



**CAREER
CONNECT
SOUTHWEST**



CAREER-RELATED LEARNING EXPERIENCES

Process and Materials Handbook for Instructors

CONTENTS

Welcome, educators! This handbook is an overview of the processes and materials available to host and participate effectively in Career Related Learning Experiences (CRLEs). The use of this document will ensure that activities are as effective as possible for the students while keeping the overhead to volunteers and yourselves to a minimum. We look forward to working with you on your CRL events!

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UPDATES FROM ESD 112

Holding Events Remotely

This document was originally written prior to the onset of COVID when CRL events were exclusively in-person. The good news is that all these events can and have been held remotely via Zoom or similar technology. That includes events as small as guest speaking to multi-day events like career/science fairs. It can be done effectively! The change to holding the events remotely has had unanticipated benefits including:

- Higher engagement from the professional community due to a reduction in the time commitment to participate.
- Increased engagement in rural areas due to the elimination of travel time for professionals and for students attending events that would not have been held in their school or classroom.

Post COVID, we are hopeful that remote events will continue to play a large role in our CCL activities for the reasons noted above. There are considerations for holding these events remotely which we have highlighted below:

A) With regard to Industry Volunteers:

- We have expanded the geographic area for volunteers. As noted above, holding remote events reduces the constraint of limiting volunteers to the local community and thereby expands the career information available to students.
- Take the opportunity to increase the diversity of the volunteer pool in the classroom. As the geographic limitation is reduced, the diversity you can bring to the classroom expands.
- Don't assume a shorter lead-time to find and engage volunteers. We plan for a minimum of three weeks from event request to engagement date.
- Ensure the process of thanking the volunteers is not limited by the remote nature of the event. This remains a critical portion of the volunteer engagement. Technology has created opportunities with the application of tools such as Padlet which is an online virtual "bulletin board" where students and educators can share thoughts with volunteers via a secure location. Beyond the meaningful communication with volunteers, this practice builds good habits in the students, and provides great quotes for promotional broader communication.
- Remind volunteer partners not to record or screenshot the event for privacy concerns that may not be well understood outside the K-12 community.
- Ensure all engagements are designed such that an educator or administrator is in attendance during all student-volunteer engagements.

B) Technology:

- Allow the school/educator to plan and run the technology. These individuals will know the video conferencing systems, the environment for students and the districts privacy and safety protocols for being on-line with adults from industry.
- Have the educator communicate the technology details (in most cases Zoom link) early in the planning process. We will embed this link in a calendar invitation to volunteers and resend the day prior to the event.

- Don't let fear of technology limit what you have planned. Events of all sizes can be run successfully with sufficient planning.

C) Students and Educators:

- In some cases, it is not practical to request students to have their cameras turned on during the event due to emotional stress or limited WIFI bandwidth. However, this practice should be strongly encouraged when appropriate. We find the engagement level of students, and by default by the volunteers, to be much higher if all parties are on camera.
- As with in-person events, ensure the students have had time to think through the session content prior to the event and prepare questions for the volunteer.
- Invite administration to join the event as time allows. It is meaningful to volunteers to have administration join the call and thank them for their attendance and efforts to help students.

D) Third party coordinators (if applicable):

- Attend the CRLE event to gain lessons-learned but remain an off-camera observer only. Thoughts or questions for the teacher or partners should be saved for after the event.
- Meet regularly with the hosting teacher as the event approaches, to confirm and talk through the plan. These meetings can be quite brief to ensure any changes to participation or the event are well communicated.
- Hold a post-event meeting to gather insights on how to improve future events.
- Be sure you are following all school and district policies for privacy and on-line student involvement. Obtain a letter of consent to hold the event from the appropriate school principal or administrator prior to the event.

Please contact us for assistance with holding a remote CRLE - scott.culbertson@esd112.org.

