants.

Prior to reaching out to businesses and when working with others within your school:

Start planning and create a timeline

- Make decisions such as the date, time, and location of the event.
- Plan transportation if necessary.
- Book auditoriums, gyms, cafeterias far in advance to help avoid date conflicts.
- If weather could pose a threat to the event, plan an alternative date.

Communications

- Pick a point person to be in contact with businesses. Businesses should not receive multiple emails from different people about the same event.
- Schedule a timeline of communications to go out to business partners, community members, educators, and participants.
- Be sensitive to reply to all responses. If a question is proposed on a group email, consider whether it would be more efficient to find a solution with your team internally and respond with the answer to the business in one email.
- If you are waiting on a response, a simple, polite follow-up email or call is appropriate and usually appreciated.

- Prepare a reference sheet that includes directions and a map to your school, classroom, or the event. Give instructions for parking and school visitor sign-in procedures. Include a point of contact and phone number.

Celebrating the success of an Employer Engagement event creates a wonderful opportunity to deepen the relationship and ensure future participation. At a minimum, employers and volunteers should always receive a handwritten thank you note from a participant. Other post-activities could include:

- Survey of their experience.
- Social media post.
- Invitations to upcoming participant events.



How to Create an Event Timeline

Creating an event timeline is a great way to guide your participants on time management, keep everyone on the same page and ensure all tasks have been completed prior to the main event. Timelines can be set up for the following events: Guest Speaker, College to Career Expo, Employment Event, Financial Reality Fair, Business Tour, Interactive Business Tour, Industry Designed Events, Informational Interview, Job Shadow, Practicum, Internship, and Informal Mentorship.

1. Define your project goals. Clarify what tasks need to be completed in the process.

2. Determine dependencies for the project, from availability of space to stakeholder commitment.

3. Determine the amount of time needed to complete each task. Considerations could include:
 - Reserve necessary space and confirm date
 - Setting a theme for the event
 - Communications to staff and businesses
 - Social media posts
 - Creating invitations, posters, or fliers for the event
 - Choosing, inviting, and confirming participants
 - Identifying and confirming speakers, presenters, and entertainers
 - Recruiting volunteers
 - Setting a budget
 - Confirming media and photography
 - Transportation
 - Permission slips
 - Providing the school nurse any health concerns for participants traveling
 - Planning lunch for participants
 - Set agenda and finalize day of program
 - Finalizing presentation and speech topics
 - Getting bio information of keynote speakers
 - Finalizing decorations, food, and supplies
 - Creating signage for the event
 - Creating nametags
 - Ordering promotional materials, gifts, or plaque
 - Ensuring materials needed for day-of arrive on-site
 - Practice run through, including testing microphones, video, and presentations
4. Identify the available people and resources that will be working on the event. Assign committees.

5. Set up major milestones to evaluate progress.

6. Review the timeline with your team and set expectations and meetings to review progress.



Prepping Participants for Employer Engagement

Dress for Success: Common Work Dress Codes

Business Formal

Suits, Dress Shirts, Ties, Skirts,
Stockings, Closed-Toe Shoes



Business Casual

Suits, Dress Shirts, Ties Optional, Polos,
Sports Jackets, Dresses, Skirts, Blouses



Casual

Jeans, Casual Tops, T-Shirts, Shorts,
Capri Pants, Athletic Shoes

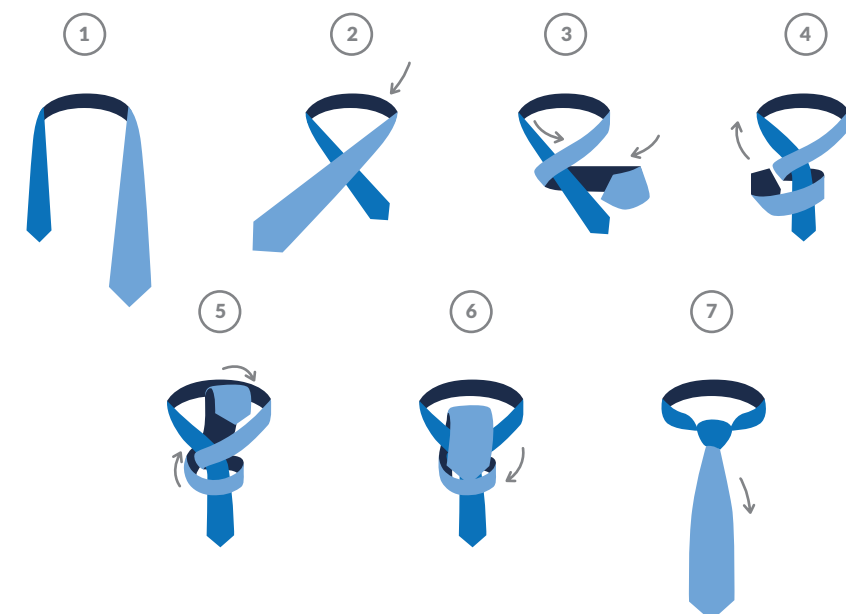


Uniform

Similar outfit for everyone, same style
and color bottom and top



How to Tie a Tie



GNAP:

Greeting. Name. Affiliation. Purpose.

GNAP is a way to introduce yourself to new people. Use it anywhere! On the phone, in person, in business, or socially. When you meet in person, always offer a firm handshake and maintain eye contact.

Sample:

Greeting

Hello, Mr. _____.
Good morning, Ms. _____.
Hi, Ms. _____.

Name

My name is _____
I'm _____

Affiliation

(Why you are here, or what connection you may have.)

I am a junior in the _____ at _____ School.
I was referred to you by my Specialist, _____.

Purpose

I am here to interview for the _____ position.
I am here to escort you to the _____ classroom.
I was hoping to discuss potential job openings with you.
I would like to invite you to _____ Closing Ceremony.

Good morning, Ms. _____.
My name is _____. I am a freshman at _____ High School.
I am here to interview for the cashier position.

Hi, _____. My name is _____.
I am a member of the Career Association and I am here to interview for your apprenticeship program.



Questions to Ask an Employer

Employee

- What business are you in?
- How long have you been in that field?
- What other careers / jobs have you had?
- What are your interests and in what way does your job satisfy those?
- What do you enjoy most about the work you do?
- What do you wish you would have known when you were starting out in this career?
- What career goal, if any, did you have when you were in high school?
- If you had the opportunity today, what advice would you give to your younger self?
- Can you provide examples of good and bad decisions made during your career?
- What are some of the biggest challenges you face day-to-day?
- What do you consider the most important skill or skill set that has contributed to being successful?
- What do you consider important leadership traits?
- What were the keys to your career advancement?
- How do you set a vision and build teamwork among your staff?
- Have you ever made a major mistake or failed an assignment at work? How did you manage it?

Employer

- What’s the best thing about your company?
- Why did you decide to work for your company?
- What is the company’s mission statement?
- What is the dress code?
- What does the company do to foster innovation and creativity?
- How does your company support inclusion and diversity?
- Why do you think people want to work for you?

Post-Secondary

- What courses or training proved to be the most valuable for your work?
- What was the most important factor in choosing your college or career?
- What was your major in college?
- Does your work relate to any experiences or studies you had in college?
- In thinking about higher education and career paths, what are some of the challenges young people face that are different from the challenges you may have faced?
- What are the educational requirements for your job? What types of credentials or licenses are required?
- What types of training does your company offer to those who enter this field?

Career

- What does a typical day look like for you?
- What are your main responsibilities and duties?
- How do you best manage your time?
- Is your work primarily individual, or do you work in groups or teams?
- What skills do you think are most important for someone interested in a job like yours?
- In what ways is this occupation changing?
- How does technology play a part in your role?
- Are there openings in your field?
- When should I start planning my career path?
- How did you prepare for this work?
- Do you feel that your career field is still a good career to consider?
- If I wanted to pursue a career in your field, what advice would you have to offer?

Anticipating Questions Employers Will Ask Your Participants

What is the Career Association?

What are your plans after high school?

What are your career aspirations?

How has this program helped you discover your talents and potential?

Do you have a resume?

Do you have work experience?

What projects have you worked on in this program?

What leadership skills have you gained?



Resume Builder:

Highlight Your Skillsets

How to put skills on your resume



Hard Skills

Hard skills are skills you can learn in a classroom or through training courses and materials. They are usually measurable, quantifiable and industry specific. Examples:

Accounting

Credential of value

Data analysis

Machine operation

Technology skills

Soft Skills

Soft skills are a combination of interpersonal skills, social skills and character traits that enable you to navigate your work and social environment. They compliment your hard skills for most jobs and are transferable from industry to industry. Examples: (and next page)

Communication

Dependability

Leadership

Time management

Persistence

Soft Skills

Adaptability

- Analysis
- Calmness
- Curiosity
- Decision making
- Open-mindedness
- Optimism
- Organization
- Self-confidence
- Self-management
- Self-motivation

Attention To Detail

- Acuity
- Analysis
- Critical observation
- Introspection
- Memory
- Organization
- Questioning
- Recall
- Scheduling

Communication

- Clarity
- Confidence
- Constructive feedback
- Empathy
- Friendliness
- Listening
- Nonverbal communication
- Respect
- Verbal communication
- Written communication

Creativity

- Design
- Divergent thinking
- Experimenting
- Imagination
- Innovation
- Insight
- Inspiration
- Mind mapping
- Questioning
- Reframing

Interpersonal Skills

- Diplomacy
- Empathy
- Humor
- Mentoring
- Networking
- Patience
- Positive reinforcement
- Public speaking
- Sensitivity
- Tolerance

Leadership

- Agility
- Authenticity
- Cultural intelligence
- Empathy
- Generosity
- Humility
- Listening
- Selflessness
- Trust
- Versatility

Problem Solving

- Analysis
- Brainstorming
- Decision making
- Initiative
- Lateral thinking
- Logical reasoning
- Negotiation
- Observation
- Persistence
- Persuasion

Teamwork

- Active listening
- Brainstorming
- Collaboration
- Conflict management
- Cooperation
- Coordination
- Decision making
- Delegation
- Idea exchange
- Negotiation
- Observation
- Persuasion

Time Management

- Coping
- Decision making
- Delegation
- Focus
- Goal setting
- Organization
- Planning
- Prioritizing
- Self-starter
- Stress management

