



CAREER AND COLLEGE EXPLORATION EXPERIENCES:

# PLANNING FOR SUCCESS

AUTHORS

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JFF is a national nonprofit that drives change in the American workforce and education systems to create access to economic advancement for all. For 35 years, JFF has led the way in designing innovative and scalable solutions that create access to economic advancement for all. Join us as we build a future that works.

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## POSSIBLE FUTURES

The middle grades, 6 through 10, are a critical time for young people. When students enter this period of their lives, they are trying to figure out who they are, what their futures hold, and how they fit into the world around them. During these formative years, students create narratives of their current and future selves. They explore and ask themselves questions like “What am I good at?” and “What do I like to do?” Young people may foreclose on future opportunities by creating storylines for themselves like “I’m not good at math” or “I don’t like science.”

Possible Futures, a JFF career exploration initiative, helps educators create spaces for students in the middle grades to explore their strengths and interests in connection with future college and career opportunities. The Possible Futures curriculum offers structured, sequenced experiences that inspire students and guide them to create informed, nuanced narratives of their many possible futures.

# ABOUT THE AUTHORS

## **Dr. Coleen Maldonado**

Dr. Coleen Maldonado is a consultant who works with K-12 schools, community colleges, universities, businesses, and community organizations to create new K-16 education partnerships and improve existing ones. During her 18-year career, she has served as the director of college outreach at Long Beach City College and as director of the California Access and Opportunity program at Long Beach State University.

Her academic research and publications are dedicated to the concept of intersegmental education partnerships that address complex issues in student equity, college access, and career pathways. Dr. Maldonado was one of three co-authors who negotiated and wrote the original Long Beach College Promise, an innovative partnership to provide students with clear pathways from preschool to college graduation. At the White House Opportunity Summit in 2014, President Barack Obama recognized the Long Beach College Promise as a national model of K-16 education partnering.

## **Tobie Baker Wright**

Tobie Baker Wright works with JFF's secondary through postsecondary initiatives, providing expertise in middle school career exploration and the development of pathways for grades 9 through 14. She is the senior program manager for Possible Futures. She has 20 years of experience in education—as a classroom teacher and a science educator—and she draws on that experience to engage the next generation of diverse young scientists, creators, and problem solvers.

Ms. Baker Wright believes strongly in the power of engaging young people as scientists. As a young person, she was a student machinist at Oregon Health and Science University, completed a hydrology co-op experience with the U.S. Forest Service, and served as a research assistant at the Los Alamos National Laboratory. With a passion to increase equity and access in STEM, Ms. Baker Wright has worked with the Oregon Museum of Science and Industry, Science Math Investigating Learning Experience (SMILE), Salmon Camp, and Native Americans in Marine Science (NAMS). She also served on the governor's STEM advisory committee in Massachusetts, with a focus on increasing diversity in STEM programs. Before joining JFF, Ms. Baker Wright was the director of an Expeditionary Learning school, where she led student-centered approaches to teaching and learning.

She is excited to see Possible Futures increase youth STEM awareness and engagement across the nation.

## CREDITS

All written content belongs to JFF.

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# TABLE OF CONTENTS

<b>Career and College Exploration Experiences Overview</b>	<b>6</b>
What Are Career and College Exploration Experiences?	6
Student Learning Outcomes	6
CCEE Event Content	7
Steps in Planning a CCEE Event	7
Important Considerations	10
<b>Planning a Career Exploration Experience</b>	<b>11</b>
Recruiting and Preparing Workplace Hosts	11
Activities	12
<b>Planning a College Exploration Experience</b>	<b>16</b>
Creating New College and University Partnerships	16
Tips for Planning a College Exploration Experience	18
Activities	19
<b>Resource Appendix Section 1:</b>	
<b>CCEE Coordinator Resources and Sample Documents</b>	<b>22</b>
<i>All Career and College Exploration Experiences</i>	<b>23</b>
CCEE Checklist and Timeline	23
CCEE Agenda	30
Partner and School Letter of Commitment	31
<b><i>Career Exploration Experiences</i></b>	<b>34</b>
Initial Contact Email to Employers	34
Workplace Follow-up Phone Script	35
Workplace Tour Interest Form	36

<i>College Exploration Experiences</i>	<b>38</b>
Culture Club: 10 Activity Suggestions for College Experiences	38
<b>Resource Appendix Section 2:</b>	
<b>Partner Resources and Sample Documents</b>	<b>39</b>
<i>All CCEE Partner Resources</i>	<b>40</b>
Tips on Presenting to Teenage Students	40
Because I'm Happy Worksheet	41
<i>Workplace Partner Resources</i>	<b>42</b>
Workplace Host Guidebook	42
Questions Students May Ask During a Career Exploration Experience	47
Workplace Host Experience Evaluation	48
<i>College Partner Resources</i>	<b>51</b>
College Host Guidebook	51
Questions Students May Ask During a College Exploration Experience	53
College Student and Staff Evaluation	54
<b>Resource Appendix Section 3:</b>	
<b>Teacher and Student Resources and Sample Documents</b>	<b>57</b>
Student Experience Evaluation	58
Career Exploration Videos	61
Career Assessment Tools	63
Industry Sectors and Employability Skills	65
Active Listening Tips	66
Preparing for An Informational Interview	67
Informational Interview Notes	69
Workplace Observations and Notes	71
Website Scavenger Hunt	73
College Students' Good Academic Habits	74

# CAREER AND COLLEGE EXPLORATION EXPERIENCES OVERVIEW

## What Are Career and College Exploration Experiences?

Career and College Exploration Experiences (CCEE) are structured field trips that provide middle and high school students with an opportunity to experience local businesses, government agencies, community organizations, community colleges, and universities. CCEE workplace tours and college exploration field trips are preceded by classroom workshops and followed by student reflection activities to help students make sense of what they observe and learn.



Career and College Exploration Experiences provide students with an opportunity to expand their understanding of the many careers and college choices available to them. CCEE events are more interactive than traditional “walk around and observe” school field trips. During CCEE events, students are encouraged to interact with the employees and college students at the places they visit. Through interaction, students can gain insights into adults’ career choices and real-world experiences. Before the trips, students prepare in class by learning about the industry sector, careers, and/or college programs they will be exposed to during the field trips; they prepare questions to ask the people they will meet.

## Student Learning Outcomes

- Expand awareness of careers, work environments, and college opportunities
- Connect classroom learning to what is expected in the workplace or college environment
- Develop the confidence to interact with working adults and/or college students to learn about their career exploration process from their real-world stories

- Develop an understanding of the academic, technical, and communication skills necessary to succeed in the workplace and/or at college
- Envision themselves in college and work environments through direct interaction with college students and working adults, especially from underrepresented communities
- Develop positive anticipation of the career and education opportunities ahead

## **CCEE Event Content**

A typical career and college exploration experience consists of a host welcome, an orientation session, an interactive tour, small-group informational interviews, lunch with the hosts (if possible), and a debriefing reflection activity.

A CCEE can be scheduled as either a two-hour or half-day (four-hour) event, depending on the time the host organization has available and the nature of the scheduled activities.

The number of students participating depends on what the workplace or college can accommodate. Typically, 30 to 50 students, teachers, and parent or staff chaperones participate.

The CCEE coordinator works with the host organization to create an agenda and plan a set of interactive activities. Examples of sample agendas and handouts with tips for speakers are included in the Resources section of this handbook.

## **Steps in Planning a CCEE Event**

The CCEE coordinator begins planning for a successful workplace tour or college exploration experience well in advance of the event, ideally six to eight months beforehand. Advanced planning includes coordination with the school principal, classroom teacher(s), bus transportation, lunch provider, and representatives of the host workplace or college. The CCEE coordinator plans CCEE agendas in collaboration with the workplace or college host.

The planning process involves providing teachers with information about the careers and industry sectors or educational programs associated with the host organization, so that the teachers have the materials they need to prepare students to learn from and participate in CCEE activities. The CCEE coordinator also needs to meet with the workplace host or college outreach staff to help them understand the most effective ways to communicate with teenagers, anticipate the types of questions students are likely to ask, and learn about the developmental aspects of working with middle or high school age youth. Whenever possible, this conversation includes offering the hosts or outreach staffers research-based ideas to about hands-on interactive activities that can improve student engagement.

Here's a look at the major steps involved in planning a workplace or college exploration experience. For a detailed planning checklist and timeline, see the CCEE Coordinator Resources section of this manual.

### ***Begin Planning with the School Site Staff and Teachers***

1. Make initial contact with the school principal to offer an opportunity for one (or more) of the school's classes to participate in the CCEE event. Ask the principal and teacher(s) to assist in planning the workplace or college tour.
2. Identify the classroom teacher(s) and grade level(s) that will participate.
3. Ask school officials if they have any preference regarding the field trip date. Request at least three possible dates for the field trip, and then share those choices with the workplace or college host.

### ***Optional Steps***

- ⇒ Collect information on students' career interests. This may be done by teachers, counselors, or career advisors.
- ⇒ Based on the students' interests, identify businesses, government agencies, colleges, and other community organizations to contact regarding the possibility of hosting a workplace CCEE event.