Tracking Equity Data

It is our goal to track and improve equitable learning opportunities for all students across the thirty school districts of SW Washington. When partnering with ESD112, we request that data related to gender, ethnicity, ELL, and financial status be shared regarding the students participating in the event(s). The information requested is as follows:

- Total number of students participating
- Gender - number M and F
- Ethnicity - number of students in the following categories: White, Hispanic, Asian, African American, Native American, Pacific Islander or More than one.
- ELL - number of students who are English language learners
- Financial Status - number of students on free or reduced meal plan

OVERVIEW

CRLEs SUPPORTED BY ESD 112

Resume Workshops (1-2 hrs):

Resume Workshops help students:

- Create a resume
- Have their resume reviewed to gain valuable feedback on how it can be improved
- Learn the uses, goals and other interesting facts about resumes
- Create a LinkedIn profile

Mock Interviews (1-2 hrs)

Mock Interview events provide groups of students the opportunity to experience the interview process. Interviews are as realistic as possible.

Mock Interviews help students:

- Learn job hunting etiquette (dress, handshake, eye contact)
- Experience a job interview, perhaps for the first time
- Gain feedback on what they can do to improve their interview

Speed Networking and Panel Discussions (1-2 hrs)

Speed Networking and Panel Discussion events provide groups of students the opportunity to explore a variety of different STEM careers by participating in short, informational interviews with industry professionals. These events are great opportunities for students to gather information about the necessary preparation, required knowledge and other interesting facts about multiple careers.

Speed Networking and Panel Discussions help students:

- Broaden their vision of career fields
- Gain exposure to different adult role models
- Understand the connection between school, work, and achieving goals

Guest Speakers (30-60 min)

Guest Speakers present to students in a classroom, auditorium, workshop or at a community event. This allows large groups to learn about a particular occupation, business or industry.

Possible topics:

- Necessary preparation for a particular job and advice on how to pursue a career in this industry
- Required knowledge, skills, and other interesting information about the job and career path
- Major responsibilities for individuals in this occupation or industry field
- How science, technology, engineering or math are used
- Teach a lesson/lead a workshop on a topic on which the guest speaker is an expert

Career Day (varies, 4-8 hrs)

Career Days provide groups of students the opportunity to explore a variety of different STEM careers by participating in short informational interviews with industry professionals. These events are great opportunities for students to gather information about the necessary preparation, required knowledge, and other interesting facts about multiple careers.

During Career Days, professionals from the community meet with groups of students to provide a glimpse of what their career is like, the necessary training, and workplace requirements.

Career Days help students:

- Broaden their vision of career fields
- Gain exposure to different adult role models
- Understand the connection between school, work, and achieving goals

Examples include: Women in STEM, Youth Employment Summit, Manufacturing Day.

STEM Fair (varies, 6-10 hrs)

A STEM Fair provides students with the chance to demonstrate their knowledge in a career-related interest area and be judged by STEM professionals to earn awards. ESD 112 is particularly active in the Southwest Washington Science and Engineering Fair (SWWSEF).

STEM Fairs help students:

- Earn awards that bolster their resumes and/or post-secondary education applications
- Gain exposure to the STEM work of their peers
- Network with STEM professionals and receive feedback on their work

VOLUNTEERS

KEY COMMUNICATIONS FOR MENTORS

Volunteer Contact

- All volunteers sourced by ESD112 for your event will be sent a welcoming email as well as the event details of time, date, and location or technology. We will also send reminders to the volunteers as the date approaches.
- If the event is in-person, it is very important that a representative of the school be available on the day of the event to meet the volunteers and guide them to appropriate location.
- We are highly dependent upon the educators to coordinate the creation of "thank you" cards to be delivered to the volunteers. ESD112 is available to facilitate the physical sending of the thank-you communications once they have been created.
- After the event, feel free to continue a relationship with the volunteers directly and invite them to future events at your school/district. We do request to be informed of these continued engagements.

EXPERIENCE:

CAREER DISCUSSION PANEL

Purpose

Students learn from multiple professionals about their education and work experiences. Questions should be asked by the students to the panel, with each panelist having time to respond to each question.

What's Needed

- 3-5 volunteers
- Career Discussion Questions sheet (one for each student and volunteer)
- Name tents for panelists
- Timer
- Microphones (optional)

Event Instructions

Room Set Up: Panelists are seated at the front of the room and on an elevated platform, if possible. Students will be seated facing the panel. You will need name “tents” for the speakers and (depending on the size of the event) microphones for the speakers, as well as for the students to be able to ask questions.

Event Facilitation: The educator host will act as the moderator and over all facilitator, including time keeper.

