



## New York City Department of Education

An implementation guide for New York City schools and their partners.



### Fifth Edition:

**Includes Virtual Work-Based Learning Options and key updates** to reflect the New York State Education Department Work-Based Learning Manual, New York State Career Technical Education regulations and highlights the partnership between the NYC DOE and DYCD for New York City's Career Ready initiative, in line with the Chancellor's career pathways vision. This edition also includes content from the CTE WBL Institute as well as updates to NYC DOE Internship policy.

The New York City Work-Based Learning Toolkit was created by New Ways to Work on behalf of the New York City Department of Education. Team members from the New York City Department of Education’s Office of Postsecondary Readiness and Grant Associates provided extensive review and comment; and contributed content to all drafts of the toolkit. Representatives of six intermediary organizations participating in the department’s CTE Industry Scholars Program reviewed and provided comment on early drafts. Thanks to NAF for the contribution of many of the WBL implementation tools.

The contents of this toolkit draw heavily on WBL Toolkits created by New Ways to Work with the State of California, the Kansas City, Kansas Schools, Earn & Learn East Bay and NYS P-TECH. Additional tools and materials were contributed by NYC DOE CTE programs, Career Smarts, MHA Labs, NAF, NYSED, Career Ready NYC and Innovate Tulare/Kings.

This fifth edition also includes content from the CTE WBL Institute as well as updates to NYC DOE Internship policy.

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The NYC DOE seeks to ensure that all CTE programs meet key program quality indicators outlined through the New York State Education Department’s (NYSED) CTE program approval process. Students in CTE programs have opportunities to participate in industry-specific courses, earn industry-recognized certifications, and access work-based learning experiences. CTE graduates also benefit from the added advantage of articulation agreements with postsecondary institutions that provide advanced placement, college credit, tuition waivers, and various job placement opportunities. All CTE programs incorporate Curriculum & Instruction, Work-Based Learning, Industry & Postsecondary Partnerships, and Assessment & Accountability.

<https://cte.nyc/web/>

The New York City Work-Based Learning Toolkit  
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## About This Toolkit

The NYC Department of Education’s Work-Based Learning Toolkit was developed to assist school leadership, work-based learning coordinators<sup>1</sup>, teachers and their intermediary partners in designing, implementing and supporting quality Work-Based Learning activities for high-school students. The toolkit is aligned with the domains of College and Career Readiness and is intended to support larger school-wide efforts to graduate students ready for postsecondary pathways and careers.

### Why Work-Based Learning?

There are one million middle skills jobs in New York City and 46% of New Yorkers lack the skills to fill them. These are occupations that require education after high school but not a four-year degree. There are significant skills gaps facing New York City’s fastest-growing industries and this will only continue to grow without comprehensive interventions.<sup>2</sup> Work-based learning activities that help students make informed choices, plan their educational pathway and provide actionable steps to take after high school are vital to student achievement and ultimately a positive connection to the labor force.

The NYC Department of Education’s approach in supporting students in career-related programs of study is the deliberate focus on the three facets of student achievement needed for success in the labor force: the acquisition of academic, technical and core employability skills. Regardless of industry, employers consistently underscore the fact that students must have experience and mastery in all three areas, with a growing priority on the development of employability skills. Alongside efforts to enhance the rigor and effectiveness of classroom instruction, new approaches are required to deliver authentic workplace experiences such as Guest Speakers, Career Days, Workplace Challenges, Career Days, Workplace Tours, Job Shadowing, Mock Interviews, Internships and Work Experiences in partnership with employers. NYC DOE also encourages and recognizes activities such as onsite projects, career-based research projects, school-based enterprises, supervised clinical experience and youth apprenticeship as valid WBL experiences<sup>3</sup>.

This fifth edition of the toolkit has been developed to help schools and their intermediary and employer partners deliver educationally rich and authentic experiences across the work-based learning continuum, in the classroom, the workplace and online through in-person and virtual approaches and activities. This fifth edition reflects the NY State Education Department Work-Based Learning Manual, New York State Career Technical Education regulations and highlights the partnership between the NYC DOE and DYCD for New York City’s Career Ready initiative, in line with the Chancellor’s Career Pathways vision. This edition also includes content from the CTE WBL Institute as well as updates to NYC DOE Internship policy.

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<sup>1</sup> In New York State, this includes certified work-based learning coordinators and others who facilitate, arrange and support work-based learning activities for students.

<sup>2</sup> Adapted from the Career Month Site Coordinator Toolkit, NYC Department of Education, Office of Post-Secondary Readiness, January 2017

<sup>3</sup> Please see the CTE Scope and Sequence for more information about activity types and their application. [CTE WBL Scope & Sequence](#)

The [New York City Work-Based Learning Toolkit](#) was created by New Ways to Work on behalf of the New York City Department of Education. Team members from the New York City Department of Education’s Office of Postsecondary Readiness and Grant Associates provided extensive review and comment and contributed content on all drafts of the toolkit. Representatives of six intermediary organizations participating in the department’s CTE Industry Scholars Program reviewed and provided comment on early drafts. Thanks to NAF for the contribution of many of the WBL implementation tools.

The [audience](#) for this toolset is primarily NYC DOE school staff, work-based learning coordinators and liaisons, intermediary agency staff, teachers and program staff responsible for designing and delivering work-based learning opportunities to students in New York. Participation in enhanced WBL activities will increase teacher and school awareness of the issues facing industry and facilitate a robust and practical connection between the NYC schools and an expanded base of employer partners. Employers will be able to effectively engage with education and help support the development of their future workforce, and an increased number of students will be aware of, have experience in and be prepared for the careers of the future.

### [What’s Inside the WBL Toolkit?](#)

The toolkit is designed as a Work-Based Learning implementation guide for New York City schools and their partners. It provides an overview of work-based learning, activity guides and support materials for each WBL activity, and collection of program fact sheets and support tools.

The full toolkit, selected sections, guides and individual fact sheets and tools are downloadable from the WBL Toolkit website.