### ***Identify and Contact the Workplace or College***

4. Employer recruitment can take time, so an early start is advisable. The first contact for a workplace should be directed to a high-level executive, a director, or the human resources manager. For restaurant franchises or national or statewide chain stores, contact the corporate headquarters first and then follow up with the manager of the local operation.
5. College outreach departments typically need a minimum of two to three months' advance notice to arrange an interactive event involving faculty members, departmental personnel, and students.
6. Based on students' interests, identify cultural, sports, and/or arts groups or departments that could participate in the presentation to students.
7. Prepare the host ahead of time by sharing tips about working with middle or high school age youth. Give the workplace or college host a copy of the Workplace or College Host Guidebook and Partner Letter of Commitment together prior to creating a tentative agenda (*see the Resources section of this manual*).
8. Ask the workplace host to think about employees and/or executives in the organization who might be willing and able to speak to the students, lead workplace tours, or participate in small group informational interviews.

## **Prepare Students**

9. Ask students to have their parents sign field trip permission slips and media release forms (which are necessary if you plan to take photos and record videos of students participating in the event).
10. Prepare students for the tour. Prior to the CCEE event, teachers conduct a classroom lesson (or lessons) on the careers and industry sectors or academic programs and majors associated with the workplace or college you will visit. Students work in small groups to prepare questions to ask during the informational interviews. (Sample lessons are provided in the Resources section of this handbook.)

## **Hold the CCEE Event**

11. Hold the workplace or college campus CCEE event.
12. Document it with photos and/or videos, provided the students' parents have signed media release forms in advance.
13. Schedule time at the end of the event (or perhaps the next morning) for a debriefing and student reflection on what they observed and learned during the CCEE field trip.
14. Ask students to evaluate the CCEE event; collect the evaluations before the event is over, while their reflections are still fresh in their minds.
15. Ask the workplace or college host and participating employees, students, or faculty members to evaluate the event; collect the evaluations at the event.

## **After the CCEE Event**

16. Send thank you notes written by the students to the workplace or college host and participating employees, students, or faculty members.

## **Optional Business Etiquette Activity**

- ⇒ When planning the CCEE event, ask your liaisons at the workplace or college if they would be willing to provide the email addresses of participating employees or college students, so that your students could send them thank you email messages. Assure them that each employee or college student will receive emails from only one to three students.
- ⇒ After the CCEE event, have students compose thank you emails that mention two or three things they learned during the field trip. In addition, students may include a follow-up question that the employees or college students might respond to.

## **Important Considerations**

### ***Photos and Video Media Release Forms***

Check with your school district office to get the official media release form and learn about any policies related to documenting student events with photographs or video recordings. Legally you cannot take photos or record videos in which children's faces are visible unless their parents have signed a media release form in advance. If you don't have signed media release forms, you can still take photos or record videos of student activities during the field trip, but only if the children's faces are not visible—for example, you could take photos or shoot videos from behind as students walk across campus during the tour.

### ***Safety 101***

Double-check your school district's policies regarding field trips. There may be rules about things like the minimum number of chaperones needed or proper protocol for student visits to the bathroom. For example, bathroom use policies may state that no adults except teachers or other school staff members can be in the bathroom with the children. There may also be policies related to students bringing lunch or snacks from home. You need to know all of the rules ahead of time.

In addition, make sure to ask the workplace host or college coordinator about things like safety policies and ADA accessibility ahead of time. You should also check with teachers ahead of time to find out if any students have special needs, disabilities, or dietary restrictions.

See the Resources section of this manual for copies of sample CCEE agendas, emails, forms, activity ideas, and more.

# PLANNING A CAREER EXPLORATION EXPERIENCE

## Recruiting and Preparing Workplace Hosts

Workplace experiences are arranged with local businesses, nonprofit and community-based organizations, and city or state government agencies. An effort should be made to match the industry sector(s) of the organization you hope to visit with the Student Career Assessment results if there is a career pathways program at the high school.

The CCEE coordinator should look for businesses and organizations that have the following characteristics:

- A workforce that is large enough to showcase a variety of jobs.
- The capacity to accommodate groups with 35 students, or more if possible.
- A diverse workforce.
- A convenient location, so that bus transportation time is reasonable.
- A willingness to encourage employees to serve as tour guides and to be interviewed by small groups of students.

The CCEE coordinator can keep track of potential workplace hosts with a database or spreadsheet. It should include the names of local businesses, city agencies, and community organizations, as well as the name, title, and contact information of each organization's highest-level executive, with space to document and take notes about all communications with the organization. Once contact information has been collected, the CCEE coordinator can survey the employers either via email or telephone to identify interested organizations. Include in the initial email a copy of the CCEE interest form to collect each organization's relevant information. The database can be used later to follow up with organizations that express interest in hosting CCEE field trips.



Once an employer has been identified and has indicated a willingness to participate, the CCEE coordinator schedules an in-person meeting to review the Workplace Host Guidebook to make sure that the employer understands the unique nature of a CCEE. If the employer's representatives confirm that they are interested, then review the expectations listed on the Letter of Commitment with them and have someone from the organization sign the form. Later take a copy to the school site to share the CCEE details and ask the school principal to sign the Letter of Commitment so that both the school and workplace host clearly understand what is expected of them.

Go to the Resource section of this manual for copies of the CCEE interest form, the Letter of Commitment, and sample emails.

## Activities

- Optional Business Etiquette Activity—Proper Business Greeting (5 minutes)
  - For groups of 35 or less, ask the workplace host (and other executives, if available) to demonstrate a proper business greeting by personally shaking hands with the students as they walk into the building and giving each of them a business card (if the employees have enough cards to go around).
- Welcome and Orientation (15 minutes)
  - *Host (or a high-level executive) introduces him- or herself*, sharing his or her title and number of years at the organization.
  - *Host welcomes* the students
  - *Host asks* the students: “What is one thing you hope to learn today? Please raise your hand to share.” Ask three or four students to respond.
  - *Host (or high-level executive) shares his or her personal career journey* (10 minutes). This narrative might include struggles and challenges the host faced as well as successes and could address questions such as:
    - What career did you think you wanted when you were in middle or high school?
    - What challenges did you face during your career journey?
    - What do you like best about your job?
    - What education and/or training did you need to get started in this profession?
    - What do you wish you had known about your future career journey when you were in middle or high school?
- Divide students into two large groups. One group goes on the workplace tour and the other group splits into their classroom small groups to meet with selected employees to conduct informational interviews using their preplanned questions.

- Workplace Tour and Interactive Activity (45 minutes)
  - *Overview of the organization* (5 minutes). An employee shares the organization's mission, explains what it does and how many people it employs, and discusses the basic skills needed to be hired. If possible (ask the host about this ahead of time), the employee provides a copy of the employer's organizational chart and/or a map of the facility during the tour to help students visually understand how the organization is structured.
  - *Workplace tour* (20 minutes). After the brief tour overview, break the large group into two smaller groups. Have one employee lead each group on a tour of the facilities.
    - During the tour, ask the employee to quickly describe what people do in each department or area visited. Among other things, the employee might talk about the types of jobs in each area and how different departments work together.
  - *Hands-on activity* (15 minutes). In the same small groups, engage in a simple, industry-specific, hands-on activity that illuminates the connection between skill sets and the careers at the job site.
  - *Question and answer* (5 minutes). Give students time at the end of the tour to ask questions about the organization and the departments they have seen.
- Lunch (30 minutes)
- Switch large groups
- Employee Informational Interviews (45 minutes)
  - To determine the number of employees who participate in the informational interviews, keep this rule of thumb in mind: An ideal group size is one employee and five students.
  - *Employees begin* by sharing brief summaries of their personal career journeys (15 minutes). These personal stories include challenges the employees had to overcome as well as what they enjoy about their work.
  - *Then the students will ask questions* (25 minutes). The employee answers the questions that the students prepared before the CCEE field trip. Students take notes on the Employee Informational Interview handout.
  - *Time for additional questions and/or discussion* (5 minutes).
- Both large groups return to main room
- Wrap-up, Student Reflections, and Evaluations (30 minutes)
  - *Host delivers a short send-off speech* (5 minutes max). Ask the host to explain why the organization decided to host the Career Exploration Experience.
  - *Teachers lead a student debriefing* and reflection discussion (15 minutes) about the day's learning with students.

- *Students fill out the CCEE student evaluation forms* and turn them in to the teacher(s) or the CCEE coordinator (10 minutes).
- The workplace host and participating employees fill out the CCEE workplace evaluation forms and turn them in to the CCEE coordinator (10 minutes).
- Return to the Bus and Leave (15 minutes)

**For a two-hour event:** (1) Eliminate the business greeting. (2) Reduce the length of the tour and informational interviews to 30 minutes each. (3) Shorten lunch to 20 minutes. (4) Complete the student evaluation, debriefing, and reflection in the classroom after the group gets back to school or the next day, rather than at the work site.

### ***Debriefing and Student Reflection***

At the end of the CCEE Workplace Experience, schedule sufficient time, ideally at the end of the visit while still at the work site, to facilitate a discussion about what the students observed and learned during the visit. Encourage them to check their notes and observations forms as a reference during the discussion.

Here are some questions to prompt student reflections:

- How did the actual CCEE trip compare to what you expected beforehand?
- What surprised you the most?
- What technical skills did you observe employees using?
- What are some workplace habits and/or skills that the speaker or someone you interviewed said were important to be successful in the workplace?

### ***Documentation of Student Learning***

Students should use the Workplace Observations and Notes handout to record their observations and take notes during the workplace tour and while listening to speakers.

Students should use the Informational Interview Notes handout to write down the questions they ask and their notes from the employee informational interviews.