- Call the meeting to order.
- Have the mentors introduce themselves giving their organization and role.
- Give an overview of the process for the event:
 1. The host educator will ask the first two questions of the mentors.
 2. All subsequent questions will be asked by students.
 3. Each panelist has 2-3 minutes to respond, and the moderator should give each panelist both a 30 second and 10 second warning to conclude. The moderator may either choose a panelist to start or start with the panelist who wants to answer first. After the first response, the first respondent will pass the microphone to their left or right to the next panelist to respond. This repeats until each panelist has answered the question.



This career discussion panel shows the ideal setup with panelists on a raised platform.

4. The moderator will then check with the student to see if they have a follow-up question. Answers to follow up questions should be kept to 30 seconds.
5. Finally, review expectations prior to introducing the first question:
 - Students should use active listening skills and avoid side-conversations.
 - Mobile devices should be turned off and put away.
 - Students should listen for questions which may have already been answered to prevent asking the same question more than once. Students are encouraged to write out questions to ask as the panel as the event goes on.
- If there is time toward the end of the period, students are allowed to go up to the panel at its conclusion to personally thank the panel members and ask any remaining questions.

Virtual Career Panel

Should the panel need to be run remotely, the following additional guidelines should be observed:

- On the Zoom or similar platform, have only the panel displayed. The host and panel will be unmuted. All guests (students) will be muted.
- The meeting should open with a review of the virtual career panel protocols followed by the introduction of the panel members. Instructions should include that everyone but the panel will be muted and have their displays turned off.
- The student audience should be instructed to submit questions for the panel via “Chat” that is limited to just the host to view.
- If there are insufficient questions at any time, the host will provide a question from a prepared list.

EXPERIENCE:

MOCK INTERVIEWS

Purpose

Students gain experience engaging professionals in interview sessions.

What's Needed

- 1 volunteer per 2-3 students
- Mock Interview Feedback Form (pg 28) (4 per student)
- Number cards (1 set per student)
- Pens and highlighters (1 each per volunteers)
- Notepads or paper for notes (1 per volunteer)
- Nametags (1 per volunteer)
- Timer on overhead or 1 timer per volunteer

Event Instructions

Room Set Up: Set up the room such that students and mentors are facing one another. Ideally there would be five to six feet between desks such that the discussions occurring at adjacent tables is not a distraction.

Event Facilitation: The educator host will act as the moderator and over all facilitator, including time keeper.

- Students should each have four printed copies of their resume, four copies of the volunteer feedback forms, and a card labeled #1.
- Rotations occur based upon the card number held by the student. To begin an interview, the number card is given to the interviewer. After each interview, the student is handed a card number that is next in the numerical sequence. For example, students begin with the number 1 card. Upon completion of the first interview, the student is handed the number 2 card by the interviewer. All students with a number 1 card must have completed their initial interview before a student has a second interview (e.g. holding a number 2 card).

- At the conclusion of the interview, the interviewer will take a few minutes to complete an interview form and review it with the student.
- Inform both the students and the interviewers that each interview will have an allotted time of 12 minutes. Time will be kept either via an overhead projection or by timers used at each individual interview table.
- At this point, ask for and answer any questions that the students or mentors may have regarding the mock interview process.
- Finally, review the following expectations of students:
 1. Students should use active listening skills and avoid side-conversations.
 2. Mobile devices should be turned off and put away.
 3. Students will be open to constructive feedback.
 4. Students not in an active interview should be seated away from the students engaged with mentors and reviewing and preparing for their next interview.

Optional Student Preparation: If you are able to work with students prior to the event, there are two focused learnings that can be facilitated:

1. Students can find an entry-level job for which they would like to interview and print out the job description (multiple copies) to bring to the session. Mentors can then take a few minutes to review the information regarding the job and tailor the interview session for this specific job opening.
2. If students have resumes, they should be encouraged to bring copies to the interview session. If students have resumes to submit, the mentor should be given a few minutes to review the document prior to the start of the interview.

EXPERIENCE:

RESUME WORKSHOP

Purpose

Have student resumes reviewed and improved by industry professionals.

What's Needed

- 1 volunteer per 2-3 students
- Resume Evaluation Form (3-4 per student)
- Printed student resumes (4-5 copies per student),
- Number cards (1 set per student)
- Pens and highlighters (one each for volunteers)
- Notepads or paper for notes (1 per volunteer)
- Nametags (1 per volunteer)
- Timer on overhead or 1 timer per volunteer

Event Instructions

Room Set Up: Set up the room such that students and mentors are facing one another. Ideally there would be five to six feet between desks such that the discussions occurring at adjacent tables is not a distraction.