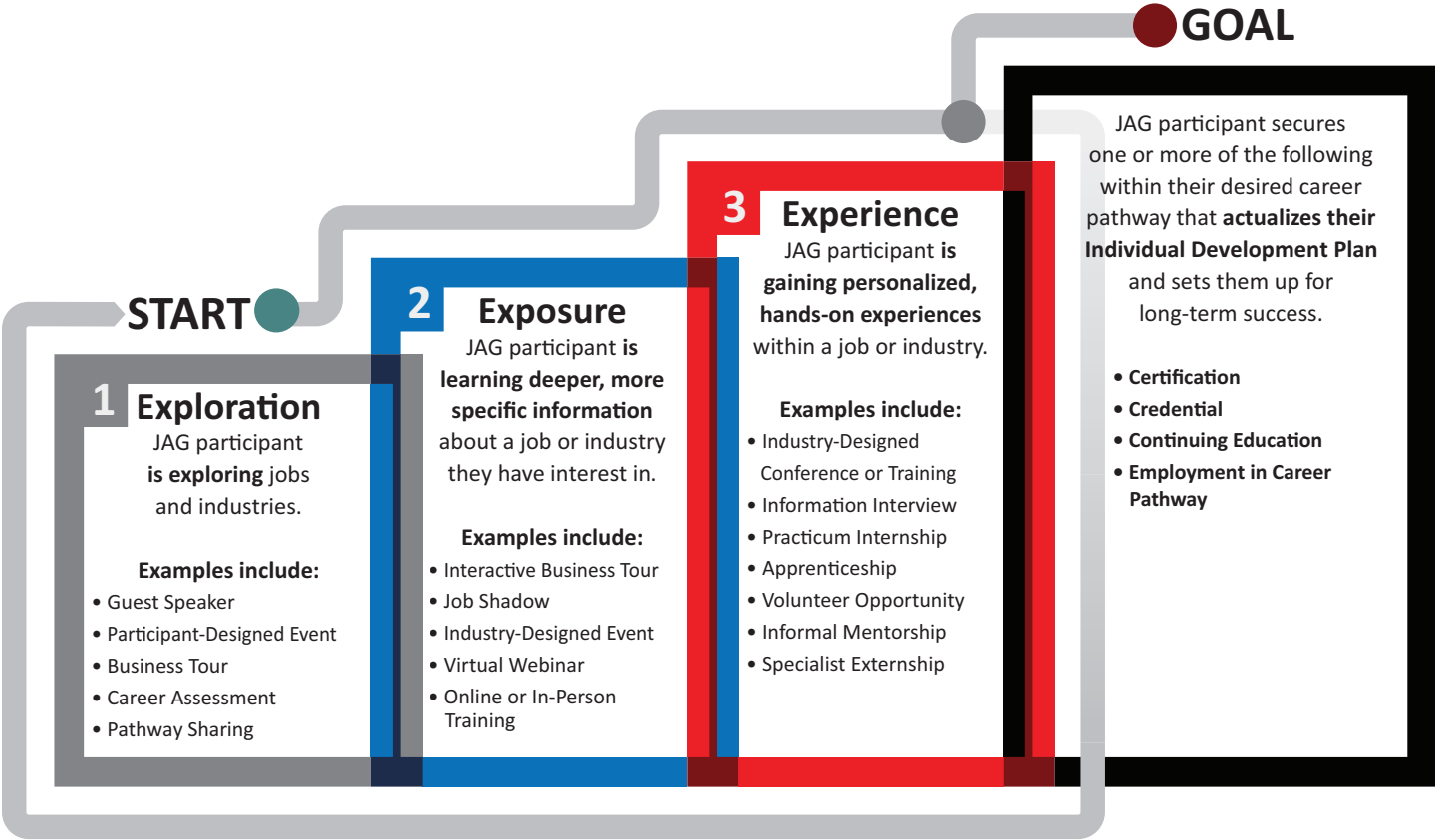
Work Ethic

- Commitment
- Dependability
- Discipline
- Initiative
- Integrity
- Professionalism
- Responsibility
- Self-motivation
- Teamwork
- Time management



JAG Employer Engagement Framework

The Employer Engagement Framework is a tiered approach that provides participants with the opportunity to EXPLORE career pathways, have EXPOSURE to different industries, and gain work EXPERIENCE. The ultimate goal is for each JAG participant to hone the educational and/or skill-building competencies deemed critical by Employer Partners so they achieve success in the career pathway of their choice.



Specialists guide participants while they update and adjust their Individual Development Plans as a result of the framework above. **Repeat tiers 1-3** as participant explores new interests and career pathways.

Employer Engagement Tiers

Connecting industry and learners to provide real-world relevance and career exposure. Academic knowledge and skills become more meaningful as community partners demonstrate their relation to careers.

Exploration

Guest Speaker: Connecting classroom learning to the community by speaking on areas of expertise and personal journey to career.

Participant Designed Events: Participants are guided and supported as they lead events that involve businesses and community leaders to increase knowledge of careers and employability.

Business Tour: Connection is made with a business to visit and learn from professionals about what skills and educational backgrounds they look for in prospective employees, seeing day-to-day operations, and learning about company culture.

Exposure

Interactive Business Tour: This business tour encompasses participant participation in a hands-on activity during the tour, showing participants specific training components directly linked to a career.

Job Shadow: Business partners provide an opportunity for a participant to accompany an employee as they perform their daily activities.

Industry Designed Event: Interactive events with direct involvement from industry professionals.

Experience

Industry Designed Conference or Training: A participant attends an industry-designed conference or training independently for their own professional growth.

Informational Interview: Participants learn more about a specific career, company or industry to gain insight in an area of interest by interviewing a business partner currently in that field.

Practicum: An on-the-job experience that allows the participant to see and participate in, to a limited extent, aspects of a particular occupation.

Internship: An ongoing learning objective based on-the-job experience whereby participants may obtain skills and training related to their field of interest.

Informal Mentorship: A business or community partner provides guidance for a participant in a work setting as the participant progresses along a career pathway.

Guest Speaker

Employers help Specialists connect learning strategies to the world of work by speaking on subjects related to their area of expertise and career. Academic knowledge and skills become more meaningful when a community partner demonstrates how subject knowledge in an academic area relates to career skills.

PREPARATION:

- Identify the interests of your participants.
- Focus on guest speakers who cover popular career interest areas.
- Identify specific topic areas speaker could address to align with your curriculum. These topics should be familiar for the speaker and not something they will need to research.
- Plan a dynamic class period to include a participant activity or presentation. The guest speaker should not speak the entire period. Allow enough time for Q&A.
- Reserve appropriate space if other classes have been invited. Book the space far in advance to help avoid date conflicts.
- If the presentation is to be conducted by video conferencing, be sure the speaker is able to use the technology. See page 78 for video conferencing technology instructions and best practices.

Provide Speakers with the Following Information:

- Specific topics you would like addressed.
- Time frame and the number of presentations requested.
- Number of participants attending and grade and age group of those attending.
- Background information about our organization, the populations we serve and the specifics about your own program.
- Directions to the school, parking instructions and school visitor sign-in practices.
- Snow day or delayed schedule planning information.

School Partner Involvement:

- Inform your school administration if required. Consider inviting school administration.
- Consider the opportunity to include other classes.

Guest Speaker Checklist

Suggested management plan

- Complete an interest assessment with your participants.
- Create an event timeline.
- Make contact with the prospective speaker.
- Confirm date, time and location of presentation. Identify specific topics speaker should address and the time frame they will have. Discuss if a hands-on component or visual aid is a possibility. Specialist could offer suggestions.
- Give speaker expected number of participants attending, follow-up on hands-on activities, and provide an outline of the class’s focus of study. Determine speaker’s needs for presentation (projector, table, photocopies).
- Have participants research the speaker and develop questions.
- Practice GNAP.
- Review questions participants can ask the speaker.
- Prepare participants for any questions the speaker may ask of them.
- Tell speaker that participants are looking forward to the presentation and give specific instructions to the school, parking, and visitor check-in process. If necessary, ask for vehicle information for the school’s resource officer.
- Confirm visit and see if there are any final questions.

DAY OF:

- Provide a bottle of water for each guest speaker.
- Participants should meet the speaker in school office to greet them (GNAP) and escort them to the classroom. Be sure these participants are well prepared to answer questions about the program experience and how it has benefited them.
- Specialist should stay engaged during the presentation and assume role of facilitator. Asking follow-up questions of the speaker or building on a comment/question from your participants will help the flow of the discussion and will improve the experience for both speaker and participants.
- If time allows, encourage and prepare participants to share details about what they are learning in regard to leadership, their Career Association, or a project they are facilitating.
- Take group photo of the guest speaker with your class.

FOLLOWING VISIT:

- All guest speakers receive a handwritten thank you note from participants. Include photo if possible.
- Consider participant and guest speaker surveys for reflection.
- Post photo of visit and tag guest speaker and business on social media.
- Consider opportunities for participant demonstration.

Notify your manager in advance if there will be involvement by legislators, board members or other key stakeholders. If media will be present, please contact your communications department. If any participant concerns related to behavior or safety arise, please tell your manager.

Participant Designed Event

Participants face a myriad of choices upon graduating high school. An effective measure that will assist participants in developing a thoughtful pathway to their future is participation in a College-to-Career Expo. Participants assist in creating an event that benefits the school or community, such as a Career Fair, Reverse Career Fair, Employment Event, or Financial Reality Fair. Participants design, implement and participate in an event that involves businesses and increases knowledge of skills, careers and employability.

PREPARATION:

- Identify the interests of your participants and focus on participants who cover popular career interest areas.
- Establish event goals and objectives.
- Set date and time. Reserve appropriate space far in advance to avoid any potential conflict.
- Recruit event committee and volunteers. Assign roles.
- Consider and plan a budget.
- Identify and confirm speakers, presenters, and entertainers.
- Identify and contact participants.
- Plan necessary travel.
- Consider having participants prepare business cards or resumes if applicable.

Provide Speakers with Following Information:

- Specific topics you would like addressed.
- Time frame for the event.
- Number of participants attending and the grade and age group of those attending.
- Background information about our organization, populations we serve and specifics about your own program.
- Directions, parking instructions and school visitor sign-in practices.
- Snow day or delayed schedule planning information.
- What materials they should bring.

School Partner Involvement:

- Inform your school administration if required. Consider inviting school administration.
- Consider the opportunity to include other classes.

Participant Designed Event Checklist

Suggested management plan

- Complete an interest assessment with your participants.
- Create an event timeline.
- Confirm date, time and location. Reserve the appropriate space.
- Get cost estimates and create a budget.
- Identify and confirm participants.
- Finalize presentation and speech topics.
- Get bio information of the keynote speaker.
- Confirm transportation and travel arrangements, including parking and meals.
- Practice G NAP.
- Review questions participants can ask business participants.
- Prepare participants for any questions attendees and speakers may ask of them.
- Have participants create resumes and business cards if appropriate.
- Have participants create posters or fliers for the event.
- Get all permission forms printed and send with participants.
- Review appropriate participant attire for event.
- Send permission slips to all other teachers involved and send with participants to be filled out.
- Finalize all decorations, food and supplies.
- Provide all participants with specific instructions including arrival times, directions, parking and visitor check-in process. Provide contact information for day-of questions.
- Confirm media and photographers attending.
- Ensure all signage is in place and that registration and media tables are prepared and stocked with necessary items (nametags, paper, pens, tape, stapler, etc.).
- Ensure all promo items, gifts, plaques, and trophies are on-site.
- Test microphones and video.
- Practice a run-through with participants in all areas, including greeting, speaking, and participants.

DAY OF:

- Ensure there are copies of all instructions, directions, phone numbers, keys, extra parking permits for VIP guests, seating charts and guest lists.
- Provide a bottle of water for each guest speaker.
- Check in with each committee member to ensure the team is on track.
- Take photos of event and business and community participants.
- Immediately following event, make sure the cleanup committee returns any borrowed items and reverts the space to its original condition.

FOLLOWING VISIT:

- All guest speakers receive a handwritten thank you note from participants. Include a photo if possible.
- Consider participant and guest speaker surveys for reflection.
- Post a photo of the visit and tag speaker(s) and business(es) on social media.
- Consider opportunities for participant demonstration.

Notify your manager in advance if there will be involvement by legislators, board members or other key stakeholders. If media will be present, please contact your communications department. If any participant concerns related to behavior or safety arise, please tell your manager.

College to Career Expo

Participant Designed Event

The planning of this event is a significant undertaking, so thought should be given to creating a timeline and project management plan, especially if it is a first-year event. Participants, volunteers, stakeholders and chaperone’s will ideally play significant roles in the success of event. The ongoing development and maturation of these relationships will be an important by-product of the process—The first goal being the positive and relevant exposure it allows the participants as they navigate the complex pathways to success that are available to them.

SAMPLE EVENT: LIVE, LEARN AND EARN, HELD AT A UNIVERSITY PARTNER

- All juniors from local area high schools were invited.
- Three high growth, high demand, industries and local colleges whose academic offerings support them were asked to attend. The areas were: Tourism and hospitality, healthcare, and manufacturing and technology. Sixteen businesses and three colleges participated.
- The University president, Superintendent of Schools, and CEO of the Chamber of Commerce were asked to speak and reflect on the strength and importance of developing relationships between businesses, high schools, and post-secondary educational institutions.
- The event included two expo areas for businesses.
- Career opportunities were highlighted on an informational display panel with the educational requirement. This stimulated participant career pathway questions.
- There were two breakout sessions where business and education taught together to educate attendees about careers, providing interactive presentations and demonstrations with a Q&A.
- Each college provided course information that complemented careers being featured by businesses.
- Participants were provided snacks, water, and backpacks to collect information and materials gathered at the expo, and passbooks to track which vendors they visited.