Both handouts are included in the Resources Section of this manual.

### ***Thank You Letters or Emails***

Students should write thank you letters to the workplace host. They should express their appreciation and share two or three specific things that they learned during the workplace experience. This is an important exercise because it not only allows the teacher(s) and students to express gratitude, but also demonstrates that learning took place during the field trip.

### ***Optional Business Etiquette Activity***

When planning the CCEE event, ask the workplace host if the organization is willing to provide the email addresses of participating employees so that students can send thank you emails. Assure the host that each employee will receive messages from no more than one to three students. After the CCEE event, have the students compose thank you emails in which they mention two or three things they learned during the field trip. Students might include a follow-up question that the employee could respond to.

### ***Summary of Student and Teacher Evaluation Results***

You should send the workplace host an email with a summary of the results of the students' and teacher's evaluations. You should also use your database or spreadsheet to record ideas for improving future CCEE events.

# PLANNING A COLLEGE EXPLORATION EXPERIENCE

## Creating New College and University Partnerships

Research and identify officials who work in the community outreach offices and/or K-12 school counseling programs of at least two or three universities, colleges, and/or community colleges in your region. Local mentoring organizations are also potential partners.

Ask your school principal or administrators in the counseling division of the central district office if they can assist you in building relationships with local institutions of higher learning by making the initial contacts on your behalf. People in those positions are able to determine if there are any barriers to partnering with colleges and universities related to school district and/or state regulations and policies. To save time, you may want to provide a sample email and contact information for representatives of the universities and colleges you wish to contact.

### *Community College or University Community Outreach Office*

It is important that you reach out to prospective university partners at least six months in advance of your planned CCEE event. University staff and professors usually plan at least a semester in advance. If you want to conduct a CCEE field trip in the fall semester, you need to make the initial contact with the outreach office between February and April (avoid the months of January and May, which are the beginning and end of the college semester).

After making the initial contact, schedule an in-person meeting, telephone call, or web conference with the director and/or assistant director to discuss the goals of the college exploration experiences. In the discussion, note how a CCEE is different from a typical college walking tour. CCEE field trips have broad learning goals, include interactive activities, and enable middle and high school students to talk with college students in an age appropriate way.

Agree on a date for the CCEE field trip. Discuss various interactive activities that could be included during the visit. For example, if the middle or high school wants to emphasize STEM college majors, you could ask if the engineering department might be willing to host an interactive activity. Engineering students often have special projects that are interactive and visually exciting. Talk about CCEE activities like the Good Academic Habits bingo game or scavenger hunt (which are discussed in more detail later in this manual) and the opportunity for students in small groups to interview college students.

## **K-12 School Counseling Program**

Contact the department chair of the university's school counseling graduate program and ask to schedule an in-person meeting, a telephone call, or a web conference to discuss offering your school site as a preferred fieldwork partner for the university's school guidance counseling graduate program. The best-case scenario would be to get the university school counseling department to agree to embed the fieldwork opportunity with your district in their curriculum as a service learning activity to ensure maximum college student participation.

Schedule an opportunity for a representative from your school to do a brief in-person presentation to college students on why partnering with your school would be an interesting experience. Provide the college students with a list of dates for preplanned career and college experiences, along with contact information for the designated point person at the individual school sites. Make a copy of the CCEE field trip handbook available to all university students by providing a PDF of the document that can be hosted on the college's website, your school's website, and/or your school district's website.

After you take the initial steps toward setting up this new relationship, it will be fairly easy to maintain a sustainable and mutually beneficial partnership. Work with your partners to survey participating university students before and after they participate in field trips with your students to collect data on ways to improve the partnership for future participants.



## Tips for Planning a College Exploration Experience

- **Start Early!** Contact the school's college tour coordinator three or four months before the planned date of the CCEE field trip. This will give you and the college staff time to plan a comprehensive event that ideally includes interactive activities, student or faculty speakers, and a tour of the college.
- **Find contact information for the college tours coordinator or college outreach staff.** Usually the college website is the easiest place to start looking for this information. You can also call the college's main information phone number and ask for the student outreach office.
  - Most colleges and universities have a special office or staff member that coordinates K-12 school field trips and individual college tours. This office may go by a variety of different names, including the university recruitment, student outreach, or community relations office.
  - On the college website, there is usually a tab or section devoted to prospective students and/or K-12 student outreach. Sections of the website with names like Prospective Students or Future Students provide basic information about the college that young people who are considering applying to the college may want to know. Sometimes in this section of the college website there is also a tab or link for K-12 counselors, where additional information for K-12 school teachers and counselors is available.
  - Those sections will usually have information about who to contact to set up a college tour or a school field trip, and some may even have links to an electronic form that you can fill out to schedule a visit.
- **Once you have connected with the appropriate student outreach staff member, share the basic information for your CCEE visit.** You should let them know the date you have planned for the field trip, the amount of time allotted for the event, the grade level of the students, and an estimate of the number of students. Explain that the CCEE field trip is part of a larger career and college exploration program at your school. Ask if the college would be willing to work with you to set up a customized interactive event (or events).

Keep in mind that some colleges or universities may only work with high schools because they have limited staffing, and some may only offer standard walking college tours of the main buildings and grounds.

Ideally you want to create a customized, interactive experience for your students.

## **Activities**

### ***College Students' Good Academic Habits Scavenger Hunt and Bingo Activities***

The College Students' Good Academic Habits activity included in the Resources section of this handbook can be adapted into a scavenger hunt format or a bingo-type game. For the scavenger hunt, students try to check off as many boxes in the grid handout as possible. If time is short, the teacher can instruct students to play "bingo" by checking off five boxes in a row horizontally, diagonally, or vertically.

The intent of the game is to engage students while they are on the tour by getting them to look for or ask about examples of good academic habits that college students employ. They can check off boxes when they, for example, observe college students studying together in a group or ask college students how they manage their time, etc.

A sample of the Good Academic Habits handout is included in the Resources section of this manual.

### ***College Student Informational Interviews***

Divide your students into small groups based on the number of college students available to participate in the informational interviews. The groups can gather in classrooms, meeting rooms, or outside on the grass. During the interviews, your students will ask the college students the questions they prepared ahead of time.

### ***Debriefing and Student Reflections***

Schedule some time at the end of the college exploration experience to facilitate a discussion about what students observed and learned during the field trip. Ideally, this session should take place while the group is still on campus.

Here are some questions that may prompt student reflections:

- How did the CCEE compare to what you expected beforehand?
- What surprised you most?
- What good academic habits did you observe college students using?
- Did the college student you interviewed or any of the speakers offer any tips or advice about how to be successful in college? If so, what were they?

### ***Thank You Letters***

Students should write thank you letters to the college outreach host to express their appreciation. They should share one to three specific things that they learned during the college exploration experience. This is an important exercise because it not only allows the teacher(s) and students to express gratitude, but also demonstrates some of the specific learning that took place during the visit.

In addition, the coordinator should send an email to the college host with summaries of the results of the student and teacher evaluations of the College Exploration Experience. This might encourage university, college, and community college outreach departments to consider partnering with the school again in the future.

### ***Optional Professional Etiquette Activity***

When planning the CCEE event, ask the college outreach host if the college would be willing to provide the email addresses of the college students who participate in the visit so your students can send them thank you emails. Assure the host that each college student will receive emails from no more than three of your students. After the CCEE event, have your students compose thank you emails that mention two or three things they learned during the field trip. You can also suggest that the students ask a follow-up question that the college student could respond to.



**CAREER AND COLLEGE  
EXPLORATION EXPERIENCE  
RESOURCE APPENDIX**

# **SECTION 1: CCEE COORDINATOR RESOURCES AND SAMPLE DOCUMENTS**

## **ALL CAREER AND COLLEGE EXPLORATION EXPERIENCES**

- CCEE Checklist and Timeline
- CCEE Agenda
- Partner and School Letter of Commitment

## **CAREER EXPLORATION EXPERIENCES**

- Initial Contact Email to Employers
- Workplace Follow-up Phone Script
- Workplace Tour Interest Form

## **COLLEGE EXPLORATION EXPERIENCES**

- Culture Club: 10 Activity Suggestions for College Experiences

Note: All forms can be customized based on the needs of the CCEE coordinator or school site.

## CCEE CHECKLIST AND TIMELINE

- Type of Field Trip:
- CAREER WORKPLACE TOUR
  - COLLEGE EXPLORATION FIELD TRIP

Date and Time:

Company or College Name:

Students: Number of students: \_\_\_\_\_ Grade level: \_\_\_\_\_

### BUSINESS OR COLLEGE PARTNER CONTACT INFO:

Main Contact Name:

Phone Number:

Email:

Assistant Name:

Assistant Phone:

Assistant Email:

### MAIN ACTIVITIES

- Welcome and Orientation
- Industry/College Facts
- Interactive Tour
- Informational Interviews
- Closing and Debriefing
- Hands-on Activity

## TRANSPORTATION

Transportation Contact

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

## LUNCH AND SNACKS:

Will Workplace or  
College Pay?  Yes  No

Food Contact Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Students With Special  
Dietary Restrictions \_\_\_\_\_

## CHAPERONES

Number of Chaperones: \_\_\_\_\_ teachers/staff \_\_\_\_\_ parents/volunteers

Names

Phone / Email Contact Info

- |    |       |       |
|----|-------|-------|
| 1. | _____ | _____ |
|    | _____ | _____ |
| 2. | _____ | _____ |
|    | _____ | _____ |
| 3. | _____ | _____ |
|    | _____ | _____ |
| 4. | _____ | _____ |
|    | _____ | _____ |
| 5. | _____ | _____ |
|    | _____ | _____ |
| 6. | _____ | _____ |
|    | _____ | _____ |

## FOLLOW-UP EMAILS (Optional)

We encourage our students to engage in standard professional behavior, and toward that end we offer instruction on business etiquette. Please provide the email addresses of employees who would be interested in answering brief “thank you” emails from no more than three students. The emails would mention two or three things the students learned and would include one follow-up question related to the experience.