Event Facilitation:

- Call the meeting to order.
- Have the mentors introduce themselves, giving their organization and role.
- Give an overview of the process for the event:
 1. Students should each have four printed copies of their resume, four copies of the volunteer feedback forms, and a card labeled #1.
 2. Rotations occur based upon the card number held by the student. To begin a resume review, the number card is given to the mentor. After each resume review, the student is handed a card number by the mentor that is next in the numerical sequence. For example, all students begin with the number 1 card. Upon completion of the first resume review, the student is handed the number 2 card by the mentor. All students with a number 1 card must have

completed their initial resume review before another student can engage in their second resume review (e.g. a student holding a #2 card).

3. Students will give one feedback form and one copy of their resume to their volunteer and hold on to their other copies. Students should use one copy of their resume as reference with the volunteer. It is beneficial to have students sit next to volunteers rather than across to encourage discussion and see any edits or marks being made on their resume
4. At the conclusion of each resume review, the interviewer will take a few minutes to complete and review a resume feedback form with the student.
5. Inform both the students and the interviewers that each resume review will have an allotted time of 10 minutes. Time will be kept either via an overhead projection or by timers used at each individual interview table.
6. At this point, ask for and answer any questions that the students or mentors may have regarding the mock interview process.
7. Finally, review the following expectations of students:
 - Students should use active listening skills and avoid side-conversations.
 - Mobile devices should be turned off and put away.
 - Students will be open to constructive feedback.
 - Students not working with volunteers should be seated away from the reviews. These students may work on other assignments, look over materials on resume writing, and/or review each other's resumes and give verbal feedback.

Optional Process: If students have access to a computer and printer during the activity, they may edit their resume based upon feedback, print out a new copy, and use the new copy for their next review session.

EXPERIENCE:

Industry Focus Group

Purpose

Students learn about and discuss career pathways with professionals.

What's Needed

- 1 volunteer per 3-5 students
- Career Discussion Questions sheet (one for each student)
- Name tags (1 per volunteer)
- Notepads or paper for notes (1 per volunteer)
- Pens (1 per volunteer)
- Table numbers (1 per table)
- Timer: triangle/chime/bell/other way to signal rotations

Event Instructions

Room Set Up: Set up the room such that there is a table per mentor coming to the classroom. Each mentor table should have sufficient chairs to seat the maximum number of students that will be visiting that mentor during the entire session. A good guideline is to have sufficient volunteers to make have a resulting student ratio of no more than five students per mentor on each rotation. Arrange student chairs in a semi-circle around the mentor so no student is further away than another.

Event Facilitation:

- Have mentors each sit at a different table with a numbered card clearly visible (the numbered cards correspond to the number of volunteer tables).
- Call the meeting to order.
- Have a short dialog between students and mentors by having the mentors begin by introducing themselves to the class. Volunteers typically start by talking about their background and experiences, then allow the students to ask questions. Volunteers can also ask students questions about their education, interests, and goals. The engagements should have a conversational flow between students and volunteers.



*A Industry Focus Group
with groups spaced apart at
tables in a large classroom.*

- Follow this dialog with an overview of the process for the event:
 1. To begin, students may select the table at which they want to start, or this can be assigned or counted off by the instructor, depending upon the needs of the class. Rotations will be 10 minutes long with a bell warning at minute nine (signaling one-minute remaining). At 10 minutes, the bell is rung twice to signal that a rotation should occur.
 2. Students will rotate in numerical order, with the last table number rotating back to Table 1. Allow for all students to be seated before starting the timer for the next rotation.
 3. If there is time at the end of the period, students are allowed to individually thank and ask any remaining questions to volunteers.
 4. Finally, review the following expectations of students:
 - Students should use active listening skills and avoid side-conversations.
 - Mobile devices should be turned off and put away.
 - Students should listen for questions which may have already been answered to prevent asking the same question more than once per each volunteer.
 - Students are encouraged to write out questions to ask as the event progresses.
 - Explain to students that, while their ideal job may not be represented, they should keep an open mind and listen to what volunteers have to offer as general insights on education, finding a job, and building a career.