### [Work-Based Learning Overview](#)

Four documents provide a foundation for creating and implementing high-quality Work-Based Learning activities for NYC high school students. They include the following:

*Quality Work-Based Learning:* provides an introduction to the principles of Quality Work-Based Learning and lays the foundation for developing any Work-Based Learning experience. Includes definitional standards for WBL and describes the benefits of participation to students, schools, employers and community.

*The Work-Based Learning Continuum:* a definition of the continuum of Career Awareness, Career Exploration and Career Preparation and the identification of the range of Work-Based Learning activities across the continuum - whether conducted in the classroom, the workplace or community.

*Work-Based Learning Essential Elements:* the essential design elements to be applied to support and enhance the implementation and educational value of any WBL experience.

*Core Employability and Academic Literacy Skills:* the core employability and academic literacy skills that provide benchmarks for all students to demonstrate through their participation in career-related programs or course of study in New York City Schools. Combined with the necessary academic and occupational skills, demonstration of these skills indicates readiness for work.



### Work-Based Learning Activity Guides

The toolkit includes WBL activity implementation guides to help New York City schools and their employer partners design, structure and support effective and learning-rich work-based learning activities for students. Each guide includes an activity fact sheet, plus checklists for teachers, students and employer partners, as well as a fact sheet for employer decision-makers. A set of sample implementation tools and a fact sheet on virtual WBL options are also provided when appropriate.

Activity Guides are provided for the following activities:

- Guest Speakers
- Career Days
- Career Mentoring
- Workplace Tours
- Informational Interviews
- Job Shadowing
- Mock Interviews
- Workplace Challenges
- Internships
- Work Experiences

Additional NYC DOE recognized valid Work-Based Learning activities include the following:

- Onsite Projects
- Career-based Research Projects
- School-based Enterprises
- Supervised Clinical Experience
- Youth Apprenticeship

### Employer Participation Options

The toolkit includes a section on participation options to help employer partners select the activities that make the most sense for their organization. It provides direct access to fact sheets and tip sheets designed to assist employers and their volunteers in supporting specific work-based learning activities.

### Implementation Tools and Fact Sheets

A collection of universal WBL tools and Program Fact Sheets to support Work-Based Learning in the NYC schools.

### Options, Tips and Tools for Virtual WBL Activities

Each Activity Guide includes tips and options for conducting virtual versions of the activity.

A special section of the Toolkit is devoted to providing ideas, tools and optional approaches to the provision of virtual Work-Based Learning opportunities and activities for students.



# WBL Overview

Quality Work-Based Learning

Work-Based Learning Continuum

Work-Based Learning Essential Elements

Employability and Academic Literacy Skills

NYC DOE Work-Based Learning Resources and  
Guidelines



## Quality Work-Based Learning

### Introduction

This overview provides an introduction to the principles of Quality Work-Based Learning and lays the foundation for developing any Work-Based Learning experience. The WBL Quality Standards and the WBL Essential Elements presented in this toolkit serve as an easy reference of things to pay attention to when creating high-quality, learning-rich experiences across the full continuum of Work-Based Learning activities.



These experiences can have powerful impacts on students as they build their knowledge of potential careers, explore areas of interest and develop, practice and demonstrate new skills. They can also help provide relevance and help refocus attention and effort on academic and occupational learning in the classroom.

### What is Quality Work-Based Learning?

Work-Based Learning is an authentic learning experience that allows students to explore their career goals, abilities, and interests while applying their academic and technical knowledge and skills in a real-world context. These experiences are planned and supervised by instructional staff in collaboration with business, industry, or community partners.

Students learn by observing and/or actually doing real work. Learning in the workplace or from industry professionals in person supports academic learning and promotes the development of broad transferable skills.

Quality Work-Based Learning includes related virtual activities for most WBL activity types. *Virtual Work-Based Learning Activities* are defined as those that promote “live” student contact with adult professionals and front-line workers through the use of technology. *Other Virtual Activities* are defined as those that are generally simulations or classroom activities and provide employer exposures through recordings, online research and related activities. *Hybrid* activities are defined as those that combine both virtual components,

When offering virtual options to students, it is important to pay attention to technology access and equity in the distribution of opportunities in addition to ensuring the necessary permissions, protections and guidance are in place to promote student safety.

### Why Work-Based Learning?

High-quality Work-Based Learning provides opportunities for the acquisition of academic, technical and workplace professional skills among students engaged in career-related programs or course of study in New York City Schools. Regardless of industry, employers consistently underscore the fact that new workers must have experience and mastery in all three skill areas, with a growing priority on the development of core employability skills. To support students in developing these skills, authentic workplace experiences are important when combined with academic study, classroom training and other college and career-readiness activities. Guest Speakers, Career Days, Career Mentoring, Workplace Tours, Informational Interviews, Job Shadowing, Mock Interviews, Workplace Challenges, Internships and Work Experiences provide real-world context and the



opportunity to learn about the workplace and prepare for the future. Providing authentic workplace experiences and bringing employers into the classroom as part of the career development process can create powerful learning experiences and deepen the educational experience for students.

Work-Based Learning activities engage the employer as both a customer and a partner, providing developmental experiences for students in the workplace while helping build the future workforce. These experiences augment school-based classroom activities, offer the opportunity to learn about potential careers and to practice and demonstrate professional and defined work-readiness skills.

This toolkit has been developed to address the need to provide a range of high-quality opportunities to students in New York City, and to help schools, workforce intermediaries and their employer and community partners deliver educationally rich and authentic Work-Based Learning experiences to students.

### WBL in NYC DOE

The NYC DOE supports Work-Based Learning (WBL) as a key activity that allows students to build a bridge from adolescent roles in the classroom to adult roles in professional settings. WBL activities include exposure to a range of occupations and career options, and classroom or community activities that incorporate employers as speakers, advisors, instructors or career mentors. Students learn by observing and/or actually doing real work. Learning in the workplace or from industry professionals supports academic learning and promotes the development of broad transferable skills.