### PERMISSION SLIPS:

Permission Slips Distributed: \_\_\_\_\_ Date

Due: \_\_\_\_\_ Date

### TASKS AND TIMELINE

#### *Prior to the Start of the School Year*

- Obtain agreement from school leaders and teacher(s) to assist in planning CCEE field trips based on career interest survey data and positive responses from potential partners.
- Survey teachers to determine who would be interested in coordinating college and/or career exploration trips for their students.
- Find out what industries they would like to highlight.
- Obtain a list of possible scheduling dates (at least three possible dates for the partner organization to choose from).
- Discuss the classes and grade levels that will participate.
- Identify significant populations of ethnic and racial minorities at the school in order to align requests for hosts with your school’s needs.
- Optional Activity: Develop a summer lesson that students can complete independently over the summer and turn in at the beginning of the school year.
- Distribute two career awareness lessons to participating teachers and provide a brief professional development training session on implementing the lessons. (*Sample lessons are provided in Resources section.*)
- Distribute the Career Interest Survey to participating teachers and discuss Student Career Portfolios.
- Together with participating teachers, determine a deadline for implementing the lessons and administering the career interest survey.

### **6-7 Months in Advance**

- Create a database or spreadsheet with the names of local businesses, city agencies, community organizations, community colleges, and universities. Include their contact information and space to document any communications and notes on their responses.  
\*Host organizations should be large enough to handle a CCEE field trip with 35 students.
- Begin outreach to local businesses, city agencies, nonprofit organizations, and colleges. Ask them about their interest in participating in CCEE field trips. Note their responses in the database (including the “not interested” responses).
- Email the CCEE Event Participation form to any interested organizations, ask them to fill it out and return it.

### **3-6 Months in Advance**

- Administer the Career Interest Survey to all participating classes of students.
- Utilize Career Interest Survey lessons as a gateway to start career portfolios for each student.
  - Collate the information and rank the career skill groups.
  - Utilize the data to inform your efforts to identify potential partners.
- Identify businesses, agencies, nonprofits, or colleges from the database that meet the career industries the school wants to highlight based on regional occupational outlook and student career interest data.
- Schedule an initial meeting with the workplace or college partner to discuss field trip expectations, provide developmental information about middle school students, and discuss ideas for interactive exercises to include on the agenda. Be prepared to suggest simple and creative hands-on activities, and seek input from the partner to collaboratively create an interactive experience for the students.
- When recruiting employers or colleges to host CCEE tours, be as specific as possible about what you are requesting, what you expect, and what support the school coordinator and others will provide.
  - Make it as easy as possible for the employer or college to say yes.
  - Discuss and reach an agreement with the host about the number of students, the time and duration of the visit, and the content of the agenda. (For example, discuss the overview presentation, what work activities or demonstrations the students will see, which employees or college students the students will meet, and the wrap-up and question-and-answer session.)

- Confirm a CCEE field trip date with partner (from the school-provided list of available dates).
- If any students have special needs, determine whether and how they can be accommodated.
- If needed, ask if the host if the organization would be willing to sponsor lunch and/or cover transportation costs.
- Determine the appropriate dress code for all attendees—students and adults.
- Identify any safety requirements for participation in the tour (e.g., closed-toe shoes or safety goggles).
- Have the host sign a media release form for permission to take photos and record videos at the workplace or college.
- Have employer or college sign the Letter of Commitment form that clearly lists the expectations, the date of the field trip, and the names of main contacts. (*See the Resources section for a sample template.*)
- Inform the school staff and teacher(s) about the CCEE field trip date(s), and any other details. Provide copies of the Letter of Commitment to the teacher(s) and school staff.
- Identify school staff needed to help with field trip logistics.
- Find out about school policies and procedures for student field trips, including transportation, the minimum number of chaperones needed, and steps for ordering lunch.
- If necessary, work with school staff to determine how they will obtain teachers' permission for class absences and arrange substitute teachers if necessary.
- Check to see if parent permission slips need to be modified to include a release for taking photographs or videotaping and/or to disclose any safety risks involved with a visit to the workplace.
- Reserve a bus or buses.
- Arrange lunch, if the employer is not going to provide a meal (e.g., student brown bag or box lunches from school cafeteria).

## **2 Months in Advance**

- Contact the workplace or college host to reconfirm that the field trip date is still good. (This inquiry will also serve as a reminder that they agreed to host the event.)
- Double-check transportation and lunch arrangements.

### **1 Month in Advance**

- Make sure parent permission forms have been distributed by teacher(s).
- Consult with the workplace or college host to confirm the agenda and make sure all on-site arrangements are in place.
- Compose an email with the following details: the names of participating students, staff members, and other adults; times of departure and arrival; transportation arrangements; agenda for the tour; special safety or security equipment or procedures; accommodations for students with special needs; and dress code.
- Share this information with the workplace or college host and with your school's staff to ensure its accuracy and verify that all details are taken care of.

### **1 Week in Advance**

- Contact the workplace or college host to confirm the number of students who will be participating, discuss accommodations for special needs students, and confirm arrival and departure times and other final details.
- Teacher(s) should prepare students for the CCEE field trip by teaching a class lesson on specific industry sector(s) associated with the host organization and previewing the workplace or college the students will be visiting.
- Distribute and collect parent permission slips and media release forms.
- Discuss the dress code, field trip etiquette, and any safety protocols with students.
- Create name tags for students (but do not distribute until the morning of the field trip).
- Answer students' and parents' questions regarding the CCEE field trip.

### **1 Day in Advance**

- Double-check all arrangements with teachers and the workplace or college host.
- The teacher(s) should review field trip etiquette, safety protocols, and dress code and answer any questions. Make sure all parent permission slips have been received.

### **Field Trip Day**

#### **AT SCHOOL, PRIOR TO GETTING ON THE BUSES:**

- Distribute student observation forms and informational interview handouts to students.
- Distribute name tags.

#### **DURING THE FIELD TRIP:**

- Bring the schedule and contact information, and monitor the time.

- Document the experience (if the host and students' parents have given permission to do so) by taking photos and recording videos.
- Provide evaluation forms to the students and the employer or college host and anyone else involved in the activities, including employees and college students who participated in the information interviews.
  - Collect all evaluation forms before you leave.

### **1 Day to 1 Week After**

#### **TEACHER(S):**

- Review student learning with the class. (Optional email activity: have students prepare a follow-up question to send to participating employees or college students.)
- Have students write thank you letters (or send emails) to the host. Review them before sending.
- Conduct reflection activities in class and compile written reflections for dissemination to school leaders and the CCEE event coordinator.

#### **EVENT COORDINATOR:**

- Review students' evaluations to assess what they learned from the tour.
- Summarize student evaluations and reflections to share with employer or college hosts so that they can understand their contributions to students' learning.
- Mail or deliver thank you notes, or send emails, to hosts and include a few photos and highlights from student comments.
- Remind the workplace or college hosts to return their evaluation forms, if you did not collect them the day of the tour.
- Review employer's evaluation and follow up on any issues raised.
- Follow up with hosts who expressed interest in additional work-based learning activities.
- Provide exposure and positive recognition for the employer or college host in the local newspaper, the school newsletter, or other medium if the workplace host gave you permission to do so.
  - Send a copy or email a web link to the host.

## CCEE AGENDA

**TOTAL TIME – 4 hours**

**9:30 a.m. – 1:30 p.m.**

9:30 – 9:45 a.m.	Buses Arrive	
9:45 – 10:15 a.m.	Host Welcome and Orientation	
10:15 – 10:30 a.m.	Divide into two groups	
10:30 – 11:15 a.m.	<b>Session One</b>	
	<i>Group A</i>	<i>Group B</i>
	Interactive Tour and Hands-on Activity	Informational Interviews
11:15 – 11:45 a.m.	Lunch	
11:45 – 12 noon	Transition	
12:00 – 12:45 p.m.	<b>Session Two</b>	
	<i>Group A</i>	<i>Group B</i>
	Informational Interviews	Interactive Tour and Hands-on Activity
12:45 – 1:00 p.m.	Host Final Comments	
1:00 – 1:30 p.m.	Debriefing, Student Reflections, and Evaluations	
1:30 – 1:45 p.m.	Return to Buses	

*Sample Partner Agreement*

## **PARTNER AND SCHOOL LETTER OF COMMITMENT**

\*Top part to be completed by the WBL coordinator.