EXPERIENCE:

CAREER DAY

Purpose

Career Days provide groups of students the opportunity to explore a variety of different careers by participating in short informational interviews with industry professionals. These events are great opportunities for students to gather information about the necessary preparation, required knowledge, and other interesting facts about multiple careers.

Overview

The event itself consists of employers displaying information about their company or organization and the breadth of possible jobs and career paths there. The event is normally hosted by a local high school and held in a large common area such as the cafeteria. An overview of event-related activities is as follows:

Prior to the event:

- Site and date selection
- Employer event flyer creation and distribution
- Student event flyer creation and distribution
- Employer recruitment
- Communication with local media
- Signage preparation
- Employer email confirmation and reminders

Day Prior to Event:

- Volunteer breakfast and lunch non-perishable purchase
- Site setup evening prior
- Event sign postings

Day of Event:

- Employer booth direction & setup
- Breakdown and clean up

Prior to the Event

1. Site and Date Selection

A meeting should be held a minimum of six months prior to the event, with representatives from all school districts that may be interested in participating. The objective of the meeting should be to:

- Gain commitment to the recurrence of the event.
- Assign clear roles and responsibilities, inclusive of which school will be hosting the event and what entity is recognized as the overall project lead. Pay particular attention to communicating the responsibilities of the hosting organization, which are not limited to providing the space, but include site management (ensuring the site is accessible on time, that spaces are reserved and any possible conflicts resolved, lights are turned on, rooms, tables, chairs, and power outlets are available, guest internet password is established and communicated).
- Ensure the chosen location is available and has the necessary space for the employer displays and demonstrations.

2. Employer Recruitment

- This is a large task and it is recommended to have one person from the project team assigned to recruitment.
- An employer flyer should be created and sent to interested parties.
- Begin by contacting the employers that participated in the prior year event, and reach out to qualified professionals at local colleges and professionals in related fields.

3. Event Promotion

- A student flyer outlining the student schedule should be created.
- A great deal of value can be generated by having local newspapers cover the event. News agencies should be contacted two weeks prior to the event.

4. Set-up Team

Form a team to arrive at the site the afternoon/evening prior to the event to set up the site as noted below. You need a minimum of two and preferably four people to place and label the tables for employer display locations.

- **Table Layout Planning:** In the week prior to the event, team members should map the table layout of the event, keeping in mind the needs of participating employers and whether they need access to power or outdoors.

The Day Before

1. Site Set-up

After the release of the general student population at the host school, the location site can be prepared. The following activities are completed the day prior to the event:

- Employer display tables: All tables must be organized in accordance with the table layout plan. Each table should have notation that informs the arriving employers the location for their display. Be sure to provide adequate spacing and power supply to those employers requiring it.
- Employers are responsible their own display. An informed volunteer should be on hand to assist employers with finding the correct location when they arrive.
- Confirm that someone is planning to arrive at the school the following morning to open the building and turn on the lights. This is usually an educator from the hosting school.

Day of Event

1. Pre-Event

- Volunteers should arrive a minimum of 30 minutes prior to employer scheduled arrival to post signage and familiarize themselves with the employer booth locations.
- Upon arrival, employers should be escorted to their booth location for setup.

1. Post-Event

- Thank the students and especially the employers as they exit.
- The clean-up team should now ensure that the rooms are returned to the agreed-to state.

EXPERIENCE:

STEM FAIR

Purpose

Student competitions in science and engineering are common, with ESD 112 being particularly active in the Southwest Washington Science and Engineering Fair (SWWSEF) held in early spring and sponsored by Bonneville Power Administration. STEM Fairs allow students to demonstrate their knowledge in various categories and earn awards that bolster their resumes and/or post-secondary education applications.