### Benefits for Students

Through Work-Based Learning activities, students build awareness of potential careers in a particular industry and can explore options and start preparing for their future. Work-Based Learning provides opportunities for hands-on learning and the development of relationships with professional adult role models. Participating students acquire experience and build core employability and occupational skills while learning about the training or education required to succeed in specific careers. They are better able to understand real-world applications of academics and occupational training, and can answer the question, “Why do I need to learn this?”

By integrating a range of workplace exposures and experiences with school-based activities and guidance over time, students will often set their sights higher than an immediate job and are likely to remain committed to their education though completion of their personal and career-related goals.

### Benefits for Employers

Participation in Work-Based Learning offers an effective and appropriate vehicle for employers to help build and retain their future workforce. Employers report increasing mismatch between the skills required for entry into their industry and those of the emerging workforce. By opening their place of business to students and providing high-value Work-Based Learning opportunities, employers can benefit from productive student work or gain a new perspective on an issue or a problem. Employers can observe potential future employees in a “long-term interview” context and participate in shaping their future workforce. Students also provide access to a customer resource and point of view.

An employer’s existing workforce benefits from more productive and engaged employees and



from the opportunity to offer leadership and supervisory skills development to its current workers. Participation provides an opportunity for companies to support local schools and help develop a highly skilled and productive future workforce. It builds awareness in the community of the employer's role in the local economy and offers a public relations benefit.

### Benefits for Schools

Work-Based Learning extends the classroom to the workplace and brings employer volunteers into the school and classroom. It helps build awareness of industry-identified skills to incorporate in the classroom curriculum among educators and validates curriculum instructional models. It provides touchstones in authentic workplaces to help make classroom learning relevant and helps schools and programs build relationships with the community. WBL also provides opportunities for networking and relationship-building to promote future collaboration with employer partners.

### Benefits for the Community

Work-Based Learning activities connect the community to schools and local economic development efforts, promote civic engagement and help address community priorities and issues. Students complete community projects and are visible as productive and contributing community members of society. WBL also helps grow a more productive and committed workforce and demonstrates a commitment from schools and employers to provide opportunities for local citizens.

## Work-Based Learning Quality Standards

Quality Work-Based Learning is:

- Designed to promote enhanced learning, skill development and workplace awareness
- Structured to be effective, safe, legal and measurable
- Supported by appropriate planning, tailored training and efficient processes
- Connected to classroom learning, individual career development plans and sequenced education, training and workplace activities

*Quality Work-Based Learning is Designed to promote enhanced learning, skill development and workplace awareness.*

Work-Based Learning supports and enhances classroom instruction by providing a context for learning. It provides unique opportunities to practice and demonstrate new skills and assists in the development of workplace awareness. It helps build the skills required for specific occupations by exposing students to the multiple career options available at a workplace. Work-Based Learning engages students in their own learning and provides multiple opportunities for reflection on the experience, both verbally and in writing.

*Quality Work-Based Learning is structured to be effective, safe, legal, and measurable.*

Work-Based Learning provides authentic and relevant learning and doing experiences that are safe, legal and in compliance with state, federal and local regulations. Learning objectives are met through ongoing assessment and continuous improvement activities. Systems are in place to support teachers and program staff in designing and implementing quality WBL experiences and to make it easy for employer and community partners to participate.



*Quality Work-Based Learning is supported by appropriate planning, tailored training and efficient processes.*

Work-Based Learning has defined services and procedures to manage expectations and foster communication among all partners. Students are served through individualized work-based learning plans defined for each experience and are sufficiently prepared and supported throughout the experience. Part of this preparation is providing appropriate safety and health training for young workers and helping them understand their rights and responsibilities as employees. Employers and community partners receive support and appropriate training to enable their participation, and school staff are trained in how to design and deliver high-quality experiences.

*Quality Work-Based Learning is connected to classroom learning, individual career development plans and sequenced education, training and workplace activities.*

Work-Based Learning supports a community-wide vision and collective expectations for both academic and occupational learning. Experiences are designed to directly support academic and occupational learning, build core employability skills and provide a planned sequence of experiences that links academic concepts to real-world application. Students are guided and supported by an individualized career development plan, where Work-Based Learning activities are sequenced and connected to the student's next step.

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Adapted from "Creating Quality Work-Based Learning", New Ways to Work - 2002, 2010, 2016



## The Work-Based Learning Continuum

The New York City Department of Education has defined a sequenced continuum of Work-Based Learning activities and experiences for all students that address Career Awareness, Career Exploration and Career Preparation. This is accomplished through a series of work-based classroom activities, workplace exposures, and community experiences over time. Classroom activities support and provide opportunities to reflect what's learned in the workplace and community, and workplace learning experiences support the classroom curriculum. In addition, students are supported by and provided role models and guidance from adults in the school and in the workplace. Students are provided experiences that are commensurate with their knowledge, skills and abilities, and designed to support the acquisition of knowledge and skills. These experiences are also compatible with their age and stage of development.

All students are provided with a full range of opportunities throughout their engagement in career-related programs of study with the opportunity to participate in authentic work-based learning experiences at each level of the WBL continuum. Employers and community partners provide WBL opportunities that make sense for their organization, work for the business, and provide direct benefits to the student, the employer and the school. The following are the three levels of the Work-Based Learning continuum.

### Career Awareness

Activities designed to promote awareness of careers, workplace norms and employer expectations, as well as personal interests and aptitudes.

- Guest Speakers
- Career Days
- Career Mentoring
- Workplace Tours

*"I understand what's out there and am discovering the kinds of things I might want to do."*

### Career Exploration

Activities designed to promote a deeper understanding of potential careers, and to provide opportunities for an investigation of a particular industry, career or occupation of interest.

- Industry-led Projects
- Informational Interviews
- Job Shadowing

*"I'm interested in this field and am beginning to understand what it's all about and what I need to do to pursue a career in the industry."*

### Career Preparation

Activities designed to provide an in-depth discovery of a particular career and the development of the skills and understanding of the education or training needed in a particular industry or occupation.