### BASIC WORKPLACE EXPERIENCE INFORMATION:

Field trip date: \_\_\_\_\_ Arrival time: \_\_\_\_\_

Duration of visit: \_\_\_\_\_ hours Departure time: \_\_\_\_\_

School site coordinator name, phone, and email address:

---

School name(s):

---

Number and grade of students:

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COMMITMENT FROM SCHOOL SITE:

**The CCEE school site coordinator, school principal, and teachers commit to the following:**

- To update the workplace or college host (main contact) with any changes to the field trip as soon as possible, including the date, arrival or departure times, number of students attending, or any other pertinent information related to the upcoming workplace experience.
- To arrange a meeting between the CCEE site coordinator and the host main contact person to discuss the agenda, safety protocols, student dress code, and ways to make the workplace experience fun, engaging, and informative. This meeting usually takes approximately 20 minutes.
- To have teachers present a classroom lesson on the industry your organization works in and teach students about careers in that industry and the type of education required to pursue such careers.
- To prepare students by providing them with information about your organization and ensuring that they think of questions to ask your employees or students.
- To provide information on any special needs or disabled students ahead of time so the host can make accommodations for them, if possible.

Signature of CCEE Site Coordinator:

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Signature of School Principal:

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**COMMITMENT FROM HOST:**

**The workplace or college host, main contact (if different), staff commit, and any other representatives commit to the following:**

- To read the Partner Guidebook to help prepare for an engaging and interactive experience.
- To meet with the CCEE site coordinator to discuss the agenda, including tips for making the field trip interesting, interactive, and informational for middle or high school-age students. This meeting usually takes approximately 20 minutes.
- To provide the CCEE site coordinator with information about any special security procedures, safety practices, or safety equipment so teachers can prepare their students beforehand.
- To determine whether and how the workplace or college can accommodate any students who have special needs and who wish to participate in the tour.
- To provide the CCEE site coordinator with any available handouts, brochures, public relations videos, etc. so teachers can share them with students before the CCEE field trip.
- To identify a sufficient number of employees or college students to lead the tours and participate in informational interviews. And to make an effort to find individuals who are engaging and comfortable talking with young teenagers.
- To ensure that participating employees or students are prepared and ready to talk about the organization, its industry, the types of jobs available at the organization and within the industry, and what it takes to prepare for those careers.
- If the organization is willing, to sign a media release form to give the CCEE site coordinator permission to take photographs and record videos and/or release information about the tour to the media.
- To update the CCEE site coordinator with any changes well in advance.

Signature of Organization Representative:

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Date: \_\_\_\_\_

*Thank you very much for agreeing to host a Career and College Exploration Experience! Please contact the CCEE school site coordinator at any time with questions or concerns. It is part of his/her job to make sure everything goes smoothly.*

## **INITIAL CONTACT EMAIL TO EMPLOYERS**

Hello,

My name is [your name], and I work for the [name of school district] at [name of school]. Students from [name of school] are seeking employer partners to host tours of their workplaces so that students can observe workplaces and learn about careers in the employers' industries.

Workplace tours are part of a comprehensive program of work-based learning opportunities designed to help students gain experience and insight into real-world careers. These activities provide valuable ways for students to set career and education goals and learn what it takes to prepare for careers.

Typically, these visits last two to four hours. A workplace tour is an investment of time that may make a real difference in students' future career choices.

I am hoping to schedule the workplace tour sometime in [month], but we can explore other options if that month is not feasible. I expect approximately [number of students, grade level, class subject] students to participate in the tour. If you are willing to host such a tour, we can work out the details together. Please contact me at [phone number] or [email] if you are interested. You can find additional information in the **Career and College Exploration Workplace Guide for Employers**, which is attached to this email.

If you are unable to host a workplace tour but would like to learn more about other opportunities to work with students by being a guest speaker, hosting job shadows, or providing internships, please contact me at your earliest convenience.

Thank you,

[Your Name],  
[Your Title]  
[Contact Information]

## **WORKPLACE FOLLOW-UP PHONE SCRIPT**

*\*It is recommended that you call two or three days after you send the initial contact email to ensure that the workplace contact had time to read your email.*

“Hello, may I speak with [name of person you sent the email to].”

“Hello, [Mr. or Ms. {Contact's last name}]. My name is [Your Name], and I sent you an email [number of] days ago about hosting a workplace tour for students at [name of school] in [name of school district]. I was wondering if you have had a chance to look over the email and the attached **Career and College Exploration Workplace Guide for Employers** I sent you.”

“Would your organization be interested in hosting a workplace tour?”

[IF YES]

“That is wonderful. It would be a great opportunity for our students to learn about your company, careers, and what will be expected of them in the workplace. Can we schedule a short meeting to discuss the tour? I could answer any questions you may have then. What would be a convenient day and time for you?”

[IF NO]

“I understand. It’s not a problem. We are just contacting various employers to look for companies or other organizations to visit. Would you have any recommendations for a business or community organization leader who you think might be interested in something like this?”

“**If not**, would you consider another form of workplace learning—such as providing classroom guest speakers to talk about your company or hosting one or more students for a job shadow or internship?”

## **WORKPLACE TOUR INTEREST FORM**

*\*The CCEE event coordinator's name and contact information should be filled in before this form is sent.*

[Name of school] would like to schedule an opportunity for [grade level] students to visit and tour your workplace to learn more about potential careers in your industry. Workplace tours are an important experience that helps students to learn about career opportunities and set goals for their future education and career preparation. We hope to schedule the tour of your workplace in [month], but would be happy to work with you to find a date that is convenient for both your organization and the school.

Please complete the following information and return it via email by [required response date] or call the [name of school's] career and college and college exploration experience coordinator (see contact information below) if you have questions or wish to discuss a potential tour before making a commitment.

We will contact you to develop an agenda for the tour that will showcase the career opportunities offered by your organization and industry and provide an engaging career awareness experience for the students.

Your Company/Organization:	
Industry/Business Type:	
Address:	
Main Contact Name:	
Phone:	Email:
Dates That Work for You:	
Questions or Comments:	
Career and College Exploration Experience Coordinator  *Insert CCEE coordinator's name, phone, and email address.	

Your support of work-based learning opportunities like this tour is an important complement to classroom learning and can make a real difference in the lives of our students. THANK YOU!

## **CULTURE CLUB: 10 ACTIVITY SUGGESTIONS FOR COLLEGE EXPERIENCES**

1. Visit a residence hall and room on campus.
2. Watch a sports team practice.
3. Eat lunch in the campus cafeteria or commons.
4. Set up a presentation opportunity with campus fraternities and/or sororities.
5. Attend an arts event.
6. Sit in on a class in a large lecture hall.
7. Visit the library.
8. Set up a presentation from a multicultural campus organization.
9. Ask college students to organize their presentations around the theme “A Day in My College Life.”
10. Have students complete a poetry exercise describing their experience as part of the reflection.

## **SECTION 2: PARTNER RESOURCES AND SAMPLE DOCUMENTS**

### **ALL CCEE PARTNER RESOURCES**

- Tips on Presenting to Teenage Students
- Because I'm Happy Worksheet

### **WORKPLACE PARTNER RESOURCES**

- Workplace Host Guidebook
- Questions That Students May Ask During a Career Exploration Experience
- Workplace Host Experience Evaluation

### **COLLEGE PARTNER RESOURCES**

- College Host Guidebook
- Questions That Students May Ask During a College Exploration Experience
- College Student and Staff Evaluation

## TIPS ON PRESENTING TO TEENAGE STUDENTS

**Make it interactive.** Keep your comments short—no more than 10 to 15 minutes—and get the kids involved as quickly as possible: Ask questions and encourage them to do the same.

- Asking questions about their exposure to your major or profession breaks the ice and gives you a better feel for your audience.

**Make it personal.** As you talk about your work, use anecdotes from your own experience.

- Describe how you became interested in your career field and how you got started in the profession. Use this as a springboard to mention the talents and character traits required for your work.

**Make it concrete.** Give specific, hands-on examples and use props whenever you can.

- Take advantage of the opportunity to discuss various aspects of the technologies you use.
- Put photographs, postcards, crafts, or other objects in an album or case with a protective cover and pass it around the room. Items that children can touch are an excellent idea: One sixth-grade class enjoyed seeing and touching a hand-woven poncho from Peru.
- Avoid any jargon from your major or industry.

**Make it fun.** Use kid-friendly language, appropriate humor, audiovisual presentations, and/or a game format to keep your talk lively and interesting.

- Bring age-appropriate materials and impress the students with a brief demonstration.
- Encourage participation by giving prizes for correct answers—i.e., stickers, buttons, pencils, pens, or candy.

**Make it count.** Leaving something tangible behind will magnify the effect of your presentation and ultimately produce a better return on the time and energy you invested in putting it together.

- Give the kids souvenirs or promotional items that promote your college or organization.
- Give the teacher a resource handout with more information on college and careers.

Even a flyer or brochure about your college or company that the students can keep will help them remember you and your talk.

## **BECAUSE I'M HAPPY**

College/Career Representative Name:

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Major/Career Title:

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List six positive ways that you deal with academic and/or social challenges—i.e. exercising, going to an arts event, hanging out with friends, finding a tutor etc.

Academic

1.

2.

3.

Social

1.

2.

3.

# WORKPLACE HOST GUIDEBOOK

## **What is a Workplace CCEE Experience?**

Workplace Experiences are structured field trips that are part of a school district's Career and College Exploration Experiences (CCEE) program that provide middle and high school students with an opportunity to visit local businesses, city agencies, and community organizations.