College to Career Expo Checklist

Suggested management plan

- Identify high growth, high demand industries.
- Create an event timeline.
- Identify colleges that offer post-secondary credentials in those industries.
- Confirm date, time and location. Reserve the appropriate space.
- Get cost estimates and create a budget.
- Arrange for transportation and bus parking.
- Finalize presentation and speech topics.
- Have participants create or update resumes and business cards.
- Get bio information of the keynote speaker(s).
- Secure all funding.
- Have participants create posters or fliers.
- Create passbooks to track vendors that participants visit.
- Get permission forms printed and send with participants.
- Send permission slips to all other teachers involved and send with participants to be filled out.
- Review appropriate participant attire for event.
- Provide all participants with specific instructions including arrival times, directions, parking and visitor check-in process. Provide contact information for day-of questions.
- Confirm media and photographers attending.
- Ensure all signage is in place and that registration and media tables are prepared and stocked with necessary items (nametags, paper, pens, tape, stapler, etc.).
- Test microphones, video and presentations.
- Practice a run-through with participants in all areas, including greeting, speaking and participants.

DAY OF:

- Ensure there are copies of all instructions, directions, phone numbers, keys, extra parking permits for VIP guests, seating charts and guest lists.
- Check in with each committee member to ensure the team is on track.
- Assign someone to meet guests and show them where to go.
- Provide a bottle of water for each guest speaker.
- Take photos of event and business and community participants.
- Immediately following the event, make sure the cleanup committee returns any borrowed items and reverts the space to its original condition.

FOLLOWING EVENT:

- All guest speakers receive a handwritten thank you note from participants. Include a photo if possible.
- Consider participant and guest speaker surveys for reflection.
- Post a photo and tag speaker(s) and business(es) on social media.
- Consider opportunities for participant demonstration.

Notify your manager in advance if there will be involvement by legislators, board members or other key stakeholders. If media will be present, please contact your communications department. If any participant concerns related to behavior or safety arise, please tell your manager.

Employment Event
Participant Designed Event

This is a great opportunity for participants to learn about employment after graduation and an excellent way to further develop mutually beneficial relationships by giving employers the chance to speak directly with participants about immediate employment opportunities. The event starts with a panel discussion and includes breakout sessions. Participants realize career options in their communities available immediately after graduation and have a direct connection to people in companies and careers they might want to pursue. Participants are shown they are not the only person that isn’t ready or choosing not to go to college directly after graduation.

SAMPLE EVENT:

- All juniors and seniors are invited to the auditorium or gymnasium to hear a panel of six business people speak about their companies.
- Businesses should be chosen based on the company’s reputation as an employer, the training offered to new hires, benefits provided and livable wages. They should have entry level positions available with training that can lead to advancement within the company.
- Each panelist has five to seven minutes to talk about their companies.
- Talking points should include opportunities for graduating seniors, training, benefits, opportunity for advancement and why the panelist enjoys working for the company.
- The Specialist introduces panelists and holds each to their allotted time. The Specialist should stay engaged during presentation and assume the role of facilitator. Asking follow-up questions of the speaker or building on questions from participants will help the flow of discussion and will improve the experience for both speaker and participants.
- After all panelists have spoken, the Specialist will tell participants what specific areas the breakout sessions with each business will occur. Breakout sessions serve to answer more questions, have small group discussions, review resumes and arrange interviews. If time permits, and employers are open, consider employer interviews on the spot.

Preparation:

- Discuss with guidance and administration the benefit and need for this event and get approval.
- Identify interests of participants and focus on participants who cover popular career areas.
- Set date and time. Reserve appropriate space far in advance to avoid any potential conflict.
- Identify and contact participants.
- Invite all seniors and juniors to the event, specifically seniors who do not have employment or education plans after graduation. Guidance and colleagues can help identify who would benefit from this event.
- Have all seniors complete a resume and practice interview skills.

Employment Event Checklist
Suggested management plan

- Discuss with guidance and administration the benefit and need for this event and get approval.
- Create an event timeline.
- Complete an interest assessment with participants and choose a variety of industries that reflect participants’ interests.
- Choose six businesses that hire participants directly after high school.
- Confirm date, time and location. Reserve the appropriate space.
- Get cost estimates and create a budget.
- Finalize presentation and speech topics.
- Identify the time frame each speaker should have.
- Practice G NAP.
- Have participants complete or update resumes and business cards.
- Practice interviewing skills.
- Have participants research businesses attending to see who they may want to meet during breakout sessions.
- Give speakers expected number of participants attending, follow up on hands-on activities, and provide an outline of the class’s focus of study. Determine speaker’s needs for the presentation (projector, table, photocopies).
- Review appropriate participant attire for event.
- Finalize all decorations, food and supplies.
- Have participants create posters or fliers for the event.
- Provide all participants with specific instructions including arrival times, directions, parking and the visitor check in process. Provide contact information for day-of questions.
- Confirm media and photographers attending.
- Ensure all signage is in place and that registration and media tables are prepared and stocked with necessary items (nametags, paper, pens, tape, stapler, etc.).
- Ensure all promo items, gifts, plaques and trophies are on-site.
- Test microphones, presentations and video.
- Practice a run through with participants in all areas, including greeting, speaking, and participants.
- Check in with each committee member to ensure the team is on track.

DAY OF:

- Ensure there are copies of all instructions, directions, phone numbers, keys, extra parking permits for VIP guests, seating charts and guest lists.
- Assign someone to meet guests and show them where to go.
- Provide a bottle of water for each guest speaker.
- Check in with each committee member to ensure the team is on track.
- Take photos of the event and business and community participants.
- Immediately following event, make sure cleanup committee returns any borrowed items and reverts the space to its original condition.

FOLLOWING EVENT:

- All guest speakers receive a handwritten thank you note from participants. Include a photo if possible.
- Consider participant and speaker surveys for reflection.
- Post a photo of the visit and tag speaker(s) and business(es) on social media.
- Consider opportunities for participant demonstration.

Notify your manager in advance if there will be involvement by legislators, board members or other key stakeholders. If media will be present, please contact your communications department. If any participant concerns related to behavior or safety arise, please tell your manager.

Financial Reality Fair
Participant Designed Event

This simulates creating a balanced monthly budget in the life of a typical 22-year-old. The goal is to help participants develop a basic understanding of sensible financial planning and an awareness of how each income and expenditure component impacts the budget’s balance. Specialists should plan six months in advance to host the first time. Participants conduct research on careers and living expenses in their own communities and create individual booths for each category with the data. Participants learn about careers while learning about budgeting. Participants own the fair and create a buzz around financial reality that adults cannot.

SAMPLE EVENT:

- Participants choose careers to research based on employment in the area, high growth jobs, participant interests and careers based on school programming.
- Participants research career wage, training required, health insurance costs and add information to the Participant Profile Form. These profiles are customized to reflect the job market and wage data of the county in which the event takes place.
- Participants research housing, transportation, cell phone, personal care, clothing, insurance, and other expenses for each booth.
- All participants are invited to attend the Financial Reality Fair. An emcee instructs participants on what to do at each booth.
- Typically participants are over-budget after visiting each booth once. Volunteers help them identify potential areas of overspending and encourage participants to revisit booths to make more affordable choices.
- Participants also must visit the “Chance” booth for examples of life’s unexpected budget surprises such as the cost to repair a flat tire or the receipt of birthday money.
- Employers are invited to participate in the booths.

Preparation:

- Discuss with guidance and administration benefit and need for this event and get approval.
- Identify interests of participants and focus on participants who cover popular career areas.
- Set date and time. Reserve appropriate space far in advance to avoid any potential conflict.
- Identify and contact participants. Booths give a fantastic opportunity to match with a business in your community.
- Invite CTE (Career and Technical Education)partners if within your school and include trade programs they focus on.
- Participants design and create each individual booth as it will be displayed during the event.
- Participants create fliers, posters and other marketing materials and needs for this event.
- Participants create folders for participants.
- Participants invite businesses to participate in the booths.
- Invite other participants to this event.

Financial Reality Fair Checklist

Suggested management plan

- Discuss with guidance and administration the benefit and need for this event and get approval.
- Create an event timeline.
- Complete an interest assessment with your participants and choose a variety of industries that reflect your participants’ interests.
- Choose industries in your area that offer in demand jobs.
- Confirm date, time and location. Reserve the appropriate space.
- Get cost estimates and create a budget.
- Finalize booth categories.
- Have participants research careers based on their interests and fill out the **Participant Profile Form**.
- Participants research housing, transportation, cell phone, personal care, clothing, insurance, and other expenses for each booth.
- Confirm business participants.
- Practice GNAP.
- Prepare folders to include a **Participant Profile Form, Calculate Your Net Income Form** and **Monthly Budget Form**.
- Have participants create posters, fliers and other marketing materials for event.
- Design booths. (See booth suggestions, p. 53)
- Have participants create folders for participants to include worksheets. Samples provided on the following pages.
- Assign participants to hand out folders to participants.
- Provide all participants with specific instructions including arrival times, directions, parking and the visitor check-in process. Provide contact information for day-of questions.
- Confirm media and photographers attending.
- Ensure all signage is in place and that registration and media tables are prepared and stocked with necessary items (nametags, paper, pens, tape, stapler, etc.).
- The night before the event, participants set their booths up for event, send social media blasts.
- Test microphones, presentations and video.
- Practice a run through with participants in all areas, including greeting, speaking and participants.

DAY OF:

- Ensure there are copies of all instructions, directions, phone numbers, keys, extra parking permits for VIP guests, seating charts and guest lists.
- Check in with each committee member to ensure the team is on track.
- Participants greet volunteers, hand out folders to peers, and emcee.
- Train volunteers.
- Provide a bottle of water for each guest speaker.
- Check in with each committee member to ensure the team is on track.
- Take photos of the event and business and community participants.
- Immediately following the event, make sure the cleanup committee returns any borrowed items and reverts space to its original condition.

FOLLOWING EVENT:

- All guest speakers receive a handwritten thank note from participants. Include a photo if possible.
- Consider participant and speaker surveys for reflection.
- Post a photo tag speaker(s) and business(es) on social media.
- Consider opportunities for participant demonstration.

Notify your manager in advance if there will be involvement by legislators, board members or other key stakeholders. If media will be present, please contact your communications department. If any participant concerns related to behavior or safety arise, please tell your manager.

Financial Reality Fair

Sample Supply Budget

The following list includes suggested items needed for a first-time financial literacy fair for 100 – 125 participants. This is a sample budget; each Specialist makes their own depending on participants, school and community. Some programs have supplies or access to them. Specialists are quite creative and can purchase items at significantly discounted prices. Some Specialists add giveaways to their budget. Many items can be re-used, so the budget for each subsequent fair should be significantly smaller.

- calculators - \$451
- pocket folders - \$ 277
- tri-fold poster boards - \$50
- gift cards - \$50 (10 \$5 cards)
- double-sided tape - \$35
- mechanical pencils - \$21
- stickers for participant cards - \$20
- food - \$20
- index cards - \$19
- boxes for Chance booth (full of surprise revenue and expense scenarios) - \$14
- note pads - \$12 (for volunteers to record comments/suggestions)
- electrical tape - \$6 (for posters)
- popsicle sticks - \$4 (for posters)

TOTAL : \$979

BOOTH SUGGESTIONS AND DESCRIPTIONS

Note: Number in () is suggested number of volunteers based on attendance of 100-125 participants.