- Mock Interviews
- Workplace Challenges
- Internships
- Work Experience/Co-Op
- Pre-Apprenticeship
- Apprenticeship

*"I know the kinds of things I want to do and am getting the chance to learn new skills and practice applying those skills."*



# The Work-Based Learning Continuum<sup>1</sup>

Students engaged in career-related programs or courses of study in New York City are provided a range of opportunities across the work-based learning continuum through their school and through partnerships with employers and community or governmental organizations.

## CAREER AWARENESS

Activities designed to promote awareness of careers, workplace norms and employer expectations, as well as personal interests and aptitudes.

- Guest Speakers
- Career Days
- Career Mentoring
- Workplace Tours

## CAREER EXPLORATION

Activities designed to promote a deeper understanding of potential careers, and to provide opportunities for an investigation of a particular industry, career or occupation of interest.

- Industry-led projects
- Informational Interviews
- Job Shadowing

## CAREER PREPARATION

Activities designed to provide an in-depth discovery of a particular career and the development of the skills and understanding of the education or training needed in a particular industry or occupation.

- Mock Interviews
- Workplace Challenges
- Internships
- Work Experience/Co-Op
- Pre-Apprenticeship
- Apprenticeship

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<sup>1</sup> This continuum describes the Work-Based Learning Activities included in this toolkit. Users should also reference Career Ready NYC Career Readiness Framework (<https://www1.nyc.gov/assets/youthemployment/downloads/pdf/careerreadynyc-career-readiness-framework.pdf>) and the NYC CTE DOE WBL Scope and Sequence Map for more information.[https://docs.google.com/spreadsheets/d/1GZaZhyw1DoPVdNUK7\\_\\_mrycqyh1cY611LDMzR-G9FA/edit#gid=418161210](https://docs.google.com/spreadsheets/d/1GZaZhyw1DoPVdNUK7__mrycqyh1cY611LDMzR-G9FA/edit#gid=418161210)



### NYC DOE WBL Activity Grid

The WBL Activity Grid is a tool created by the NYC DOE CTE team to guide schools in creating and documenting the Work-Based Learning activities and experiences for CTE concentrators during their high school tenure.

#### ACCEPTED WBL ACTIVITIES

(Updated January 2022)

	Accepted NYCDOE WBL?	Valid CDOS 54 WBL Hours?	Valid for CTE Endorsement?
Community Service	Yes	Yes	Activity Yes
Internship	Yes	Yes	Yes
Job Shadows (Interactive, 1:1 OR Small Group)	Yes	Yes	Yes
Mentoring/Career Mentoring	Yes	Yes	Yes
Onsite Projects	Yes	Yes	Yes
Career Based Research Projects/ Industry Based Research Projects (When Paid in CTS: Workplace Challenge)	Yes		Yes
School-Based Enterprise	Yes	Yes	Yes
Supervised Clinical Experience	Yes	Yes	Yes
Youth Apprenticeship	Yes	Yes	Yes

#### "0 HOUR" SUPPORTING ACTIVITIES

Activity	Valid for WBL?
Career Days	No
Elevator Pitch	No
Guest Speakers	No
Mock Interviews	No
Resume/ Cover Letter Development	No





## WBL Essential Elements

The NYC DOE has identified a set of essential elements to support the implementation of all Work-Based Learning experiences. Teachers and WBL coordinators<sup>2</sup> can use these elements to help ensure that all activities are engaging, safe and learning rich.

1. Conduct Effective Planning
  - ✓ Set clear goals and expectations for all parties.
  - ✓ Ensure activity is developmentally appropriate (age, stage and grade).
2. Prepare for Success
  - ✓ Prepare students, teachers and employers.
  - ✓ Address logistics, including access to and use of appropriate technology.
3. Identify Student Learning Objectives
  - ✓ Align to core employability skills.
  - ✓ Link to college-readiness skills and academic standards.
4. Create Authentic and Engaging Experiences
  - ✓ Support effective participation of employers.
  - ✓ Provide hands-on and project-based activities when possible.
5. Connect to Careers
  - ✓ Provide for exploration of or experience in a field of interest and exposure to a range of potential career options.
  - ✓ Provide exposure to authentic work-world experiences.
6. Support Student Growth
  - ✓ Connect to an individualized career or training plan.
  - ✓ Promote student interaction with adult professionals.
7. Ensure Activities are Safe and Legal
  - ✓ Address child labor laws, OSHA, Workers Compensation, and the Fair Labor Standards Act (including pay when required).
  - ✓ Reflect workplace norms and technology use permissions, protections and guidance.
8. Provide Ongoing Support
  - ✓ Provide orientations and support for all parties.
  - ✓ Ensure that Work-Based Learning is appropriately staffed.
9. Provide for Reflection, Presentation and Feedback
  - ✓ Support student self-assessment and presentation.
  - ✓ Provide opportunities for formal and informal feedback among all parties.
10. Connect to the Student's Next Step
  - ✓ Connect the experience to the classroom.
  - ✓ Intentionally sequence with future Workplace Learning experiences.
11. Assess and Document the Experience
  - ✓ Document student learning.
  - ✓ Assess activity effectiveness

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<sup>2</sup> In New York State, this includes certified work-based learning coordinators and others who facilitate, arrange and support work-based learning activities for students.



## Employability and Academic Literacy Skills

The following skills are a defined set of the core skills and behavioral competencies necessary for successful transition into the workplace. The NYC DOE has identified these core employability and academic literacy skills as benchmarks for all students to demonstrate through their participation in career-related programs or course of study in New York City Schools. Combined with the necessary academic and occupational skills, demonstration of these skills indicates readiness for work.

Work-Based Learning coordinators, teachers, employer partners and students should consider these Employability Skills when creating learning objectives for a particular work-based learning activity or developing assessments to gauge student skill acquisition.