Workplace Experiences are more interactive than traditional "walk around and observe" school field trips. Students prepare in class by learning about the organization they will visit, the industry sector in which it does business, and careers available within the organization and throughout its industry. They also spend time thinking of questions to ask while they are visiting the workplace. During the CCEE event, students have an opportunity to interact with employees to ask questions about their career journeys and learn from the real-world experiences of adults.

Workplace Experiences give students an opportunity to expand their understanding of the many different careers available to them and the skills they will need to succeed in the workplace.

## **Goals for Student Participants**

- Expanded awareness of different careers, jobs, and work environments.
- Insights that will help them make connections between what they are learning at school and what is expected in the workplace.
- Experiences that will help them develop the skills and confidence they need to interact comfortably with adults.
- An understanding of the academic, technical, and interpersonal skills required to succeed in the workplace.
- Insights that will help them envision themselves in college and work environments gained through opportunities to interact directly with students and employees from underrepresented communities.
- A new sense of excitement about future possibilities gained through interactive and hands-on experiences in college and career environments.

## **As the Workplace Host, What Is My Role?**

The workplace host is a manager or employee assigned by the organization's leader to be the main contact person for the CCEE coordinator to work with.

The leaders of the organization and the workplace host make all final decisions related to the following:

- Date of the visit.
- Time available for the visit.
- Number of students.
- Approval of the final agenda and planned activities.

As the workplace host, you are committing to serve as the main contact person and do the following:

- Communicate with the CCEE coordinator.
- Arrange any worksite logistics (e.g., reserve meeting rooms or areas, identify tour locations, and determine bus drop-off/pick-up location).
- Identify six or seven employees who are willing to share their career journey stories.
- Optional: If your organization has agreed to provide lunch for the visitors, the host will order the food and arrange payment.

Ideally you and the CCEE coordinator will meet to work together on a tentative agenda and brainstorm some interactive activities that will help students learn about the careers available in your organization and the technical and interpersonal skills needed to succeed in your workplace.

If you do not have the time available for planning the agenda and activities, then the CCEE coordinator can create a draft agenda for you to look over and approve.

## **How Much Time Does a Workplace Experience Take?**

Normally a Workplace Experience is scheduled as either a two- or four-hour visit, depending on the time the host organization has available and the activities that are planned.

## **What Type of Students, and How Many, Usually Participate?**

Participating students come from local middle and/or high schools. They typically range in age from 12 to 17, depending on the grade level. The number of students participating depends on what the workplace host thinks the organization's facilities can accommodate. Typically, groups include 25 to 30 students, two parent or staff chaperones, and a teacher.

## **Sample Workplace CCEE Agenda**

(4 hours, 9:30 a.m. – 1:30 p.m.)

9:30 – 9:40 a.m.	Buses Arrive at Workplace
9:40 – 10:05 a.m.	Host Welcome, Personal Career Story, and Safety Orientation
10:05 – 10:15 a.m.	Divide into two groups
10:15 – 11:00 a.m.	Session One
	Group A
	Workplace Interactive Tour and Hands-on Activity
11:00 – 11:15 a.m.	Switch groups and bathroom break
11:15 – 12 noon	Session Two
	Group A
	Employee Informational Interviews
	Group B
	Employee Informational Interviews
	Workplace Interactive Tour and Hands-on Activity
12:00 – 12:30 p.m.	Lunch
12:30 – 12:35 p.m.	Host Final Comments
12:35 – 1:05 p.m.	Debriefing and Student Reflection
1:05 – 1:15 p.m.	Evaluations
1:15 – 1:30 p.m.	Return to Buses

\*Extra time is allocated during bus arrival and departure, transitions, and the host's final comments to allow for any unexpected situations.

## **Informational Interviews with Selected Employees**

An informational interview is simply an opportunity for students to talk with and ask questions of adults who work in various professions to learn about their career journeys and current job duties. By participating in informational interviews, young people get a chance to learn about careers and job skills by listening to real-world stories about how adults got where they are now.

Informational interviews can provide young people with the following benefits:

- Real-world information about careers.
- An awareness of the workplace habits and interpersonal skills needed to succeed in any job.
- Further encouragement to go to college and get ready for the career of their choice.
- An understanding of the fact that each person's career journey is unique and that most people encounter obstacles and challenges that they must overcome to reach their goals.

When selecting executives and/or employees to participate in the small group interviews, look for "down to earth" people who you think are good speakers and who would be comfortable talking to young students, ages 12 to 14. An ideal ratio is one employee per every five students. *For a group of 35 students, that would be seven employees participating for a total of an hour and a half (45 minutes per group).*

Employees would have 15 minutes to share their personal career journeys, then the students will ask career-related questions that they prepared in advance.

## **Workplace Safety 101**

In the host's welcoming remarks at the beginning of the workplace experience, please share any safety precautions or rules students should be aware of.

- If there are specific areas that the students should not enter, make sure to let them know, and explain why those areas are off limits.
- Tell students not to touch anything unless given permission by their tour guide.
- Leave student discipline to the teacher. If need be, let the teacher know if there is a problem with a student or students not behaving.
- Schedule time in the agenda for bathroom breaks. And please be aware that only a teacher, a school employee, or a chaperone can escort a student into the restroom.  
*Employees should not enter a restroom if a student is inside.*

## **Photography and Video**

Please ask the CCEE coordinator about the school district's policies regarding photos and videos of students. The coordinator, in turn, may also ask you if it is necessary to get someone from

your organization to sign a media release granting school employees permission to document the event. If you do permit photography and video, the coordinator may decide to publicize the event and highlight your positive contributions and community involvement.

## **QUESTIONS STUDENTS MAY ASK DURING A CAREER EXPLORATION EXPERIENCE**

1. What is a typical workday like for you?
2. What experience, skills, and education did you need to get hired for your job?
3. What was the biggest challenge you have faced in your job and how did you deal with it?
4. What is the most important work task or responsibility you have?
5. What do you like best about your job?
6. What do you like least about your job?
7. What college degree and/or specialized career training do you have that got you where you are now? What was your college major?
8. How do you contribute to the success of the company?
9. Do you need to keep learning to do your job well? How does that happen?
10. What advice would give a student who wants to work in your profession?

## **WORKPLACE HOST EXPERIENCE EVALUATION**

Thank you for taking the time to host a workplace experience. Your support of this program provides students with an opportunity to make better-informed decisions regarding their futures. Your feedback is valuable to ensuring high-quality experiences for you, other hosts, and our students.

Please take a few minutes to complete this form and return it at your earliest convenience to [name] at [email].

Your name:	Phone number:
Title:	Email:
Organization:	

Please evaluate the tour in each of the following areas.

<b>LOGISTICS</b>				
Communication Before the Tour	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations
Ease of Participation	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations
Tour Coordination (before and during the tour)	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations
<b>STUDENTS</b>				
Students Were Prepared with Questions	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations
Students Behaved Appropriately	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations
<b>OVERALL EVALUATION</b>				
Workplace Visit	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations

Would you be willing to host future tours?  YES  NO

Would you be willing to participate in other work-based learning activities such as:

Guest speaker presentation on careers

Career fairs at local schools to help students learn about careers

Informational interviews between students and employees

Job shadows

Internships

Please note any workplace learning opportunities that are of interest to your organization in the comment section below. Add any questions you have about any of the options above. Someone will contact you to follow up.

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Please use the space below to provide additional comments about your experience. Please note any ways the coordinator could have helped you or the students be better prepared. Also, let us know what you liked most about the event.

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## COLLEGE HOST GUIDEBOOK

The Career and College Exploration Experience (CCEE) coordinator and teachers understand that, as a college outreach staff member, you work in an office that coordinates many school field trips throughout the year for schools in, and outside of, our school district.

College Exploration Experiences are distinct from a standard college tour; they are interactive events that are part of the school district's Career and College Exploration Experiences program, which provides middle and high school-age students with an opportunity to visit a local workplace, community college, four-year college, or university to learn more about workplace expectations, careers, and college opportunities.

Ideally, College Exploration Experiences are meant to be more interactive than traditional walking tours of college campuses. Before the field trip, students prepare for the event in class by learning about the college and the academic departments they will be visiting and by preparing questions to ask college students during the event. It would be ideal if, at some point during the CCEE event, our students had an opportunity to interact with college students in small groups to ask questions about the students' academic and career exploration journeys and learn from their real-world experiences.

Students' experiences during the College Exploration Experience help them to expand their understanding of the different types of colleges and college programs available to them, and of the academic skills and work habits they will need to succeed in college.

### Goals for Student Participants

1. Expanded awareness of the differences and similarities between different types of colleges and universities.
2. Insights that help them make connections between what they are learning at school and what is expected in a college classroom.
3. Experiences that will help them develop the skills and confidence they need to interact comfortably with adults.
4. An understanding of the academic habits that help students succeed in college.
5. An awareness of the systems of support for academic and social success at the college level.

## **Sample College Exploration Agenda**

(4 hours, 9:30 a.m. – 1:30 p.m.)\*

\*College Exploration Experiences can be scheduled for any length of time based on the college's capacity to host the event. This is only a sample agenda.

9:30 – 9:40 a.m.	Buses Arrive at College
9:40 – 10:00 a.m.	College Welcome and Orientation
10:00 – 10:15 a.m.	Divide into two groups
10:15 – 11:00 a.m.	<b>Session One</b>
	<i>Group A</i>
	College Interactive Tour and Scavenger Hunt
11:00 – 11:15 a.m.	Transition
11:15 – 12 noon	<b>Session Two</b>
	<i>Group A</i>
	College Student Informational Interviews
12:00 – 12:30 p.m.	Lunch
12:30 – 1:15 p.m.	Debriefing, Student Reflections, and Evaluations
1:15 – 1:30 p.m.	Return to Buses

\*Extra time is allocated during bus arrival and departure, transitions and the host's final comments to allow for any unexpected situations.