Booth Name	What participants will receive
All About Me (2)	Choices for essential clothing, personal care products and haircuts/styling
Chance! (2-3)	Random selection of unexpected income and an unexpected expense — like real life!
Connected! (1)	Choices for cell phone, internet and cable/satelite TV
Groceries (1)	Choices for light to heavy spending at the supermarket
Housing (1)	Choices for owning a home or renting an apartment and related housing expenses
Money to Burn (2)	Choices about fun things like eating out, entertainment and non-essential clothing
_____ Savings Bank (2)	Information on how to apply for a loan, participant loans, and banking services/products
Income Tax Station (0) (unstaffed)	Calculating net income is the participants’ first step in the event. Large tax posters should be set up in four different locations at the perimeter of the fair to avoid congestion.
Transportation (2)	Choices about transportation. Will you own a car, carpool or use public transportation?
Additional Considerations	Math help booth for participants struggling with budget and calculator
	Participant loan booth specific to community college, in-state universities, out-of-state universities and on-the-job training
	Scholarship booth to learn about various scholarships for certificate and degree programs

Financial Reality Fair

Sample Participant Profile Form

Name: _____

Your Occupation: SPEECH-LANGUAGE PATHOLOGIST

Your Level of Education: You have a 4-year bachelor’s degree

Your Annual Gross Income: \$41,683

Enter the amounts below in Column #1, the ‘Starting Budget’ column of your ‘Monthly Budget’

Health Insurance cost: \$450/month

- Enter \$450 on the ‘Insurance – Health’ line of your Monthly Budget

Laundry Expenses: The average individual will need to wash about 6 loads of laundry per month, at a cost of approximately \$4.50 load (including detergent) at the Laundromat.

- Enter \$27 on the ‘Laundromat’ line of your Monthly Budget.

Pet & related expenses: You own a cat. The amount below represents basic food, supplies, veterinary checkup and immunizations.

- Enter \$47 on the ‘Pet & related expenses’ line of your Monthly Budget

Calculate your Net Income (for your monthly budget)

- Enter your Annual Gross Income (at the top) \$ _____
Hint: your Annual Gross Income is on your Profile Sheet.
- Divide the amount in Line 1 by 12 (this is your Monthly Income) \$ _____
- Go to one of the Income Tax Charts (they are all the same)
Find the amount from Line 2 within the income ranges on the chart.
- Enter (from the income tax chart) your Monthly Tax. \$ _____
- Subtract Line 4 (tax) from Line 2 (income). Enter the result. \$ _____
- Write the amount from Line 5 in the “Net Income” box at the top of Column #1 on Monthly Budget Form on page 54.

Financial Reality Fair
Sample Monthly Budget Form

Name: _____

OCCUPATION: _____		ANNUAL GROSS INCOME: \$ _____	
	Column #1 Starting Budget	Column #2 Revised Budget	
INCOME			
Monthly Net Income (see reverse side)	\$	\$	
Unexpected Income from "CHANCE" booth (CHANCE BOOTHS CAN BE VISITED AT ANY TIME, IN ANY ORDER)	\$	\$	
TOTAL MONTHLY NET INCOME	\$	\$	
FIXED EXPENSES			
Savings: Enter 10% of your monthly net income	\$	\$	
Housing: @ "Housing"	\$	\$	
Participant Loan Payment: @ "Enter Bank Name"	\$	\$	
Health Insurance: see your Profile Sheet	\$	\$	
SUBTOTAL Fixed Expenses	\$	\$	
VARIABLE EXPENSES			
NEEDS	Cell Phone: @ "Connected"	\$	\$
	Salon: @ "It's All About Me"	\$	\$
	Personal Care: @ "It's All About Me"	\$	\$
	Essential Clothing: @ "It's All About Me"	\$	\$
	Groceries: @ "Groceries"	\$	\$
	Transportation: @ "Transportation"	\$	\$
	Laundromat: See your Profile Sheet	\$	\$
WANTS	Cable/Satellite TV: @ "Connected"	\$	\$
	Pet Expenses: See your Profile Sheet	\$	\$
	Internet: @ "Connected"	\$	\$
	Dining Out: @ "Money to Burn"	\$	\$
	Health & Fitness: @ "Money to Burn"	\$	\$
	Entertainment: @ "Money to Burn"	\$	\$
	Vacation: @ "Money to Burn"	\$	\$
	Clothing (non-essential): @ "Money to Burn"	\$	\$
	Unexpected Expense from "CHANCE" booth (CHANCE BOOTHS CAN BE VISITED AT ANY TIME, IN ANY ORDER)	\$	\$
	SUBTOTAL Variable Expenses	\$	\$
TOTAL FIXED + VARIABLE EXPENSES	\$	\$	
(MUST be balanced, meaning equal to Total Monthly Net Income)	\$	\$	



Reverse Career Fair Participant Designed Event

This benefits high school and middle school participants while deepening participants’ knowledge of careers and area businesses and further develops school with business relationships. Begin planning in advance to ensure success. Multiple components require partners to need advance notice.

SAMPLE EVENTS

1. Career Event

- Participants complete a Career Interest Survey and choose the top four careers they would like to learn about. Participants choose multiple professions in the event one is unavailable.
- From the Career Interest Survey, invite enough professionals to have three 30-minute sessions for participants to interact with these professionals.
- Host career event with a keynote speaker and three 30-minute sessions.

2. Job Shadow Day

- After career event, gather information from select participants for job shadows.
- Note that some participants may not complete a job shadow, especially if this is their first year.
- Collect information such as their age and if they have transportation.
- Day of the job shadow, travel and view participants on their job shadows. Communicate with employers to ensure the shadow is running smoothly.

3. Reverse Career Fair

- After the job shadows, participants do more career research. Participants research all aspects of career they have chosen and prepare tri-fold for Reverse Career Fair.
- Participants create a tri-fold of information including name of career, training required, wage, typical day, photo of their person or company they shadowed, etc.
- Participants should be able to answer questions middle or high school participants or adults in community asks them.
- During the day, high school participants host a career fair in the gymnasium of the middle school and present the information they learned to middle school participants.
- That evening, high school participants host a career fair for parents, families, friends, business people, school board members, community members and other participants and present the information learned.

Preparation:

- Identify interests of participants and focus on participants who cover popular career areas.
- Recruit event committee and volunteers. Assign roles.
- Consider involving principal, school counselor, other teachers, other Specialists, managers, and the Chamber of Commerce.
- There are three parts to schedule for this event:
 1. Career Event – six to eight weeks after first meeting.
 2. Job Shadow – four to six weeks after Career Event.
 3. Reverse Career Fair – four weeks after Job Shadow Day
- Identify multiple classrooms and areas that are available; the number of participants who want to learn about a particular career; and the length of time a businessperson can commit.
- Take into consideration that some job shadows have age limits.
- Ask employers to identify their parameters on job shadows and agree on expectations.

Reverse Career Fair Checklist

Suggested management plan

Provide Guests With The Following Information:

- Dates for all three events.
- Number of participants attending and the grade and age group of those attending.
- Background information about organization, populations served and specifics about program.
- Directions to event, parking and school visitor sign-in process.
- Snow day or delayed schedule planning information.
- What materials to bring. Visual components and hands-on activities are encouraged.

1. Career Event

- Complete a Career Interest Survey with participants.
- Create an event timeline.
- Recruit event committee and volunteers.
- Get cost estimates and create a budget.
- Confirm date, time and locations. Reserve appropriate spaces. Dates for Job Shadow Day and Reverse Career Day should be determined before reaching out to businesses to ensure their availability.
- Compile top participant career interests.
- Have participants and committee members confirm business professions from top career areas.
- Practice GNAP.

CAREER EVENT DAY OF:

- Provide a bottle of water to each participant.
- Take photos of event and business participants.
- Have each participant mail thank you cards.

2 . Job Shadow

- Schedule Job Shadow Day.
- Arrange for and confirm transportation.
- Complete permission slips for transportation and required paperwork from employers.
- Review dress code and cell phone policies.

JOB SHADOW DAY OF:

- Travel and view participants. Communicate with employers that job shadow is running smoothly.
- Take photos of event and business participants.

3. Reverse Career Fair

- Have participants research all aspects of their career of choice including training required, wage, typical day, photo of their person or company they shadowed, etc.
- Participants create invitation and program. Invites are mailed or emailed at least one month in advance.
- Participants create presentation materials to demonstrate what they learned.
- Prepare participants with questions they may be asked.
- Plan table setup and decorations.
- Assign roles, including participant greeters.
- Create a program and posters, thanking participating businesses for their involvement.
- Plan press release, social media posts, or other marketing tools to promote event and thank participating businesses.
- Review appropriate participant attire for event.
- Confirm media and photographers attending.

REVERSE CAREER FAIR DAY OF:

- Ensure all signage is in place and registration and media tables are prepared and stocked with necessary items (nametags, pens, tape, stapler, etc.).
- Test microphones, video and presentations.
- Practice a run-through with participants in all areas, including greeting, speaking and participants.

FOLLOWING EACH EVENT:

- All business participants receive a handwritten thank you note from participants. Include a photo if possible.
- Consider participant and guest speaker surveys for reflection.
- Post a photo and tag businesses on social media.
- Consider opportunities for participant demonstration.

Notify your manager in advance if there will be involvement by legislators, board members or other key stakeholders. If media will be present, please contact your communications department. If any participant concerns related to behavior or safety arise, please tell your manager.

Business Tour

Business tours help participants identify diverse types of career path opportunities available, recognize connections to their academic subjects, and establish business contacts. They also show participants the various career opportunities offered in a company while learning more about their communities and state. A tour consists of participants hearing from professionals about what skills and educational backgrounds they look for in prospective employees, seeing day-to-day operations, and learning about company culture.

SAMPLE EVENT:

- Participants tour a local business to learn about career opportunities in their area.
- The tour is informational and covers multiple departments within the business, company culture, and learn about day-to-day operations.
- Participants learn about skills and education requirements the employer seeks.

Preparation:

- Confirm date and time of tour with a local business.
- Arrange transportation.
- Complete permissions slips.
- Participants research the business and develop questions to ask the employer.

Business Tour Checklist

Suggested management plan

- Complete a career interest survey with your participants to determine companies that reflect their top career choices.
- Create an event timeline.
- Make contact with prospective business(es). Consider visiting multiple companies on the same day to maximize transportation.
- Confirm date, time and location of the tour. Identify the specific topics the guide should address and the time frame they will have. Discuss the departments the tour will visit.
- Arrange for transportation far in advance. Determine bus parking areas.
- Get permission slips to participants three weeks in advance and remind them frequently.
- Set clear expectations for the tour. Review dress code and cell phone policies with participants.
- Complete necessary permission slips and any required paperwork from employers.

DAY OF:

- Travel and view participants on their tour and communicate with employers to ensure it is running smoothly.
- Take photos of participants and business participants.

- Practice GNAP.
- Have participants research the company and develop questions for the employer.
- Prepare participants for any questions the speaker may ask of them.
- Consider and plan for lunch if the tour will occur during the school’s scheduled lunchtime.
- Give the school nurse a two-week notice for any health concerns of participants attending the tour.
- Determine any safety or security policies the business has in advance of the visit.
- Prepare a detailed itinerary and include cell phone numbers of primary chaperone’s and the bus driver.
- The day before the tour, confirm with the host(s) the time of arrival and the number of participants in the group.

FOLLOWING EVENT:

- All participants receive a handwritten thank you note from participants. Include a photo if possible.
- Consider participant and participant surveys for reflection.
- Post a photo of the visit and tag business(es) on social media.
- Consider opportunities for participant demonstration.

Notify your manager in advance if there will be involvement by legislators, board members or other key stakeholders. If media will be present, please contact your communications department. If any participant concerns related to behavior or safety arise, please tell your manager.

Interactive Business Tour

Similar to a business tour, with addition of participant participation in a hands-on activity during the tour. Examples include helping screen print in a graphic design business, laying bricks with a mason, learning to take someone’s blood pressure. Participants receive a specific training component directly linked to a career.