Overview

The event itself consists of students displaying their projects and having judges review and evaluate them for award designation. The event is normally hosted by a local high school and held in a large common area such as the cafeteria. An overview of event-related activities is as follows:

Prior to the event:

- Site and date selection
- Judge event flyer creation and distribution
- Student event flyer creation and distribution
- Judge recruitment
- Student and teacher registration
- Funding request submission
- Awards planning and purchase
- Communication with local media
- Name tag preparation
- Signage preparation (at entrance, registration, and judges room)
- Judge email confirmation and reminders

Day Prior to Event:

- Volunteer breakfast and lunch non-perishable purchase
- Site setup evening prior
- Sponsor signage drop off
- Event sign postings

- Print copies of schedule and Judging Criteria (pg 30)

Day of Event:

- Judge hot beverage purchase
- Judge lunch pick up
- Student arrival and final registration approval
- Judge training and project evaluation
- Awards ceremony
- Breakdown and clean up

Prior to the Event

1. Site and Date Selection

A meeting should be held a minimum of six months prior to the event, with representatives from all school districts that may be interested in participating. The objective of the meeting should be to:

- Gain commitment to the recurrence of the event.
- Assign clear roles and responsibilities, inclusive of which school will be hosting the event and what entity is recognized as the overall project lead. Pay particular attention to communicating the responsibilities of the hosting organization, which are not limited to providing the space, but include site management (ensuring the site is accessible on time, that spaces are reserved and any possible conflicts resolved, lights are turned on, rooms, tables, chairs, and microphones, printer, and power outlets are available, guest internet password is established and communicated).
- Note that many similar events are held in the spring, and when selecting the date for the event, these conflicts should be avoided, when possible, to increase the likelihood that judges and students are available.
- Ensure the chosen location is available and has the necessary space for the student displays, a separate judging room and a separate finalist interview room.

2. Judge Recruitment

- This is a large task and it is recommended to have one person from the project team assigned to recruitment.
- A judge flyer should be created that outlines the planned judging schedule and can be sent to interested parties.
- Aim for a ratio of one judge to five projects and keep in mind that knowledge or experience may be required to serve as a judge in a particular category.

- Begin by contacting the judges that participated in the prior year event, and reach out to qualified professionals at local colleges and professionals in related fields.
- The lead should provide the judges with the criteria for the judging of the projects and include evaluation sheets and instructions to facilitate the process of judging projects on the day of the event.

3. Student and Teacher Registration

- The event will likely have an official registration site. For the SW Washington Science and Engineering Fair it is swwsef.stemwizard.com. All students and teachers must register at this site and have their projects approved prior to the event. It is recommended that a deadline be communicated to all school and district leads specifying the final date submissions will be accepted. For the SWWSEF this process has been administered by volunteers from Bonneville Power Administration (Deanna Phillips as lead). The deadline for the SWWSEF has been one week prior to the event.
- Note that before a student can register, their teacher must be registered on the site. An email to all educators involved in the event should be sent clarifying this dependency.
- All students must have the required paperwork submitted and approved before participation in the fair. The documentation ensures that the project is of sufficient quality and meets all safety requirements.
- A student flyer outlining the student schedule should be created.
- It is recommended to avoid a participation fee for students.

4. Funding Request Submission

- At lead time, it is important to have all funding requests submitted.
- In the case of the SWWSEF the submission for \$3,000 of funding is due to Heather Bain (hlbain@bpa.gov) in December of 2019 for the event to be held in March of 2020.

5. Awards Planning and Purchase

Note that in all cases, the ultimate quantity of awards required can only be estimated prior to the event itself. The reason for this is that student projects may have multiple team members. Submissions normally have between 1 and 3 members. For this reason, awards need to be purchased in greater quantities than will actually be used. It is best practice to reuse awards available from prior year events and replace name plates with current dates where necessary. Finally, note that each of the awards listed below will not be awarded in each category every year, either due to lack of merit or participation in that category.

- Types of awards:
 1. Best in Show trophies - two projects per event
 2. Best in Category trophies - one project per category
 3. First, Second, and Third place medals
 4. Honorable Mention ribbons
- Certificates: Must be printed the day of the event with the name of the recipient.
- For the SWWSEF, previous year's awards have been ordered and stored by Adam Noar of ESD 112 (adam.noar@esd112.org). Special awards have been coordinated by Carol Ramsey (carolramsey1@comcast.net).

6. Name Tags

Print name tags for all the volunteer judges once the final list of judges is known and no later than two days before the event. Bring blank name tags to event as well.

7. Set-up Team

Form a team to arrive at the site the afternoon/evening prior to the event to set up the site as noted below. You need a minimum of two and preferably four people to place and label the tables for project display locations.