## **QUESTIONS STUDENTS MAY ASK DURING A COLLEGE EXPLORATION EXPERIENCE**

1. What is your major?
2. What is your dream job when you graduate from college?
3. What college degree and/or specialized career training do you need to do your dream job?
4. What is a typical school day like for you?
5. What classes or extracurricular activities did you participate in during high school? Do you think they helped you when applying to college?
6. What was the biggest challenge you have faced in college, and how did you deal with it?
7. What are the most important skills and/or habits you need to be successful in college?
8. What do you like best about your major (or this college)?
9. What do you like least about your major (or this college)?
10. What advice would give someone my age who wants to go to college here?

*Sample College Handout*

## **COLLEGE STUDENT AND STAFF EXPERIENCE EVALUATION**

Thank you for taking the time to host a college exploration experience. Your support of this program provides our students with an opportunity to make better-informed decisions regarding their futures. Your feedback is valuable to ensuring high-quality experiences for you, other colleges, and our students. Please take a few minutes to complete this form and return it at your earliest convenience to [name] at [email].

Your name:	Phone number:
Title:	Email:
College/University name:	

Please evaluate the tour in each of the following areas.

<b>LOGISTICS</b>				
Communication setting up the tour	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations
Ease of participation	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations
Tour coordination (before and during the tour)	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations
<b>STUDENTS</b>				
Students were prepared with questions	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations
Students behaved appropriately	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations
<b>OVERALL EVALUATION</b>				
College visit experience	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations

Would you be willing to host a future College Exploration Experience?

YES  NO

Would you be willing to participate in other college outreach activities such as:

- Classroom guest speaker
- College and career fairs at local schools
- College student panels at local schools
- Opportunities for a middle or high school students to shadow college students for the day
- College tours for K-12 student groups

Please note any of the college outreach opportunities that are of interest to your college in the comment section below. Add any questions you have about any of the options above. Someone will contact you to follow up.

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Please use the space below to provide additional comments about your experience. Please note any ways the coordinator could have helped you or the students be better prepared. Also, let us know what you liked most about the event.

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## **SECTION 3: TEACHER AND STUDENT RESOURCES AND SAMPLE DOCUMENTS**

### **RESOURCES**

- Student Experience Evaluation
- Career Exploration Videos
- Career Assessment Tools
- Industry Sectors and Employability Skills
- Active Listening Tips
- Preparing for An Informational Interview
- Informational Interview Notes
- Workplace Observations and Notes
- Website Scavenger Hunt
- College Students' Good Academic Habits

Sample Student Handout

## **STUDENT EXPERIENCE EVALUATION**

Thank you for taking the time to attend a Career and College Exploration Experience. Your feedback is valuable to ensuring high-quality experiences for you, hosts, and other students.

Please take a few minutes to complete this form and return it to your school leader.

Your name:	Date:
Host Company or College:	

Please evaluate the experience in each of the following areas by marking your answer with an X.

<b>PRESENTATION</b>				
Clear communication during the tour	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations
Ease of participation	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations
Tour highlighting operations and skills	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations
<b>PRESENTERS</b>				
Presenters were prepared and informative	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations
Presenters were friendly and supportive	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations
<b>OVERALL EVALUATION</b>				
Career and College Exploration Experience	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Met Expectations	<input type="checkbox"/> Exceeded Expectations

Would you want to go on future Career and College Exploration Experiences?

YES  NO

Would you be willing to participate in other activities such as:

- Guest speaker presentations on college or careers
- Career fairs at school to learn about other college and career opportunities
- Informational interviews with employees and/or college students from other organizations
- Job shadows, internships, or apprenticeships

Please note any other opportunities that are of interest to you or any questions you have about any of the options above.

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Please use the space below to provide additional comments about your experience. What did you like most about the event? Also, please note any ways you, other students, teachers, or host staff could be better prepared.

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# Career Exploration Videos

## Kids.gov

The Kids.gov website has resources for teachers and parents on a variety of topics, including jobs and careers. Hosted by the U.S. Office of Citizen Services and Innovative Technologies.

Careers Video Collection for Teens: <http://kids.usa.gov/teens/jobs/index.shtml>

## ConnectEd

Go to the Select a Category drop-down menu and choose “Industry Profiles” to find a video on a career as an ER nurse.

<http://www.connectedcalifornia.org/video>

## California Career Zone

Choose an industry sector to find information and videos about jobs in that sector.

<http://www.cacareerzone.org/clusters>

## Know How 2 Go website

Videos of young adults talking about how to choose a college, how to find a mentor, how to pay for college, and much more. There are also four videos of young adults discussing how and why they chose the following careers: teacher, lawyer, private wealth analyst, and bicycle planner.

<http://knowhow2go.acenet.edu/middle-and-high-school-students/success-stories.html>

## ‘Careers in Math: From Architects to Astronauts’ by Human Relations Media

A short video (1 minute, 40 seconds) that offers a good introduction to careers that use math. It opens with a boring math professor trying to explain algebra in academic terms and switches to two teenagers answering the question “What good is this stuff, anyway?”

<http://youtu.be/ePfyYz-5HL8?list=PLB610F8E7DD6931A4>

## **'How to Become College and Career Ready,' a DIY video for 6th, 7th and 8th graders by middle school student, Mark Hilkevich**

A funny and relatable three-and-a-half-minute video. Main messages: "Start now, no matter where you are," no excuses, "do your best and know you'll succeed." It includes two examples of students who overcame challenges to succeed in college.

<http://youtu.be/aAEe7oES CfE>

## **TED Talk: 'Don't Just Follow Your Passion: A Talk for Generation Y' by Eunice Hii**

A roughly 17-minute talk about the need to consider the practical aspects of selecting a career and finding your career passion.

<http://youtu.be/sgbzbdxTm4E>

## **GC3 Project**

The GC3 Project (GC3 stands for Girls Communicating Careers Connections) website is designed to get girls interested in STEM careers via student-produced videos that show how math, science, and technology are used in several interesting fields.

<http://gc3.edc.org/>

## **America's Career InfoNet**

A collection of career videos offering everything from overviews of the type of work available in broad industry categories (Career Clusters) to focused examinations of specific careers within each industry area. These videos show the types of work people do in nearly 550 careers, organized by the 16 career clusters recognized by the U.S. Department of Education.

[http://www.acinet.org/acinet/videos\\_by\\_cluster.asp?show=y](http://www.acinet.org/acinet/videos_by_cluster.asp?show=y)

# Career Assessment Tools

## CliftonStrengths

The Gallup organization's CliftonStrengths (formerly StrengthsQuest) online talent assessment program is designed to help students discover and understand their natural talents. The CliftonStrengths model is based on 34 "themes" that emerged in Gallup's decades of research on successful people. Each theme contains several talents. These talents are natural, recurring patterns of thoughts, feelings, or behaviors. The talents found in your Signature Themes are things you do naturally—like breathing. You actually do them without even trying.

<http://www.strengthsquest.com/home.aspx>

## Myers-Briggs Type Indicator

The MBTI is a personality assessment tool for identifying and understanding your own preferences and discovering how they apply to career decisions. The MBTI will also help identify your strengths and unique gifts. You can use the information to better understand yourself, your motivations, your strengths, and potential areas of growth.

<https://www.cpp.com/products/mbt/index.aspx>

## Strong Interest Inventory

The Strong Interest Inventory (SII) is based on the idea that individuals are more satisfied and productive when they pursue careers or work on tasks that they find interesting, and when they work with people whose interests are similar to their own.