SAMPLE EVENT:

- Specialist has several participants interested in careers in the health care industry and reaches out to local hospital.
- The HR Manager at the hospital coordinates interest groups in Informational Technology, Registered Nursing, Marketing, Human Resources, Radiology, and Physical Therapy.
- The participants tour the hospital for one hour and then break into interest groups and go to an interactive session.
- The tour ends with lunch with the Human Resources manager talking with participants about training opportunities at the hospital.

Preparation:

- Confirm date and time of tour with a local business.
- Arrange transportation.
- Complete permission slips.
- Participants research the business and develop questions to ask the employer.

Interactive Business Tour Checklist

Suggested management plan

- Complete a career interest survey with your participants to determine companies that reflect their top career choices.
- Create an event timeline.
- Make contact with prospective business and coordinate areas of interest.
- Confirm date, time and location of the tour. Identify the specific topics the guide should address and the time frame they will have. Discuss the departments the tour will visit.
- Arrange for transportation far in advance. Determine bus parking areas.
- Get permission slips to participants three weeks in advance and remind them frequently.
- Set clear expectations for the tour. Review dress code and cell phone policies with participants.
- Complete necessary permission slips and any required paperwork from employers.
- Practice GNAP.
- Have participants research the company and develop questions for the employer.
- Prepare participants for any questions the speaker may ask of them.
- Consider and plan for lunch if the tour will occur during the school’s scheduled lunchtime.
- Give the school nurse a two-week notice for any health concerns of participants attending the tour.
- Determine any safety or security policies the business has in advance of the visit.
- Prepare a detailed itinerary and include cell phone numbers of primary chaperone’s and the bus driver.
- The day before the tour, confirm with the host(s) the time of arrival and the number of participants in the group.

DAY OF:

- Travel and view participants on their tour and communicate with employers to ensure it is running smoothly.
- Take photos of your participants and the business participants.

FOLLOWING EVENT:

- All business participants receive a handwritten thank you note from participants. Include a photo if possible.
- Consider participant and business participant surveys for reflection.
- Post a photo of the visit and tag business(es) on social media.
- Consider opportunities for participant demonstration.

Notify your manager in advance if there will be involvement by legislators, board members or other key stakeholders. If media will be present, please contact your communications department. If any participant concerns related to behavior or safety arise, please tell your manager.

Industry Designed Event

This is an event designed by members of industry to teach participants more about careers in their fields. These events are interactive and have direct involvement with industry professionals. Examples of these are Manufacturing Day, Associated Builders and Contractors Craft Championships, and Junior Achievement’s Titan Challenge.

SAMPLE EVENT:

- **Associated Builders and Contractors Craft Championships:** Some states host annual events sponsored by Associated Builders and Contractors. This is a free event for participants and teachers designed to showcase all the careers and opportunities in the construction industry. More than 30 companies throughout the state create hands-on interactive booths for participants to gain more insight into these fields.

Throughout the day, participants work on experiential projects inside the training facility or in trailers set up as workstations for participants to practice hands-on activites in several trades’ jobs including welding, construction, electrician, HVAC and so much more. Participants showcase their own skills and talents by participating in a variety of competitions while learning from those with decades of experience in the industry. There is also scholarship information and industry representatives to talk with participants about future employment.

Preparation:

- Research opportunities in your state.
- Confirm participation with the organizers of the event.
- Arrange transportation.
- Complete permission slips.
- Participants research the businesses that will be attending.

Industry Designed Event Checklist

Suggested management plan

- Complete a career interest survey with your participants to determine companies that reflect their top career choices.
 - Create an event timeline.
 - Confirm participation with the organizer(s) of event.
 - Arrange for transportation far in advance. Determine bus parking areas.
 - Get permission slips to participants three weeks in advance and remind them frequently.
 - Set clear expectations for event. Review dress code and cell phone policies with participants.
 - Practice GNAP.
- Have participants research the companies and develop questions for the employers.
 - Prepare participants for any questions the speaker may ask of them.
 - Consider having participants prepare business cards or resumes.
 - Give the school nurse a two-week notice for any health concerns of participants attending the tour.
 - Prepare detailed itinerary and include cell phone numbers of primary chaperone’s and bus driver.
 - Day before event, confirm with Host(s) the time of arrival and the number of participants in the group.

DAY OF:

- Collect business cards of participants for future employer engagement activities.
- Travel and view participants on their tour and communicate with employers to ensure it is running smoothly.
- Take photos of your participants and the business participants.

FOLLOWING EVENT:

- Send handwritten thank you notes from participants. Include a photo if possible.
- Consider participant and business surveys for reflection.
- Post a photo and tag business(es) on social media.
- Consider opportunities for participant demonstration.

Notify your manager in advance if there will be involvement by legislators, board members or other key stakeholders. If media will be present, please contact your communications department. If any participant concerns related to behavior or safety arise, please tell your manager.

Job Shadow

These are a school and community experience that allow participants the opportunity to observe people in careers as they perform typical job duties. During a job shadow, participants observe the employee for a short period of time to learn about the business, industry or profession of host employee. They are a short term (usually three hours), school-supervised workplace extended learning opportunity with an emphasis on job exploration. Job shadows are exploratory in nature. Most participants would benefit from several job shadow experiences over the course of their school experience, until they become more focused on a career path.

The job shadow experience should be planned to provide the participant with the opportunity to explore all aspects of the business or industry as well as the specifics of the job they are shadowing. Participants may practice hands-on tasks associated with the job, but may not perform productive work which financially benefits the employer.

SAMPLE EVENTS:

- A job shadow experience can take many forms but generally includes a tour of the facility, introduction of the participant(s) to several employees, an overview of the business and industry, followed by a question and answer period possibly over lunch.

Level One Experience

- Duration is typically two to four hours.
- Purpose is for general career and industry exploration. Participant will be prepared with exploratory career and industry related questions for host site.
- No formal learning targets identified although participant will complete reflection exercise and mail a thank you note.
- There are several level one options:
- A one-to-one match, participant-to-employee.
- Two or more participants shadow a single employee.
- A group of participants visits a company and each participant is matched to an employee.
- A participant meets with three different people in the same career field and conducts informational interviews.

Level Two Experience

- Duration is a full work or school day.
- Purpose is to fulfill specific learning targets and competencies identified by teacher.
- Participant will complete summative assessment upon completion of the job shadow.
- Several processes can be used to match participants with employees depending upon the individuals and the resources available at the school site to support this process. It is optimal for participants to make the contact with the employee/employer themselves if it is a one-to-one match. Preparation and coaching for contacting an employer is important. A participant may know of someone in a specific career they can contact, or they can get support/ideas from guardians or parents, teachers, and Specialists.
- When two or more participants are going to job shadow a single employer, it is important for a designated person to make the contact and do the coordination; this could be a participant, teacher, parent, counselor, or Specialist.

Preparation:

- Determine participant interest.
- Connect participants with potential job shadows.
- Obtain permissions from school.
- Organize a comprehensive plan and have expectations set, explained, and agreed upon for both the participant and employer that covers the duration of the visit.
- Ensure participant has appropriate attire for the job shadow.
- Assist participants with creating questions.
- Ensure all permission and liability forms are complete.
- Ensure reliable, safe transportation has been secured according to school policies.

RESPONSIBILITIES FOR JOB SHADOW

Specialist will:

- Have employer and participant complete evaluations of experience upon completion of job shadow.

Participant will:

- Make an initial call to set up visit.
- Make a follow-up call to confirm the visit.
- Obtain written permission prior to visit.
- Arrange transportation to and from the workplace.
- Notify teachers of absence and make up missed work.
- Dress appropriately and consider every interaction as a meeting with a potential employer.
- Prepare questions to ask job shadow host.
- Take notes of the experience for future assignments, reflection, and thank you note.
- Write and mail follow-up thank you note.
- Complete job shadow evaluation of experience.

Employer will:

- Think of the experience as a conversation.
- Personalize the experience by sharing career journey.
- Invite a colleague into the conversation at appropriate times to offer another perspective.
- Be honest; every position has pros and cons, don't shy away from the challenges that exist. A realistic look will mean a realistic fit.
- Provide industry information for participant(s) to take with them; company, position, or field, list of resources, professional organizations.
- Provide a safe environment for the participant's visit.
- Complete an evaluation of the experience.

Specialist will determine the tier job shadow experience appropriate for participants based on maturity and development levels. Specialist is responsible for appropriate placement in safe, learning environments.

If a group of participants is going to visit a business and be matched with employees, Specialist must plan and coordinate this. A large-scale job shadow day is an excellent way to organize multiple job shadows; good coordination with transportation and business hosts is imperative to a successful day.

Job Shadow Checklist

Suggested management plan

- Participant makes a call to set up the job shadow.
- Arrange for transportation to and from the workplace.
- Complete permission slips for transportation and any required paperwork from school and employers.
- Participant notifies teachers of absence and arranges to make up missed work.
- Review dress code and cell phone policies with participants.
- Prepare questions to ask job shadow host.

DAY OF:

- Take notes of the experience for future assignments, reflection, and thank you note.
- Take photos of event and business participants.

FOLLOWING EVENT:

- All business people should receive a handwritten thank you note from participants. Include a photo if possible.
- Consider participant and business surveys for reflection.
- Post a photo of the visit and tag business on social media.
- Consider opportunities for participant demonstration.

Notify your manager in advance if there will be involvement by legislators, board members or other key stakeholders. If media will be present, please contact your communications department. If any participant concerns related to behavior or safety arise, please tell your manager.

Industry Designed Conference or Training Certification Attainment Opportunity

A participant attends an industry-designed conference or training independently for their own professional growth. The participant is responsible for his or her own registration, transportation, attendance, and proof of attendance, which may be a certificate at the end of the workshop. These opportunities create mutually beneficial relationships with businesses and the school, and participants receive certification directly from industry professionals.

SAMPLE EVENT:

- Existing Event: A builders’ conference sponsored by a lumber company, attending a writing workshop sponsored by a Writers and Publishers Alliance, or attending an OSHA 10 training at a technical center.
- Specialists can also assist in bringing groups together to meet the minimum number of participants required.
- A small construction company needs three employees certified in OSHA 10, but does not have a large enough group to warrant a trainer.

SETTING UP AN EVENT:

- The Specialist offers to coordinate a training with other businesses and participants to increase the number of participants.
- The training is hosted at the school. Three businesses train their employees and participants earn a required certification in the construction industry.

Preparation:

- Participants can research companies and associations in their area and view the Upcoming Events section on websites.
- Participants can ask guest speakers or business contacts if the company hosts industry trainings.
- Specialists can meet with a business and ask if there is a training need the company has and assist in coordinating a training with other businesses and schools.

Industry Designed Conference or Training Checklist

Suggested management plan

- Have participants research companies and associations in their area for existing events. If one exists, sign up. Participants are responsible for their own registration, transportation and proof of attendance.
- Have participants complete or update a resume.
- If an event does not exist, but a company has expressed need:
 - Determine the credential of value and any prerequisites needed.
 - Determine a certified instructor.
 - Determine the minimum number of participants needed for instructor to conduct a training.
- Reach out to other businesses in the same industry in your area to gauge their need.
- Reserve space for the training and confirm date and time.
- Consider reaching out to the Chamber of Commerce, your local paper, or posting on social media.

- Determine a point of contact and create or obtain a registration form.
- Inquire if companies are hiring upon completion of the certification program.
- Have participants interested in the industry enroll in training.

Notify your manager in advance if there will be involvement by legislators, board members or other key stakeholders. If media will be present, please contact your communications department. If any participant concerns related to behavior or safety arise, please tell your manager.