### Employability Skills

1. Personal Mindset
  - Needs minimal supervision to complete tasks. Maintains focus on tasks despite internal (e.g., emotional) and/or external distractions. Adapts approach in response to new conditions or others' actions.
2. Dependable
  - Trustworthy and reliable. Takes responsibility for completing all given tasks and adheres to all deadlines.
3. Social Awareness
  - Recognizes the consequences of one's actions. Balances own needs with the needs of others.
4. Collaboration
  - Helps team members complete tasks, as needed.
5. Problem Solving
  - Identifies alternative ideas/processes that are more effective than the ones previously used/suggested.
6. Professional Attitude
  - Brings energy and enthusiasm to the workplace. Takes responsibility for his or her actions and does not blame others.
7. Technology
  - Is familiar with the technology needed to complete the work. Able to adjust to, and utilize the technology necessary to complete all tasks.
8. Time and Attendance
  - Manages time to complete tasks on schedule. Punctual. On-time to appointments and meetings



## Academic Literacy Skills

1. Creativity
  - Artistry, curiosity, imagination, innovation, personal expression.
2. Civic
  - Ethical, and social-justice literacy.
3. Economic
  - Financial literacy, entrepreneurialism.
4. Global Awareness
  - Multicultural literacy, humanitarianism.
5. Scientific Literacy
  - Scientific literacy and reasoning, the scientific method.
6. Environmental
  - Environmental and conservation literacy, ecosystems understanding.
7. Health and Wellness
  - Health and wellness literacy, including nutrition, diet, exercise, and public health and safety.

*NOTE:* The NYC DOE also recognizes the skill building blocks created by MHA Labs. MHA Labs has designed a common set of easy-to-understand 21st century skill targets known as The Building Blocks. The Building Blocks comprise 35 core social, emotional and cognitive skills deemed critical for college, career and life success, and includes skills from five broad categories: personal mindset, planning for success, social awareness, verbal communication and collaboration. From those 35 skills, 10 core skills have been identified as Core Employability Skills. <http://mhalabs.org/skill-building-blocks/>



## NYC DOE Work-Based Learning Resources and Guidelines

### NYC DOE WBL Internship Guidelines

The NYC DOE's Work-Based Learning (WBL) opportunities include authentic learning experiences that allow students to explore their career goals, abilities, and interests while applying their academic and technical knowledge and skills in a real-world setting. For the 2021–22 school year, and aligned with [New York State Education Department \(NYSED\) guidelines](#), the majority of the DOE's work-based learning, including internships, will take place virtually. Review [these guidelines](#) for virtual, in-school, and off-site WBL allowances. Please note that in alignment with the DOE's [COVID-19 Vaccination Requirement](#), all non-DOE personnel, such as community-based organization staff or intermediary providers supporting students with WBL on-site as they perform virtual or in-person work, must show proof of COVID-19 vaccination to enter a NYC DOE building. [Fall 2021- 2022 Work-Based Learning \(WBL\) and Student Internship Guidelines](#) (Updated January 2022)

### NYCDOE CTE In-Person and Virtual Guidelines

In light of COVID-19, the Office of Postsecondary Readiness (OPSR) and CTE has outlined the processes, policies, and practices to ensure that high school students receive high quality work-based learning experiences, including virtual internship that balances student's learning, safety and privacy. The New York State Education Department upholds continued use of virtual work-based learning, including internships, the 2021=22 school year. The majority of DOE Work-Based Learning will be virtual in the 2021-22 school year to ensure continued student access to these opportunities while managing student health and safety implications. Regardless of internship modality (virtual, in-person, hybrid), all non-DOE personnel such as Community Based Organizations, Intermediary Providers, etc., providing support for WBL and internship programming must show proof of COVID-19 vaccination to enter a DOE building. [CTE In-Person Internship Overview School Year 2021-22](#). (Updated September 2021)  
[CTE Virtual Internship Overview School Year 2021-22](#) (Updated September 2021)

### NYC DOE CTE WBL Scope and Sequence

The CTE WBL Scope & Sequence was created for the use of school staff working to prepare students for postsecondary success and provides guidance around the Work-based Learning activities that will support the career exposure, skills development and work preparation of students beginning in High School through their CTE program. The document can support the alignment of the Work-Based Learning components based on phase and grade level in compliance with NYSED guidelines leading to the 54 hours of approved WBL experiences for CTE concentrators. It will also provide a framework with which to plan the Work-based Learning activities for the year, taking into consideration the different needs students may have and the employability skills they should acquire as they move through the continuum.

### CTE WBL Scope & Sequence



## NYCDOE CTS (CTE Tracking System)

CTS is the Comprehensive Web Based Interface that NYCDOE CTE staff can track a student's Career Readiness and Work Based Learning benchmarks throughout their time as a NYCDOE High School Student. The CTE Tracking System (CTS) will serve multiple purposes for NYCDOE High Schools including:

- Providing a single location for schools to track career readiness activities without need for additional tracking systems
- Reducing/Eliminating the necessity of schools to keep paper records of student career readiness activities
- Providing a comprehensive system that will allow NYCDOE Central office to effectively track student participation in and completion of career readiness benchmarks and provide accurate data to funders and stakeholders (i.e. Perkins, City Council, Etc.)
- Handle the allocation of funds and payout scholars for enrolled experiences

[CTS Handbook Link](#)

## New York State Education Department WBL Guidelines and Manual

The New York State Work-Based Learning Manual serves as a guide for all registered work-based learning programs approved by the NYSED. Both registered and un-registered work-based learning programs provide valuable experience for students and may allow students to earn elective credit and/or paid work experience. The Handbook also guides school districts in choosing the correct registered work-based learning program that accommodates their students' work-based learning experiences and details the critical elements of those work-based learning activities.