8. Communication with Local Media

A great deal of value can be generated by having local newspapers cover the event and publish articles covering the student accomplishments and recognizing the funding provided by sponsors. For the SWWSEF, the following contacts were used:

- The Columbian - Patty Hastings (patty.hastings@thecolumbian.com)
- The Camas Post Record - Doug Flanagan (doug.flanagan@camaspostrecord.com)

These news agencies should be contacted two weeks prior to the event.

9. Table Layout Planning

In the week prior to the event, team members should map the table layout, inclusive of the groupings of categories on tables, the location of specific projects on each table and the judges assigned to each table.

10. Sponsor Communication

Communicate with the sponsor to identify swag available for the event and and sandwich board or other display that may be available to communicate their sponsorship of the event.

The Day Before

1. Site Set-up

After the release of the general student population at the host school, the location site can be prepared. The following activities are completed the day prior to the event:

- **Approval Area:** A minimum of two tables should be designated for the processing of student paperwork and project approval. There should also be tables set up as a form of barrier to help students realize that their projects must be approved prior to entering the location. To facilitate the registration, the tables set up for processing student approval should have power and the WI-FI password available to those working the approval process. It is recommended that a tablecloth be available for these entry area tables.
- **Project Display Tables:** All tables must be organized into category groupings, which correspond to judge area responsibilities as noted above. Each table should have notation that informs the arriving students the location for their display. Be sure to provide adequate spacing and power supply to those students requiring it.
- **Microphone:** Test for volume and function. Ensure that someone is designated to be the MC and that they understand how to use the microphone.
- **Judges Room:** Provide signage to guide judges to the room. Stock the room with food and drink. Ensure a printer is available, so that the special award certificates can be printed on the day of the event.
- Ensure that the materials needed for training are printed and available along with any judging metrics sheets you plan to provide.
- Set chairs up for the awards viewing session in advance as space allows.
- Student's are responsible their own display. An informed volunteer should be on hand to assist students with finding the correct location, once they have had their paperwork approved.
- Confirm that someone is planning to arrive at the school the following morning to open the building and turn on the lights. This is usually an educator from the hosting school.
- Check that the room to be used for the finalist interviews is set up for the event and is completely separate from the larger display area.

- Print agendas for the following day, and make them available at the registration tables.
For the SWWSEF, the agenda was as follows:

7:30 – 8:00	Student Arrival
7:30 – 8:30	Judge Arrival and Training
8:30 – 9:30	Judges View Exhibits (no students present)
9:30 – 9:45	Break
9:45 – 11:30	Judges Interview Students
11:30 – 12:30	Lunch
12:30 – 2:30	Judges Announce and Interview “Best in Fair”
1:00 – 2:30	Family/Guest View Exhibits
2:30 – 3:30	Awards Ceremony

Day of Event

1. Purchase hot beverages for the judging room.
2. If available, place the sponsor sandwich board or display at the entrance to the event.
3. Registration staff should arrive a minimum of 30 minutes prior to student scheduled arrival to ensure computers are operational and WI-FI code is still in effect to register students. Despite all communication, expect a large number of students (50%?) will arrive the day of the event still needing to setup and have paperwork approved.
4. Upon arrival, judges should be escorted to the judging room and provided training on how to judge the student displays along with a review of any scoring matrix previously developed. Review the agenda with the judges after training and ask for any clarifying questions.
5. At the appropriate time, the MC should review the agenda for the entire day with the audience including informing students as to the times they should and should not be present at their exhibit.
6. Following lunch and the initial assessment by judges, “Best in Fair” finalists can be informed individually or as a broader announcement to the entire audience. Once this communication has occurred, it is a good time to remind the audience of the remaining agenda and next steps, including the need for the finalists to move their projects to the Finalist Interview room. At this point, it is highly recommended that the group of judges be split between two tasks: that of interviewing the finalists and that of deciding the standard and special award recipients. The first group should have the awards designated by category and certificates for



Winners display their awards in front of the sponsor backdrop at the Southwest Washington Science and Engineering Fair (SWWSEF) held in early spring.

special awards printed by the time the finalist interview process is complete. This is critical to the ability to move to the award ceremony on time.

7. Following the awards announcements and photos with sponsors, any SWAG provided by sponsors can be handed out as students exit.
8. Thank the judges, students and especially the sponsor(s) as they exit.
9. The clean-up team should now ensure that the rooms are returned to the agreed-to state. Don't forget to do the same with the Judging and Finalist Interview rooms.