Informational Interview

The purpose of an Informational Interview is for a participant to gain insight on a career of their interest by interviewing someone currently in that field. A participant conducts an informational interview by asking prepared questions to gain information and advice. It is an effective research tool in addition to reading books, exploring the Internet, and examining job descriptions. The objective is to gain insight about a specific career, company, and industry that can help you in writing your resume, with interviewing, and more. It is not a job interview, and the objective is not to become employed. These interviews allow participants to start building their professional network with contacts in a specific career field.

BENEFITS OF INFORMATIONAL INTERVIEWING

- Obtain firsthand, relevant information about the realities of working within a particular field, industry or position. This kind of information is not always available online.
- Find out about career paths they did not know existed.
- Get tips about how to prepare for and enter a given career.
- Learn what it’s like to work at a specific organization.
- Gain insider knowledge that can help in writing a resume, interviewing, and more.
- Initiate a professional relationship and expand network of contacts in a specific career field; meet people who may forward job leads in the future.

SAMPLE EVENT: It is appropriate for freshmen and sophomore participants to conduct informational interviews in a large or small group setting. Examples:

- A guest speaker visits a freshman class and the participants each have researched questions they ask during the visit in a large group setting.
- A Specialist prepares an Informational Interview day and invites four people from different industries to meet in small groups. Each participant has prepared questions. One professional meets with two to three participants and participants conduct interview together.

Preparation:

- It is appropriate for freshmen and sophomore participants to conduct informational interviews in a large or small group setting.
- Identify the interests of your participants and focus on participants who cover popular career interest areas.
- Participants research career fields.
- Participants identify employers and business people to interview.
- Participants develop script and introduction of themselves and reach out to business people to set up informational interview.
- Participants prepare questions and conduct interview.
- Participants demonstrate the knowledge acquired from the interview.

Informational Interview Checklist

Suggested management plan

- Complete a career interest survey with your participants to determine companies that reflect their top career choices.
- Create an event timeline.
- Identify people to interview.
- Practice GNAP.
- Have participant rehearse a brief overview of themselves, including education and post-graduate plans.
- Help participants prepare a script for contacting business contacts. (Sample script to the right).
- Review questions participants can ask the business.
- Determine where interviews will be held.
- Initiate contact by phone or email. The participant should ask for a 20-30 minute appointment to conduct an informational interview. Please note the participant should be ready to ask questions on the spot if the person says now is a convenient time.
- Provide business contact with specific directions to the school, parking, and the visitor check-in process. If necessary, ask for vehicle information for the school’s Resource Officer.
- If in-person interview, review appropriate participant attire for event.

DAY OF:

- Arrive at least five minutes early if the interview is offsite.
- Take notes of the person’s responses.

FOLLOWING EVENT:

- All business people should receive a handwritten thank you note from participants. Include a photo if possible.
- Consider participant and business surveys for reflection.
- Post a photo of the visit and tag business on social media.
- Consider opportunities for participant demonstration.

Notify your manager in advance if there will be involvement by legislators, board members or other key stakeholders. If media will be present, please contact your communications department. If any participant concerns related to behavior or safety arise, please tell your manager.

REQUESTING AN INFORMATIONAL INTERVIEW: SAMPLE PHONE SCRIPT

“Hello. My name is _____ and I’m a (state grade level, i.e., junior, etc.) at _____ High School. Is this a good time for you to talk briefly?

You were a (how participant got the name of the contact) and I would appreciate the opportunity to speak with you about your career. Although I am not currently looking for a job, I have become very interested in _____ and would like to learn more about the field. Would it be possible to schedule 20 to 30 minutes with you at your convenience to ask a few questions and get your advice on how best to prepare to enter the field?”

Date available: _____

Time available: _____

Location: _____

Practicum

This is an on-the-job experience that allows the participant to see and participate in, to a limited extent, aspects of a particular occupation. A practicum may be three hours every day for one week or two hours, three times a week for one month. Practicums are similar to a job shadow in that the participant does not work and only observes the workplace. However, a practicum has learning objectives designed according to a participant’s career pathway. A practicum is designed for a participant that has had multiple job shadows and would like more in-depth knowledge before choosing an internship.

SAMPLE EVENT:

- A participant interested in construction trades has chosen to become an Electrician after several job shadows. Now the participant will participate in a practicum where they learn from a Residential Electrician for one week, a Commercial Electrician for another week, and a Lineworker for the third week before deciding on an internship.
- A major difference between a practicum and an internship involves the degree of expected involvement of the participant with hands-on work. Internships are with one employer for a longer period of time and involves a hands-on self-directed learning component. A practicum is with a variety of employers for one specific career or can be in one company to experience many careers. For example, a participant wants to work in the medical field but doesn’t know in what capacity. That participant’s practicum could be at a hospital following four different careers.

Preparation:

- Identify participant and company readiness and needs for program.
- Host introductory meeting.
 - Invite company, participant, school personnel to meet and discuss parameters.
 - Identify clear expectations.
 - Outline communication.
- Document the plan.
 - Timeline for each company or for each person in one company.
- Identify learning goals.
- Outline communication expectations.
- Complete required paperwork.
- Assess
 - Participant self-reflection and assesses company.
 - Company self-reflection, assesses participant and Specialist.
 - Specialist self-reflection, assesses participant and company.

Practicum Checklist

Suggested management plan

- Specialist accesses participant and company readiness.
- Specialist sets up introductory meeting.
- Goals and learning objectives are identified and agreed upon.
- Participant makes a call to set up practicum.
- Arrange for transportation to and from the workplace.

DAY OF:

- Take notes of the experience for future assignments, reflection, and thank you note.
- Take photos of the event and business participants.

- Complete permission slips for transportation and any required paperwork from the school and employers.
- Participant notifies teachers of absence and arranges to make up missed work.
- Review dress code and cell phone policies with participants.
- Prepare questions to ask hosts.

FOLLOWING EVENT:

- All business people should receive a handwritten thank you note from participants. Include a photo if possible.
- Consider participant and business surveys for reflection.
- Post a photo of the visit and tag business(es) on social media.
- Consider opportunities for participant demonstration.

Notify your manager in advance if there will be involvement by legislators, board members or other key stakeholders. If media will be present, please contact your communications department. If any participant concerns related to behavior or safety arise, please tell your manager.

Internship

An ongoing on-the-job experience whereby participants may obtain skills and training related to their field of interest. Competency development guidelines will be developed by Specialist, participant, and employer. Learning objectives are created based on current in-class curriculum and progress is assessed regularly by the Specialist, participant, and employer.

A primary goal of an internship experience is to help participants make more informed academic and career decisions. To reach this goal, participant aspirations and aptitude must be connected to a plan that will lead to meaningful and viable career choices. Internships for high school participants are unpaid.

Completing an internship in a field of interest provides first-hand what a specific career path or industry is like. With a unique opportunity to learn from employees, understand work culture, and obtain a real-world perspective, participants realize their goals can become reality. The hope is high school participants will be motivated to succeed in school, make more informed decisions about their futures, and begin the next stage of their lives with a strong sense of purpose.

BENEFITS TO INTERNSHIP:

- Gain insight into various career fields; valuable work experience.
- Enhance college and training program applications.
- Learn about a specific career and refine personal career goals.
- Start building a network of professional contacts and support.

Preparation:

- | | |
|---|--|
| <ul style="list-style-type: none">• Prior to enrolling in the internship program, a participant must provide evidence of satisfactory academic progress.• A minimum GPA of 2.5 is required prior to enrolling in the program.• To be eligible for the program, a participant must show proof of satisfactory attendance (<10 absences over the past four quarters).• Must complete the application process, to include but not limited to, the application, | <ul style="list-style-type: none">interviews, references and all mandatory supporting documentation.• Approval of participant’s guidance counselor, Specialist and guardian or parent is mandatory to be eligible for an internship.• Participant must have own transportation to and from the internship.• Must be a junior or senior, minimum age of 16 years old (some businesses require a participant be at least 18 years old). |
|---|--|

RESPONSIBILITIES

Participant will (at school and work site):

- Be prompt and maintain regular attendance.
- Complete all permission forms.
- Obey all rules, policies and procedures.
- Maintain workplace standards as established.
- Complete learning objectives as established.
- Dress appropriately for the expectations of the work site supervisor and work duties.
- Communicate openly with school staff and work site supervisor with concerns, problems or situations that occur at school or work site.
- Participant is not an employee of the employer for any purpose.

The Guardian(s) or Parent(s) will:

- Grant permission and provide support for internship participation.
- Inform Specialist of information vital to the performance and success of the participant.
- Arrange transportation to and from the work site.
- Attend meetings or activities to promote or monitor participant’s progress, if needed.
- Agree to consent for participant to receive emergency medical treatment in case of injury or illness.

Employer will:

- Interview and select participants for the program.
- Schedule and monitor participant attendance. Notify the Specialist or school faculty member if the participant is absent without notification.
- Provide an orientation program for participant on company safety and health practices.
- Support the training plan and goals developed in coordination with the school district.
- Assess participant progress, workplace competencies and provide ongoing feedback.
- Promote understanding of relationship of rigorous, relevant education and employment success.
- Abide by local, state, federal safety standards and labor laws.
- Permit schools representative(s) to visit participant and supervisor at work site (un/announced).

Specialist will:

- Work with the participant and employer in designing internship plan and learning objectives.
- Ensure participant and employer paperwork is completed before internship begins.
- Meet participant minimally two times per quarter. Four times per internship (two sites and two classroom visits). Discuss and monitor progress with goals and achievement standards.
- Provide individual career guidance to assist the participant in deciding the transition plan after high school, as needed.
- Periodically monitor participant’s performance at site.
- Maintain ongoing and consistent communication with participant, employer, and administration.
- Award school credit for education/training as appropriate per district policy.

ELIGIBILITY GUIDELINES

A participant must meet internship program’s prerequisites and adhere to guidelines, expectations and regulations.

GUIDELINES AND REQUIREMENTS:

- One credit is earned after the successful completion of internship. Participant will receive a pass or fail grade.
- At a minimum, participants must meet with Specialist, two times per quarter for a total of four per internship (two classroom visits and two site visits).
- Participants must follow the rules, expectations and regulations of the internship company.
- Panel interview prior to formal placement.

- Approved objectives, including all required signatures, as defined at panel interview.
- 50-80 hours per semester.

Participants are permitted, with approval, to take up to a total of two internship credits during their enrollment in high school.

Internship Checklist
Suggested management plan

- Specialist accesses participant and company readiness.
- Specialist sets up introductory meeting.
- Goals and learning objectives are identified and agreed upon.
- Participant makes a call to set up internship.
- Arrange for transportation to and from the workplace.
- Complete permission slips for transportation and any required paperwork from the school and employers.
- Participant notifies teachers of absence and arranges to make up missed work.
- Review dress code and cell phone policies with participants.
- Prepare questions to ask business host.

DAY OF:

- Take notes of the experience for future assignments, reflection, and thank you notes.
- Take photos of experience and business participants.

FOLLOWING EVENT:

- All business people should receive a handwritten thank you note from participants. Include a photo if possible.
- Consider participant and business surveys for reflection.
- Post a photo and tag business on social media.
- Consider opportunities for participant demonstration.

Notify your manager in advance if there will be involvement by legislators, board members or other key stakeholders. If media will be present, please contact your communications department. If any participant concerns related to behavior or safety arise, please tell your manager.

Informal Mentorship

This is when a community or business partner provides guidance for a participant in a work setting as the participant progresses along a career pathway. The participant will work with their Specialist to develop a project outline that combines learning targets and activities relevant to real-world learning. Details of duration and depth of experience will be developed in collaboration with the community partner, participant, Specialist, and other school administration, as required by individual academic settings.

Informal Mentorship Checklist

Suggested management plan

- Determine if participant will be mentored individually or as part of a small group.
- Develop long-term goals of the program.
- Identify the measurable (SMART) objectives of the program.
- Determine how participants will be identified as ready for this program.
- Recruit suitable, qualified mentoring candidates.
- Develop screening and training for mentoring candidates.
- Identify how you will match mentors to mentees.
- Structure parameters around meeting times, locations, and frequency.
- Determine how the Specialist will support these meetings.
- Consider participant and business surveys for reflection.
- Consider opportunities for participant demonstration.