[New York State Education Department \(NYSED\) guidelines](#)

[New York State Education Department Work-Based Learning Manual](#)

## NYC DOE WBL Activity Grid

The WBL Activity Grid is a tool created by the NYC DOE CTE team to guide schools in creating and documenting the Work-Based Learning activities and experiences for CTE concentrators during their high school tenure. The grid outlines those elements that should be included to make them NYSED acceptable, provides examples of quality practices and instruction in terms of documentation in the CTE Tracking System. We encourage schools to refer to this as well as the NYSED WBL Handbook as they build and support WBL opportunities.

<https://docs.google.com/spreadsheets/d/1W3IMGepgyMFsrCrd9WZzZ1b9sTn9vFE-6gtuhocR87I/edit#gid=51677709>

## CareerReady NYC

DOE CTE is partnered with the NYC Department of Youth and Community Development through CareerReady SYEP, a program that offers participating CTE high schools guaranteed SYEP work experience slots and the opportunity to build strong connections between participating students' year-round academic learning and their summer work and enrichment experience. In addition, the program provides explicit connections to high quality postsecondary counseling and planning in the upcoming school year. Ongoing



professional development and technical assistance that supports high quality WBL experiences and placements that are aligned with CTE content areas.

CareerReady NYC is a long-term policy framework developed in partnership between City government, employers, educational institutions, and nonprofit organizations to support young New Yorkers with the educational foundation, work experiences, and essential skills needed to achieve career success and economic security. CareerReady NYC aligns the components of the "public talent pipeline"—K-12 public schools, publicly administered workforce programs, and the CUNY system—within a coordinated system of academics, work-based learning experiences, and comprehensive supports. Developed by a working group of City administrators, educators, employers, funders, and service providers, CareerReady NYC will furnish young New Yorkers with the skills, credentials, and experiences to thrive in the world of work, while ensuring a robust pipeline to fill the talent needs of local employers and fuel the city's economic growth.

Web Page:

<https://www1.nyc.gov/site/youthemployment/initiatives/careerready-nyc.page>

Career Readiness Framework:

<https://www1.nyc.gov/assets/youthemployment/downloads/pdf/careerreadynyc-career-readiness-framework.pdf>



# Guest Speaker Guide

## Guest Speaker Fact Sheet

- WBL Coordinator Checklist

- Student Checklist

- Teacher Tip Sheet

- Employer Tip Sheet

- Employer Fact Sheet

- Virtual Options Sheet

## Implementation Tools

- Guest Speaker Research Activity

- Guest Speaker Student Reflection

- Virtual Fact Sheets





## Guest Speaker Fact Sheet

### Guest Speakers<sup>1</sup>

Using guest speakers to support learning is a structured Career Awareness activity in which students listen to a presentation to learn about the speaker’s career, business or organization and industry, and ask questions to help them consider whether they might like to pursue a career in the industry.

Designed to meet specific learning outcomes, guest speaker presentations are educationally rich, are tied to the curriculum, and help students connect what they’re learning in school with the workplace. Presentations are usually conducted at the school, but in some cases guest speakers may visit a classroom via Skype, Zoom, WebEx, Microsoft Teams or some other technology; and the activity is conducted through the use of a Virtual classroom. There are also virtual simulations available where a recording of a live guest speaker activity can be viewed online and serve as a foundation for an activity and/or discussion in a virtual classroom.

### Guest Speaker presentations are designed to:

- Provide exposure to potential careers and jobs.
- Provide a realistic picture of the occupation, business, its role in the community and the career paths and occupations of its workforce.
- Help students make the connection between school and the workplace.
- Inform career planning.

### Guest Speaker presentations are structured to:

- Allow students to listen, receive information and ask questions.
- Enable students to begin identifying areas of career interest.
- Build knowledge about the education and training needed for a particular job, career path and entry into the industry.

### Guest Speaker presentations are supported by:

- Classroom preparation, including research on the industry and participating businesses.
- Employer orientation and support.
- Opportunities to reflect upon the experience verbally and in writing.

### Guest Speaker presentations are connected to:

- Individual career development/training plans.
- Future work-based learning activities.
- The student’s next steps.

Guest speaker presentations are one activity in the continuum of authentic work-based experiences provided to all students engaged in career-related programs or course of study in New York City schools.

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<sup>1</sup> Guest Speaker Activities are recognized as a “ZERO HOUR” Supporting WBL activity by NYSED and the NYC DOE CTE.



## Guest Speaker Support Materials

### Checklists, Tip Sheets and Fact Sheets:

- Coordinator Guest Speaker Checklist
- Student Guest Speaker Checklist
- Teacher Guest Speaker Tip Sheet
- Employer Guest Speaker Tip Sheet
- Employer Guest Speaker Fact Sheet
- Guest Speaker Virtual Options Sheet

### Required Forms and Documents

- Employability Skills Profile

### Implementation Tools

- Guest Speaker Research Activity
- Guest Speaker Student Reflection
- Virtual WBL Fact Sheets

#### Tips for Success

Effective Guest Speaker programs include structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- Engage in proper planning and preparation.
- Address logistical details.
- Communicate with all parties.
- Maximize learning potential.
- Focus on building awareness.
- Connect to the classroom.
- Provide support for students and supervisors.
- Promote student reflection.

Sustaining and growing Guest Speaker programs and all other work-based learning activities depend on maintaining positive relationships with the participating employers. These employers should be treated as valued customers and partners with frequent check-ins to address participation needs as they arise.



## Coordinator Guest Speaker Checklist

Quick tips for Work-Based Learning Coordinators<sup>2</sup> to ensure a successful Guest Speaker Presentation.

### Before the Guest Speaker Presentation

- Identify all interested teachers and help them plan for their guest speaker presentations.
- Make sure the speakers are good matches for the classes. What classroom topics can the speaker support?
- Prepare teachers and encourage them to participate before, during and after the guest speaker presentation. Share the Teacher Tip Sheet.
- Have teachers help create learning objectives and work with students to prepare for the day and create questions they can ask.
- Share speaker bio with students, plus prompting questions.
- Provide employers an information packet about the school, including the format of the presentation.
- Confirm employer attendance and determine presentation needs. Let them know where to park and share any visitor procedures they need to follow.
- Make sure the employer volunteers are supported and prepared. Share questions to expect and encourage them to create an engaging and interactive presentation—using visuals and props.
- Arrange for someone to meet the speaker when they arrive, and escort them to the classroom, or meet them online prior to the presentation.
- Ask for permission to record and share the presentation with others in the future.
- If conducting the activity via the internet, test and practice with the interface prior to the presentation.