MATERIALS

A. CAREER DISCUSSION QUESTIONS

Examples of career discussion questions

1. How would you describe a typical work-week or day?
2. How did you get into your field? What path did you follow to get to where you are at now?
3. How does your job utilize STEM (science, technology, engineering, math) skills?
4. What makes you passionate about your field?
5. What would you say your favorite part of your work is?
6. What is the most challenging or difficult aspect of your work?
7. What other positions have you held or considered?
8. What are related positions or fields in your industry?
9. What other types of positions are available in your organization (besides yours)?
10. What degrees, training, and qualifications are most preferred by your organization?
11. How does/did your education experience (from high school on) play a role in your career and/or personal development?
12. What is something you would like to have changed or done differently when you were in school?
13. What are considerations one should take into account when looking into career or educational opportunities?
14. What was your “dream job” when you were in school? Why?
15. Which courses should students focus on most for success? Why?
16. What is the single most important piece of advice you would give us?

Write your own questions to ask below/on the back.

MATERIALS

B. MOCK INTERVIEW FEEDBACK FORM



Interviewer: Please use this form to track students' skills during interview. Evaluation forms should be reviewed with and given to the students at the conclusion of each interview.

Student Name: _____

Interviewer Name: _____

The student greeted appropriately (eye contact, handshake): Y N

Student appearance was appropriate for the position: Y N

Resume (optional) was professional: Y N

Student body language was professional: Y N

I think you could improve on: _____

I was impressed with how you: _____



MATERIALS

C. RESUME EVALUATION FORM



Student Name: _____

Evaluated By: _____

RESUME SECTIONS	EXCELLENT	PROFICIENT	NEEDS WORK
Header			
Objective (Optional)			
Summary (Optional)			
Education			
Professional Experience			
Activities/Skills			
References (Optional)			
Format/Spelling/Grammar			

Comments/Suggestions:



MATERIALS

D. JUDGING CRITERIA FOR STEM FAIRS



1. Selection of research question by formulation and statement of hypothesis or problem.
 - Shows originality and creativity - whose idea was this?
 - Clear statement and appropriate scope of question to be investigated.
 - Is this a continuation project? If so, has there been an expansion of the concept?
2. Experimental design and appropriate use of materials and methods.
 - Clear definition of variables and use of controls
 - Sufficient description and understanding of methods used
3. Collection and analysis of data
 - Appropriate and sufficient data collected to provide conclusions
 - Appropriate number of replicates done
 - Appropriate statistical tests used to analyze data
4. Interpretation of findings and relationship to previous work in the field
 - Understanding of the meaning of the data
 - Limitations of the design, data collection, and interpretation
 - Relationship of the results to prior knowledge
5. Communication of findings in writing, graphically, and orally
 - Design and appearance of poster
 - Clarity of graphics and legends, ease of following the story
 - Appropriate ratio of text to graphics for the particular project
 - Clarity and depth of oral presentation and discussion
 - Facility and knowledge shown during questioning
 - Clarity and thoroughness of notebook and written paper
6. Understanding of research question/findings, appropriate contributions to the project.
 - How did this project extend our knowledge of the field?
 - What are some potential next steps in further exploring the question?
 - If the project was carried out in a major research facility, what were the original contributions of the student to the thinking and the experimental work?
 - If a team project, did team members contribute equally?

Each project should be ranked across the categories as follows:

1 = Lacking

2 = Adequate

3 = Good

4 = Very Good

5 = Outstanding





CAREER CONNECT SOUTHWEST

A PROGRAM OF EDUCATIONAL SERVICE DISTRICT 112

About Us

Career Connect Southwest is one of nine regional career connected learning networks under the larger Career Connect Washington (CCW) as well as a partner network of Washington STEM.

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CO-LED BY PACIFIC SCIENCE CENTER AND
PACIFIC NORTHWEST NATIONAL LABORATORY

This manual was developed with funding from Washington LASER. LASER has developed a framework of six pillars that constitute a theory of action for developing impactful Science/STEM education systems. This manual is in support of the Pathways Pillar, Indicator 2: District provides structures for students K-12 to engage in career awareness and exploration activities (curriculum embedded, work-based learning, mentoring, coaching, etc.)