Notify your manager in advance if there will be involvement by legislators, board members or other key stakeholders. If media will be present, please contact your communications department. If any participant concerns related to behavior or safety arise, please tell your manager.



Additional Resources

Using Technology for Employer Engagement

Online interactive video conferencing platforms allow participants to connect with employers from anywhere. Zoom is a popular application used by businesses and is free to download. Below are best practices for video conferencing and guidelines specific to Zoom.

Zoom allows for connections of people from all walks of life.

- State and Federal Government Workers
- State and Federal Elected Officials
- Corporate Leaders
- Actors
- Athletes

- Establish a Zoom location for the video conferencing, such as your classroom.
- Review with the speaker guidelines, protocol and desired content of subject matter to be discussed.
- Consider a participant moderator.
- Consider a panel of participants who may be involved in asking questions of the employer.
- Emphasize to participants the importance of:
 - Introducing themselves
 - Speaking clearly
 - Speaking slowly
- Have participants write thank you notes.

ZOOM — How Does It Work?

Joining a Meeting

1. Go to Zoom.us
2. Click the “Join a Meeting” tab. You can find the tab on the top right corner of the homepage.
3. When prompted, add your designated Meeting ID (The Meeting ID can be a 9, 10, or 11-Digit number). The Meeting ID should be provided by the host.

Start a Meeting

1. Go to Zoom.us
2. Toggle over the “Host a Meeting” tab on the top right-hand corner.
3. Choose whether you would like to keep video chat on or off.
4. Sign in using your login information or create a new account.
5. Launch the Zoom application and open
6. Send out the meeting details, including the Meeting ID and/or link.

Sharing Your Screen

1. Zoom allows users to share their screen to the entire conference call! To do so, simply click “Share Screen” at the bottom of the window. Note: Only one person can use screen-share at a time, and one person must “Stop Sharing” before someone else can start sharing.
2. To stop sharing the screen, simply click “Stop Sharing.”

Employer Evaluation Sample

Employer Engagement Event

Participant Name: _____ Date(s) of Service: _____

Employer: _____ Supervisor Name: _____

	Task	Excellent	Good	Fair	Poor
Professional Demeanor	Appropriately dressed	4	3	2	1
	Arranges for lateness or time off in advance	4	3	2	1
	Arrives to work on time	4	3	2	1
	Reports to work when scheduled	4	3	2	1
Knowledge of Job	Desires to increase knowledge of job	4	3	2	1
	Grasps instructions quickly	4	3	2	1
	Willing to ask questions	4	3	2	1
Quality of Work	Able to set priorities	4	3	2	1
	Produces work that is accurate and neat	4	3	2	1
	Shows thoroughness in work	4	3	2	1
	Uses time efficiently	4	3	2	1
Attitude	Accepts suggestions and constructive criticisms	4	3	2	1
	Asks for additional work when tasks completed	4	3	2	1
	Enthusiastic about work	4	3	2	1
	Shows initiative	4	3	2	1
	Willing to work with, and for, others	4	3	2	1
Judgment, Reliability & Adaptability	Able to think independently	4	3	2	1
	Able to work under pressures	4	3	2	1
	Adaptable in the work place	4	3	2	1
	Makes good decisions	4	3	2	1
	Meets deadlines	4	3	2	1
Human Relations	Controls emotions	4	3	2	1
	Cooperates with supervisors and co-workers	4	3	2	1
	Courteous and friendly	4	3	2	1
	Speaks well and uses good word choices	4	3	2	1
Problem Solving	Able to recognize problems when they arise	4	3	2	1
	Seeks supervisory help when appropriate	4	3	2	1
	Uses available resources to solve problems	4	3	2	1
Overall Rating of Performance:		4	3	2	1

Supervisor Signature: _____ Date: _____

Comments: _____

Phone Call Script Sample

For Participant Interested In A Job Shadow

Directions: Use the script below to schedule your job shadow. Fill in the blanks for statements 1 and 4 before you make your call. The lines in bold indicate where you should be taking notes during the call. Make sure to record all of this information before you finish the call.

1. “Hi, my name is _____ and I am a _____ at _____

School. Participating in a Job Shadow is an important part of my education and I would like to visit your company for a half day or day in order to observe someone working as a _____

_____ to learn more about this career. May I speak with the person who might help me schedule this?”

 - If person is unavailable, obtain the following information:

Name of person you spoke with: _____

Name of Job Shadow contact person: _____
 - Repeat step 1 if transferred to another individual.
2. “May I schedule a Job Shadow with one of your employees?”

a. If the answer is YES, go to next question.

b. If the answer is NO, thank this person for their time and politely end the phone call.
3. Common time ranges for Job Shadows include:

a. Half Day:

8am to 11am

9am to 12pm

1pm to 4pm

b. Full Day:

8am to 3pm

9am to 4pm
4. “Would it be possible to schedule my Job Shadow during the week of _____?” (Provided by Specialist)
5. Ask for the name, phone number, and email address of your contact person, directions to the job shadow site, and appropriate dress for this workplace.
6. “Thank you very much for your time and commitment to help make the job shadow a helpful learning experience. See you on _____ (repeat date, time and location of job shadow).”

Sample Questions

Ask an Employer During Site Visit Or Job Shadow

Bring this form with you and take notes.

Name: _____

Employer: _____

Date: _____

1. Would you describe your primary job responsibilities?
2. What kind of education or training did you pursue to enter this occupation?
3. What personal qualities do you need to succeed in this career?
4. When you were my age, did you see yourself in this position? Is your career experience what you expected it to be?
5. Are there any experiences you have had, work related or otherwise, that have helped you develop in your career?
6. Could you describe the culture of your organization?
7. Does your organization offer summer or part-time employment, or volunteer opportunities, for participants who are looking for related experience?
8. Could you suggest other work or volunteer experiences that would be advantageous to have?
9. What is your favorite aspect of your career?
10. Is there anything we haven't talked about that you think would be helpful for me to know?

Sample Questions

Guided Participant Reflections

1. What type of work did you observe?
2. Describe your employer site visit.
3. What were your job responsibilities and duties?
4. What new skills did you acquire on the job?
5. Are there skills you wish you learned prior to the experience?
6. What was the most positive aspect of your experience?
7. What was the least positive aspect of your experience?
8. What surprised you most about the experience?
9. What were some examples of opportunities when you had to use your own initiative?
10. What do you think was the most important thing you learned?
11. Would you consider a career in this field? Why or why not?
12. Discuss the helpfulness and accessibility of your supervisor.
13. Give an example of feeling comfortable or uncomfortable asking questions or expressing concerns.
14. What post-secondary or training pathways are available for this career?
15. Have you researched this career on a Career Map?
16. What was your biggest takeaway?



Employer Engagement Interest Survey Sample

CONTACT INFORMATION

Name: _____ Title: _____

Email: _____ Phone: _____

Preferred method of contact: ☐ email ☐ phone

Business: _____

Address: _____

City: _____ State: _____ Zip: _____

BUSINESS INFORMATION

Number of locations: _____ Number of employees: _____

Offices in the following counties:

<input type="checkbox"/> Statewide	<input type="checkbox"/> Hancock	<input type="checkbox"/> Penobscot	<input type="checkbox"/> Washington
<input type="checkbox"/> Androscoggin	<input type="checkbox"/> Kennebec	<input type="checkbox"/> Piscataquis	<input type="checkbox"/> York
<input type="checkbox"/> Aroostook	<input type="checkbox"/> Knox	<input type="checkbox"/> Sagadahoc	
<input type="checkbox"/> Cumberland	<input type="checkbox"/> Lincoln	<input type="checkbox"/> Somerset	
<input type="checkbox"/> Franklin	<input type="checkbox"/> Oxford	<input type="checkbox"/> Waldo	

Primary industries:

<input type="checkbox"/> Management	<input type="checkbox"/> Protective Services
<input type="checkbox"/> Business & Financial	<input type="checkbox"/> Food Preparation & Serving Related
<input type="checkbox"/> Computer & Mathematical	<input type="checkbox"/> Buildings & Grounds Cleaning & Maintenance
<input type="checkbox"/> Architecture & Engineering	<input type="checkbox"/> Personal Care & Service
<input type="checkbox"/> Life, Physical & Social Science	<input type="checkbox"/> Sales
<input type="checkbox"/> Community & Social Service	<input type="checkbox"/> Office & Administrative Support
<input type="checkbox"/> Legal	<input type="checkbox"/> Farming, Fishing & Forestry
<input type="checkbox"/> Education, Training & Library	<input type="checkbox"/> Construction & Extraction
<input type="checkbox"/> Arts, Design, Entertainment, Sports & Media	<input type="checkbox"/> Installation, Maintenance & Repair
<input type="checkbox"/> Healthcare Practitioners & Technical	<input type="checkbox"/> Manufacturing & Production
<input type="checkbox"/> Healthcare Support	<input type="checkbox"/> Transportation, Logistics & Material Moving

Employer Engagement Interest Survey Sample

PROGRAM PREFERENCES

I am willing to visit a program or event as a / to

<input type="checkbox"/> Guest Speaker	<input type="checkbox"/> Participate in a Career Fair
<input type="checkbox"/> Keynote Speaker at a Participant Designed Event	<input type="checkbox"/> Participate in an Employment Event
<input type="checkbox"/> Conduct mock interviews	

I prefer to work with participants in

<input type="checkbox"/> Middle School	<input type="checkbox"/> High School	<input type="checkbox"/> College
--	--------------------------------------	----------------------------------

I am willing to travel _____ miles to participate in an event.

I am willing to work with a minimum of _____ participants in a classroom or at an event.

I am willing to dedicate _____ hours per ☐ month ☐ quarter ☐ year.

EMPLOYER PATHWAYS

My company currently offers the following opportunities

<input type="checkbox"/> Job Shadow	<input type="checkbox"/> Mentorship
<input type="checkbox"/> Practicum	<input type="checkbox"/> Informal Business Tour
<input type="checkbox"/> Internship	<input type="checkbox"/> Interactive Business Tour
<input type="checkbox"/> Industry Designed Event (name) _____	

I would be interested in receiving more information on how my company can offer:

<input type="checkbox"/> Job Shadow	<input type="checkbox"/> Mentorship
<input type="checkbox"/> Practicum	<input type="checkbox"/> Informal Business Tour
<input type="checkbox"/> Internship	<input type="checkbox"/> Interactive Business Tour

CONTACT PREFERENCES

☐ any Specialist can reach out to me

☐ any participant can reach out to me

☐ please have all requests come from _____ at organization

Sample Thank You Notes

It is important to thank the person that has given their time to you. A thank you note does not have to be lengthy; you should personalize it by including at least two things from your experience. Let the individual know why the opportunity was important to you or what you particularly enjoyed.

Sample Site Visit

Date _____

Dear Mr./Ms. _____,

Thank you for hosting a site visit. What a great opportunity it was for me to learn more about the _____ (personalize). In particular, I was fascinated to learn that (briefly describe an area that you found fascinating).

Thank you again, (Name), for generously affording me (length of time/i.e., an hour) of your valuable time. It was a most enlightening experience and I will not forget your generosity.

Sincerely,
Your Name

Sample for Job Shadow

Date _____

Dear Mr./Ms. _____,

Thank you so much for teaching me about (career) last (day of the week). I very much enjoyed learning about your career path and the opportunities that are available at (name of business). I look forward to (briefly describe an area that was suggested to you).

Thank you again, (Name), for generously affording me (length of time/i.e., an hour) of your valuable time. It was a valuable experience and I will not forget your kindness.

Sincerely,
Your Name

Sample Labor Laws

Each state has their own labor laws. Go to your state’s Department of Labor website and familiarize yourself with current child labor laws.