<https://www.cpp.com/products/strong/index.aspx>

## The Keirsey Temperament Sorter

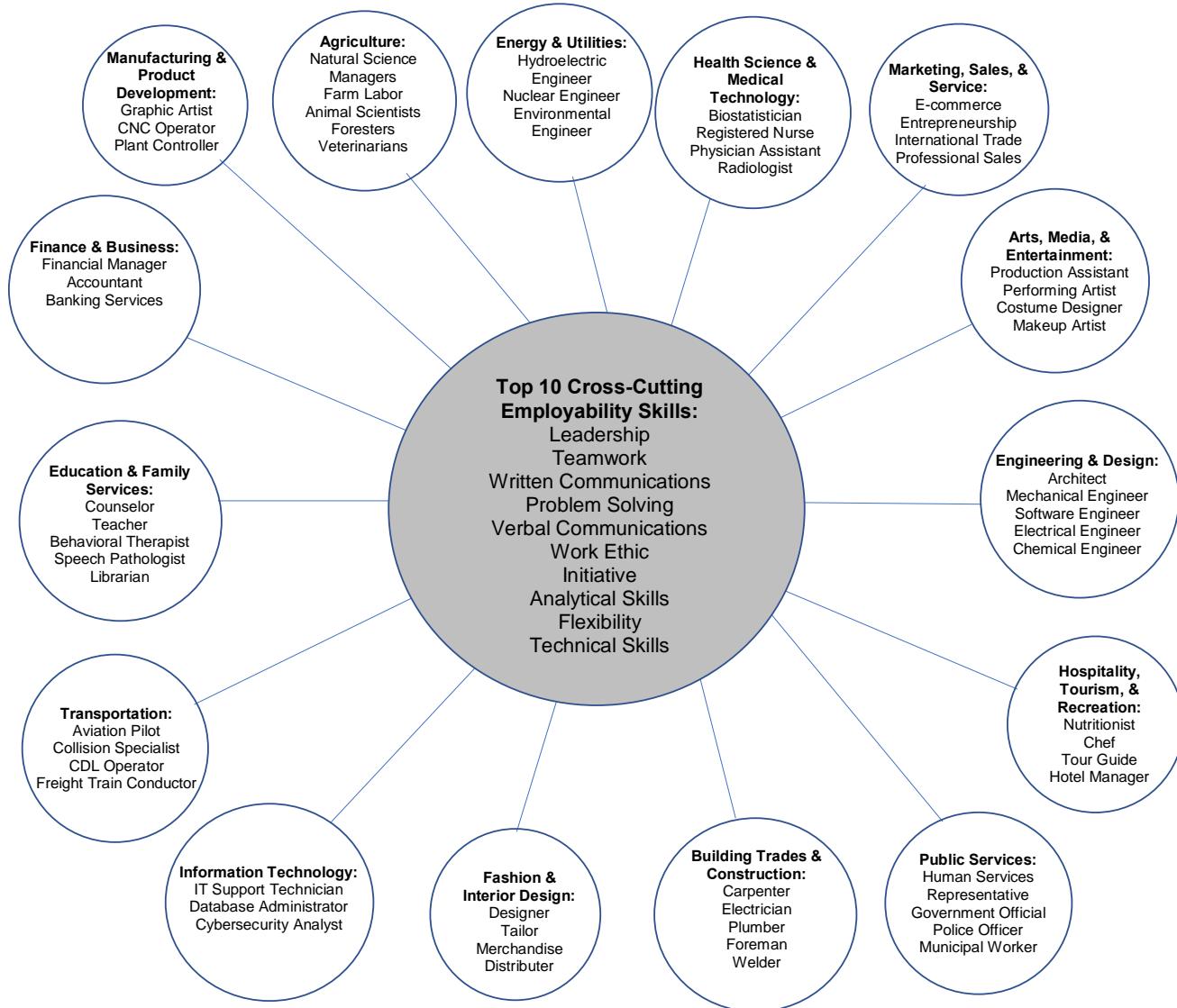
The Keirsey Temperament Sorter-II (KTS-II) is one of the most widely used personality assessment instruments in the world. Based on a 70-question personality test, it helps individuals discover their personality type. The assessments that KTS-II yields are based on Dr. David Keirsey's Keirsey Temperament Theory, which Keirsey discusses in his bestselling books *Please Understand Me* and *Please Understand Me II*.

[www.keirsey.com/sorter/register.aspx](http://www.keirsey.com/sorter/register.aspx)

## **True Colors Personality Types**

The True Colors Personality Assessment is designed to help people identify their own personalities and understand other people's personalities. People who take the assessment receive a report that describes their behavioral tendencies and provides insights into their motivations, actions, and communication approaches.

# INDUSTRY SECTORS AND EMPLOYABILITY SKILLS



## ACTIVE LISTENING TIPS

1. **Face the speaker.** Sit up straight or lean forward slightly to show you are paying attention.
2. Maintain **eye contact.**
3. **Ignore any distractions.**
4. **Respond appropriately to show that you understand.** Murmur (“uh-huh” and “um-hmm”) and nod. Say things like “Really,” “Interesting,” “What did you do then?” and “What did she say?”
5. **Focus fully on what the speaker is saying.** Try not to think about what you are going to say next.
6. Try to **stay focused** and turn off internal self-talk.
7. **Keep an open mind.** Wait until the speaker is finished before deciding whether you agree or disagree.
8. **Avoid letting the speaker know how you handled a similar situation.** Unless the speaker specifically asks for advice, assume that they just need to talk it out.
9. **Even if the speaker is launching a complaint against you, don't interrupt—wait until they finish to defend yourself.** The speaker will feel as though their point had been made. They won’t feel the need to repeat it, and you’ll know the whole argument before you respond.
10. **Ask questions.** You’ll learn more if you do.

# **PREPARING FOR AN INFORMATIONAL INTERVIEW**

## **What is an informational interview?**

An informational interview is different from a job interview. At a job interview, people ask you questions to decide if they want to hire you. Usually you are competing with other applicants to get the job.

At an informational interview YOU interview people who work in a career field you are interested in and ask questions about what they do in their jobs. The purpose of an informational interview is to learn about a career field, industry, or job from adults who work there.

## **Why would adults want to talk to me about their careers or jobs?**

Most adults like talking about themselves, their lives, and their jobs or careers. Because of this tendency, it is usually very easy to get adults to tell you about their jobs or careers, discuss the education or career training they needed to prepare for the job, and share good career tips that may help you learn more about that career field. All you have to do is ask them if they will do an informational interview with you and then prepare questions to ask before your meeting with them.

## **Who should I ask?**

You can interview anyone who has a job or career that you want to learn more about. This can include a family member, friends of your parents, or someone who works at a company in the industry you are interested in.

## **How long should an informational interview last?**

Usually 30 minutes is enough time. Don't ask for too much time, because most professionals are busy people.

## **How should I prepare ahead of time?**

- Look at the company website to learn about what it does.
- Do some research on the career field or job of the person you are planning to interview. That will give you a basic understanding of what the job entails.
- Create a list of questions to ask during the interview.

## **What should I do when I get to the interview?**

- Be on time.
- Dress professionally. (Boys should wear pants and collared shirts. Girls should wear pants, dresses, or skirts and nonrevealing blouses).
- Be polite, and say “please” and “thank you” when appropriate.
- Ask the questions you prepared ahead of time.

This is important, because the best way to learn about a career field or industry is to ask someone who already works in it.

## INFORMATIONAL INTERVIEW NOTES

**Directions:** In the space below record some of the questions and answers you found most engaging during the question and answer portion of the experience.

### Introductions



**Employee Name:** \_\_\_\_\_

**Employee Title:** \_\_\_\_\_

**Skills Required For Job:** \_\_\_\_\_

### Ask: Tell Me About Your Career Journey



### Ask: What Challenges Did You Overcome to Get This Job?





## Question and Answer

**Q:**

**A:**

**Q:**

**A:**

**Q:**

**A:**

## Workplace Observations and Notes

### Overview

**Your Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Host Name:** \_\_\_\_\_

**Host Title:** \_\_\_\_\_

**Organization Name:** \_\_\_\_\_

**Industry/Field:** \_\_\_\_\_

**Mission:** \_\_\_\_\_

**Number of Employees:** \_\_\_\_\_

**Basic Skills Required To Work Here:** \_\_\_\_\_  
\_\_\_\_\_

Department	What They Do
	
<b>What Departments Work Together, and How?</b>	
	

*Sample Student Homework Assignment*

## WEBSITE SCAVENGER HUNT

Name of organization:

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Website address:

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Name of president/CEO:

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Career industry:

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What do they do?

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Do they sell or make anything? If yes, what is it?

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**Bonus Question: What is the organization's mission or vision statement?**

(This is usually in the “About Us” section of the website. You should be able to find it by clicking on a tab that says “About Us” at the top of the page or along the left side.)

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## COLLEGE STUDENTS' GOOD ACADEMIC HABITS

*Follow the instructions in each box:* When you ask the question listed in a box or find what the box tells you to find, put a large X in the box.

Successful college students know how to study, be organized, and have fun, and they know where important student services offices are. Look for college students practicing good academic habits. Ask college students about their academic habits. Look for important people, offices, and buildings that college students can visit if they need help.

<b>ASK A STUDENT:</b> “What is your college major?”	<b>LOOK FOR:</b> Students inside a classroom.	<b>LOOK FOR:</b> Students studying together in a group.	<b>ASK A STUDENT:</b> “What is your favorite class?”	<b>LOOK FOR:</b> An adult who looks like a COLLEGE TEACHER
<b>LOOK FOR:</b> Students playing a game together.	<b>LOOK FOR:</b> THE STUDENT UNION (where students hang out and relax).	<b>ASK A STUDENT:</b> “How do you plan your time?”	<b>LOOK FOR:</b> THE COLLEGE BOOKSTORE	<b>ASK A STUDENT:</b> “How do you get to school most days?”
<b>LOOK FOR:</b> A student playing music outside.	<b>ASK A STUDENT:</b> “Did you apply for financial aid this year?”	<b>ASK A STUDENT:</b> “What advice would you give a student my age?”	<b>ASK A STUDENT:</b> “Do you know what career or job you want in the future?”	<b>FIND THE:</b> LIBRARY
<b>FIND THE:</b> FINANCIAL AID OFFICE	<b>ASK A STUDENT:</b> “How do you keep track of your homework?”	<b>FIND THE:</b> SCIENCES BUILDING	<b>LOOK FOR:</b> A student reading a book.	<b>LOOK FOR:</b> A student using a binder while studying.
<b>ASK A STUDENT:</b> “Do you have a study group?”	<b>LOOK FOR:</b> A group of students laughing together.	<b>LOOK FOR:</b> Students talking with friends.	<b>ASK A STUDENT:</b> “Where is a computer lab near here?”	<b>FIND THE:</b> TUTORING CENTER