### After the Guest Speaker Presentation

- Document the guest speaker presentation. Review feedback from guest speakers and teachers and summarize results. Make recommendations for improvements.
- Help students update their Employability Skills Profile and think about any next steps they would like to take to further their career goals.
- Work with teachers to coordinate “go deeper” activities to connect the guest speaker presentation to the classroom.
- Send thank-you notes to guest speakers.
- Take pictures from the guest speaker presentations and provide them to the companies for their websites or newsletters. Ensure you have signed releases for all photos.
- Confirm guest speaker’s company social media policy. Ask speaker to send URLs to social pages so students can properly tag them.
- Publicize the guest speaker presentation and the businesses that participated by placing a story in

### Sample Guest Speaker Timeline

**Beginning of the school year:**

Identify interested teachers and appropriate speakers. Brainstorm business partners who could participate.

**Two months in advance:** Invite business partners to participate. Secure date, time and location.

**One month in advance:** Confirm participation of speakers. Have students research the industry or company.

**One week in advance:** Send speakers logistics for the day and questions to expect. Confirm any presentation needs.

**On presentation day:** Ensure that guest speakers are welcomed and escorted to classroom. If online, test systems and launch interface prior to the activity.

**After day of presentation:** Send thank-you notes to all guest speakers and ensure student reflection activities take place.

<sup>2</sup> In New York State, this includes certified work-based learning coordinators and others who facilitate, arrange and support work-based learning activities for students.



the local newspaper or posting on the school or agency webpage.

- Consider any other public relations benefits.
- Post the Guest Speaker session recording on a shared drive or website and archive for future use.

### Tips for Conducting an Online Guest Speaker Activity

- Select and personally practice using the selected technology.
- Make sure all students have access to appropriate technology.
- Decide how you will have students pose questions – Verbally or by entering on their device.
- Do a test run with your students as well as the guest speaker.
- Preload any slides or presentations from the speaker.
- Decide how you want to manage the session. Sometimes it takes one person to moderate and another to monitor the technology and address any questions.
- Decide which student reflection activities will take place and how you will support them.
- Remember, it's possible that parents or guardians will be around and would be a good resource for potential future speakers,
- Make sure you get feedback on the activity from the speaker and the students.
- Record and post the presentation for others to view and use in their classrooms.

## Student Guest Speaker Checklist

When guest speakers visit the classroom, either in person or online, you get a chance to learn about their careers and workplace. This is a great way to figure out how interested you are in what they do.

You'll have the opportunity to ask questions, practice professional behavior and become more comfortable communicating with professionals.

### Have you done all you can to prepare?

- Do some research on the company or organization that the guest speaker works for or represents. Check out their website and learn as much as you can about the company or organization, its history, what they do and how it impacts your community.
- Come up with some questions about the company or organization, the industry, career opportunities, and what kind of education and training is needed.
- Practice “active listening” and how you will make sure that you’re getting everything out of the session that you can.
- If you are participating in an online activity, make sure you have practiced using the technology and are ready 5 minutes prior to the start time.

### Have you thought about what you can do to make the guest speaker presentation a big success?

- Dress appropriately. Be respectful. Make sure your phone is off, don't wear headphones, and don't interrupt.
- When it's time, ask one of your prepared questions or any others that occur to you. Pay attention to what you hear. Can you see yourself working at the speaker's company?
- Make connections between what you're hearing and what you're learning in class.
- If possible, at the end of the presentation, ask for a business card or LinkedIn connection so you can follow up later. This may come in handy, even with employers who don't excite you now.

### When the guest speaker presentation is over, how will you keep moving your career forward?

- Reflect on the day. Talk to your classmates and teachers about the presentation and whether you're interested in pursuing a career in that industry.
- Participate in classroom activities that help you think about the value of the presentation.
- Update your Employability Skills Profile and think about next steps in moving your career plans forward.
- Send a follow-up email thanking the employer for his or her time. If you're interested in working at their company or learning more, say so and ask for next steps.
- Fill out any evaluation forms. Be honest. That will help make future guest speaker presentations more meaningful experiences.
- Share your experience with your peers on social media. Perhaps a blog post about the event?

#### Are you Ready for Game Day?

Have you...

- Researched the guest speaker's company?
- Crafted your questions?
- Considered the best way to make a good impression on the guest speaker when you connect after the presentation?
- Thought about how you'll share your experience on social media?

#### On-Line Tips

Have you...

- Arranged for internet access and tested your device?
- Practiced with the online tool you are using?
- Learned how to pose a question or raise your hand?
- Reviewed the on-line practices fact sheet?

## Teacher Guest Speaker Tip Sheet

Note: If you're coordinating a guest speaker presentation, have a look at the Coordinator Guest Speaker Checklist.

### Guest Speaker presentations are designed to:

- Provide exposure to potential careers and jobs.
- Provide a realistic picture of the business, its role in the community and the career paths and occupations of its workforce.
- Help students make the connection between school and the workplace.
- Inform career planning.

### Before the Guest Speaker Presentation

- Review the Guest Speaker Fact Sheet and this tip sheet.
- Assess how the day can support classroom activities and help meet curriculum goals.
- Identify desired student learning objectives. Build excitement for the day and talk to students about what they can expect to learn.
- Have students research the speaker's company and the careers it offers and prepare at least three questions for the employer.
- Send information about the school and what students are studying to the speaker. Provide background on the type of class they will be speaking to, the number of students, grade level(s), and career interests. Ask about any presentation needs.
- If conducting the activity online, make sure both you and your students are comfortable with and have practiced using the technology.