BASIC INFORMATION

current as of June 2012

The U.S. Department of Labor’s Wage and Hour Division (WHD) is responsible for administering and enforcing laws that establish minimally acceptable standards for wages and working conditions in this country, regardless of immigration status.

FAIR LABOR STANDARDS ACT



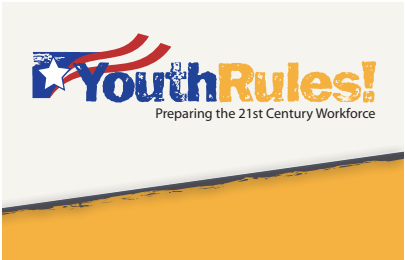
The Fair Labor Standards Act (FLSA) affects most private and public employment. The FLSA requires employers to pay covered non-exempt employees at least the federal minimum wage and overtime pay for all hours worked over 40 in a work week.

Covered employees must be paid for all hours worked in a workweek. In general, compensable hours worked include all time an employee is on duty or at a prescribed place of work and any time that an employee is suffered or permitted to work. This would generally include

work performed at home, travel time, waiting time, training, and probationary periods.

- Federal Minimum Wage: \$7.25 per hour effective July 24, 2009
- Tipped employees may be paid \$2.13 per hour; if an employee’s tips combined with cash wage does not equal the applicable minimum wage, the employer must make up the difference
- Overtime after 40 hours in a week = 1 ½ times an employee’s regular rate of pay

CHILD LABOR



The FLSA also regulates the employment of youth.

Jobs Youth Can Do:

- 13 or younger: baby-sit, deliver newspapers, or work as an actor or performer
- Ages 14-15: certain permitted in such establishments as office work, grocery store, retail store, restaurant, movie theater, and amusement parks
- Age 16-17: Any job not declared hazardous
- Age 18: No restrictions

Hours Youth Ages 14 and 15 Can Work:

- After 7 am and until 7 pm (Hours are extended to 9 pm June 1–Labor Day)
- Up to 3 hours, including Fridays on a school day
- Up to 18 hours in a school week
- Up to 8 hours on a non-school day
- Up to 40 hours in a non-school week

Note: Different rules apply to youth employed in agriculture. States also regulate the hours that youth under age 18 may work. To find more information on federal or state rules, log on to www.youthrules.dol.gov.

FAMILY AND MEDICAL LEAVE ACT



The Family Medical and Leave Act (FMLA) applies to employers who employ 50 or more employees, public agencies, and elementary and secondary schools. Eligible employees are entitled to take unpaid, job-protected leave with continuation of group health insurance coverage for up to 12 workweeks in a 12-month period for:

- the birth and care of a newborn child;
- the placement and care of an child for

adoption or foster care;

- for the serious health condition of the employee or the employee’s spouse, child, or parent;
- for qualifying exigencies arising out of a covered military member’s covered active duty status.

And 26 workweeks of leave during a single 12-month period to care for a covered servicemember with a serious injury or illness.

MIGRANT AND SEASONAL AGRICULTURAL WORKER PROTECTION ACT



The Migrant and Seasonal Agricultural Worker Protection Act (MSPA) requires farm labor contractors, agricultural employers, and agricultural associations who "employ" workers to:

- Pay workers the wages owed when due
- Comply with federal and state safety and

health standards if they provide housing for migrant workers

- Ensure that vehicles that they use to transport workers are properly insured, operated by licensed drivers and meet federal and state safety standards
- Provide written disclosure of the terms and conditions of employment

CONTACT US:
1-866-4US-WAGE

MORE INFORMATION AVAILABLE AT:
YOUTHRULES: WWW.YOUTHRULES.DOL.GOV
WHD WEBSITE: WWW.WAGEHOUR.DOL.GOV

ELAWS: WWW.DOL.GOV/ELAWS
DOL WEBSITE: WWW.DOL.GOV

Employer Engagement School Permission Form Sample

School Name: _____

Specialist Name: _____

School Address: _____

School Phone: _____

School Email: _____

PARTICIPANT APPLICATION FOR JOB SHADOWING

Participant: _____

Date of Visit: _____ Time Period: _____

Company Name: _____

Company Address: _____

Career to be explored: _____

Company Contact: _____

GUARDIAN/PARENT CONSENT

_____ has my permission to participate in the Employer Engagement experience.

Fill in your school’s transportation policy here.

I hereby release any and all liability from _____ and the company listed above.
(School Name)

Signature Guardian/Parent

Date

Participant Site Visit Employer Waiver Sample

Please note that a business may provide their own waiver.

Name: _____ Age: _____ Email Address: _____

Telephone: _____ Cell Phone: _____

Address: _____ State: _____ Zip: _____

Are you using these hours towards community service or educational credit? Yes: _____ No: _____

Site Visit Location(s): _____

Preferred schedule (circle) mornings afternoons MON TUES WED THUR FRI SAT SUN

Starting Date: ____ / ____ / ____ Ending Date: ____ / ____ / ____

INSURANCE -- All participants must be covered by their own health insurance to participate.

Name on Health Care Insurance Policy: _____ Company: _____

Address: _____

Telephone: _____ Policy #: _____ (Please provide a copy of your insurance card.)

GUARDIAN/PARENT CONSENT – For participants under the age of 18.

All participants under 18 years of age need guardian or parent consent to engage in a site visit at our company.

By signing this form, I, the legal guardian or parent of the child named above, consent to the child’s participation in participant activities both on-site and off-site as part of outreach, collection, or field activities. I agree to defend, indemnify and hold harmless the organization from any claims against them as a result of their participation.

I hereby consent to and permit emergency treatment in the event of injury or illness while _____ is visiting the organization.

Guardian or Parent Signature: _____ Date: _____

Participant Site Visit Employer Waiver Sample

Continued

EMERGENCY CONTACT INFORMATION

In case of emergency, please notify: _____

Address: _____ State: _____ Zip: _____

Telephone: (Home) _____ (Work) _____ (Cell) _____

Email: _____ Relationship: _____

In case this person cannot be reached, please notify:

Name: _____

Address: _____ State: _____ Zip: _____

Telephone: (Home) _____ (Work) _____ (Cell) _____

Email: _____ Relationship: _____

PARTICIPANT LIABILITY RELEASE AGREEMENT

By signing this form, I consent to my participation in employer engagement activities. I agree to defend, indemnify and hold harmless the company from any claims against them as a result of my participation as a participant, including my negligence. I understand that cancellation or termination of this Agreement will not discharge any responsibility I may have to defend, indemnify and hold the company harmless for any claim arising from my participation.

I hereby consent to and permit emergency treatment in the event of injury or illness while I am participating in employer engagement.

Participant’s Name (printed): _____ Date: _____

Signature: _____

Guardian/Parent Signature, if under 18 (printed): _____ Date: _____

Signature: _____

Setting Goals

Learning Objectives For Employer Engagement

Participant Name: _____ Date: _____

Throughout this process, participants should be setting aspirational goals and committing to learning objectives. Those closest to us (guardians/parents, and Specialists) can provide valuable input to help you succeed.

Learning objectives are determined and agreed upon by Specialist and participant. Employers can also offer insight to help guide the process for developing learning objectives.

Goal		Meets Expectations ✓ where applicable	Notes
Communication	Listen, smile, show compassion and be respectful. Ask clarifying questions. Restate directions.		
Confidence	You have a unique presence about you. Use experience to gain confidence and learn valuable skills for your career.		
Core Skills	Be a good decision maker, creative problem solver, and time conscious.		
Personal Disposition	Project positive attitude and willingness to engage and learn.		
Professional Dress	Dress in professional attire.		
Professionalism	Maintain confidentiality. Be attentive and listen. Do not share too much personal information.		
Work Ethic	Show initiative and strong desire to learn and take on projects without being asked.		
Learning Objective #1			
Learning Objective #2			
Learning Objective #3			

Sample Internship

Time Log

Business: _____

Supervisor Name: _____

Supervisor Email Address: _____

[illegible]

Assessment Resource List

Specialists identified assessments currently used in classrooms. While most are informal and do not require training or certification to administer, a few assessments are formal and will require a certified professional to administer.

The types of assessments are indicated as follows: I = Interests | St = Strengths | P = Personality | T = Traits | S = Skills | V = Values

Assessment	Type	Grade level	(F)ormal/(I)nnormal	Fee (Y/N)	Resource
educationplanner.org	T	6th–8th	I	N	http://www.educationplanner.org/participants/self-assessments/index.shtml
It's MY Future By: Jr Achievement	T	6th–8th	I	Y	juniorachievement.org - Requires a business professional teach these classes. There is a fee for business to have learning strategies.
Claim Your Future By: FAME	I	6th–8th	I	N	https://www.claimyourfuture.com/educator-resources/ *Must register with Jump\$tart for resources
mappingyourfuture.org	I, S	6th–8th	I	N	http://mappingyourfuture.org/planyourcareer/skills.cfm (designed by O'Net)
Career Wonder By: South Dakota Dept. of Labor	I	7th	I	N	http://dlr.sd.gov/lmic/menu_sdcis.aspx *Must print and tally results, lots of tools
Career Cluster Survey	I	8th	I	N	https://careerwise.minnstate.edu/careers/clusterSurvey
MyNextMove	I	8th–12th College	I	N	https://www.mynextmove.org/explore/ip
Virtual Job Shadow	I, V	8th–12th	I	Y	https://www.virtualjobshadow.com/career-exploration/ School must pay for this subscription.
Virtual Job Shadow	I, V	8th–12th	I	Y	https://www.kuder.com/solutions/kuder-career-planning-system/assessments/
Interests and Work Values	I	8th–12th	I	N	https://www.vawizard.org/wizard/assessment-combined
Ability Profiler	St	8th–12th College	I	N	https://www.onetcenter.org/AP.html
Work Importance Locator	V	8th–12th College	I	N	https://www.onetcenter.org/WIL.html
www.yourfreecareertest.com	I	9th	I	N	https://www.yourfreecareertest.com/
Minnesota Career Wise Career Cluster Interest Survey	I	9th–12th	I	N	https://careerwise.minnstate.edu/careers/clusterSurvey
Succeeding in the World of Work Textbook and Activities (CHPT 2)	I	9th–12th	I	Y	Textbook or online access required
MyBestBets	I, V	9th–12th	I		http://www.mybestbets.org/ Need a log in to access
ASVAB	I, S	9th–12th	F	N	https://www.asvabprogram.com
Naviance “Do What You Are”	I, St	9th–12th	I	Y	Subscription required. https://www.naviance.com/
NGPF Career Activities	St, V	9th–12th	I	N	Log in required
Occupation Outlook Handbook	I	9th–12th	I	N	https://www.bls.gov/k12/content/teachers/activities/choosing-a-career-requirements.htm
Career One Stop	I, S, V	9th–12th	I	N	https://www.careeronestop.org/ExploreCareers/Assessments/interests.aspx
Holland Code	I	9th–12th College	I	N	https://www.truity.com/test/holland-code-career-test
Myers Briggs Personality Career Choices	V	10th–12th	I	N	http://www.humanmetrics.com/personality/career-choices This is a basic assessment. *Formal assessment is administered.
Strengths Quest	St, V	10th–12th College	I	Y	Subscription required
Careerbeam		College	I	N	Log in required
MBTI	P	College	F	Y	Requires a certified administrator
Work Values	V	College	I	N	https://www.careeronestop.org/ExploreCareers/Assessments/work-values.aspx
Work Values	V	College	I	N	https://www.123test.com/work-values-test/
True Colors personality	P	College	I	N	http://www.truecolorsworkshops.com/test/true-colors-quick-assessment-test/
Learning Strengths		College	I		https://high5test.com/
Learning styles inventories		College	I		https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%202014%20Handouts/LearningStyleInventory.pdf#search=learning%20styles%20inventories

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