### During the Guest Speaker Presentation

- Support the guest speaker in effective interactions with students.
- Encourage students to ask questions.
- Hand out materials that will aid the presentation: industry facts, brochures, sample products, etc.
- Distribute and collect feedback forms from students and speakers.

### After the Guest Speaker Presentation

- Thank guest speaker and together identify follow-up activities for the students.
- Provide individual and group reflection activities for students and help them make the connection between training topics and the workplace.
- Help students update their Employability Skills Profile and think about any next steps they would like to take to further their career goals.
- Have students write thank-you notes to the employer partners.
- Assess the impact and value of the guest speaker presentation with the coordinator and utilize employer, staff and student feedback to improve future guest speaker presentations.
- Document and archive information about the guest speaker presentation.

### Go Deeper

- Make the guest speaker activity part of a project and have students prepare and deliver a presentation to others at your school about the person and company that visited.

### The Classroom Connection: Preparation and Reflection

#### Before Guest Speaker presentation

Set students up for success by having them.

- Research company and industry of visiting speaker.
- Discuss how the presentation can help them meet learning objectives.

#### After Guest Speaker presentation

Spark student reflection with an activity.

- Ask, "What new things did you learn about this job and industry?"
- See if they want to find out more or further explore careers in the speaker's industry.



## Employer Guest Speaker Tip Sheet

Thanks for agreeing to present as a guest speaker. As you think about how to best prepare for your presentation, keep the following success factors in mind.

### Before the Presentation

- Provide teacher with website link(s) about your company, industry and profession to help students prepare for your presentation.
- Build talking points that will engage the students. Find out what they're currently focused on in the classroom so you can link the presentation to the curriculum.
- Ask the coordinator or teacher for presentation tips and to help you address any concerns you may have.
- Review where to park and enter the school. If you have special requirements for the presentation, such as a projector or computer set-up, let the coordinator know. If you're handing out materials, ask for an estimate of the number you'll need.
- Bring your business cards; the students may ask for them.
- If you're "visiting" the classroom electronically via Skype, Zoom, WebEx, Microsoft Teams or some other technology; arrange for a test run prior to the presentation to work out any kinks.

### During the Presentation

- Introduce yourself, your company and job title. Let the students know what to expect from your presentation.
- Try not to read from prepared notes and if you're using insider lingo, define those industry terms and acronyms.
- Use visual aids such as a product, tool or any materials from your company that will help the students understand what you do.
- Describe a typical day at your company and help students understand as much as they can about the culture of the workplace and the nature of the world of work.
- Share the educational and career path you took to your current position.
- Talk about how school subjects (such as math and language arts) and good habits (such as punctuality and consistent attendance) are important skills in the workplace.
- If possible, share mistakes you've made and how you have addressed problems.
- If possible, make your presentation interactive with role playing, mock projects, hands-on activities, etc. Ask questions of the students, making it a two-way dialogue.

### After the Presentation

- Provide feedback to the coordinator to improve future guest speaker presentations.
- Consider how you might use this presentation to promote your company's visibility in the community.

### Go Deeper

- Talk to the coordinator about being a classroom speaker or guest trainer, helping with curriculum, or hosting students for Job Shadows, Jobs or Internships.

#### Suggested Talking Points:

- Describe your career journey.
- Talk about obstacles you overcame.
- Discuss need for perseverance, hard work and getting along well with others.
- Manage expectations about the world of work.

#### Tips to Share:

- Avoid job hopping.
- Build your network (talk about how to do that).
- Be a continuous learner and stay abreast of industry changes.





## Employer Guest Speaker Fact Sheet

When guest speakers visit a classroom, students listen to a presentation to learn about the speaker's career, business and industry, and ask questions to help them consider whether they might like to pursue a career path in the industry.

Designed to meet specific learning objectives, guest speaker presentations are linked to the curriculum and help students connect what they're learning in school with the workplace. Presentations are usually conducted at the school, but in some cases, guest speakers may visit a classroom via Skype, Zoom, WebEx, Microsoft Teams or some other technology; and the activity is conducted through a virtual classroom.

<p><b>Program Level:</b> All Grades. <b>Employer/Student Ratio:</b> 1 employer to 40-100 students. <b>Duration:</b> Usually 1 hour <b>Frequency:</b> One time <b>Location:</b> School/Classroom/Online <b>Costs:</b> Staff time <b>Special Considerations:</b> Employee selection. Company volunteer policies and practices.</p>
--

## Why are guest speaker presentations important for students?

- Exposes students to potential careers and jobs and help build occupational knowledge.
- Illustrates the education and training needed for entry into certain industries.
- Provides a context for learning and fosters an understanding of how academic concepts are applied in a real-world setting.
- Lets students know about your company's processes and products/services and the role your business plays in the community.

## What are the benefits to my company?

- Exposes potential future workers to job opportunities and careers with your company, as well as the required skills and education to be successful in your industry.
- Introduces students to one or more of your employees.
- Helps your employees understand how to communicate with the next generation of workers.
- Provides an efficient way to introduce and engage multiple employees with your commitment to education and connect your company with the community.

## What do I need to do next?

- Determine who will coordinate the guest speaker presentation for your company and have them connect with the work-based learning coordinator to address scheduling, planning and logistics.
- Arrange for a presentation to those employees who will participate as guest speakers.
- Distribute the Employer Guest Speaker Tip Sheet to interested employees.
- Consider any impacts on company policy.

## Resources

- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the New York City Department of Education.



## Virtual Guest Speaker Options Sheet

### Introduction

Translating a Guest Speaker Activity to virtual settings is perhaps the most straightforward of all the Work-Based Learning activities. While presentations are usually conducted at the school, in some cases guest speakers may visit a classroom via Skype, Zoom, WebEx, Microsoft Teams or some other technology; and the activity is conducted through the use of a virtual classroom. There are also virtual simulations available where a recording of a live guest speaker activity can be viewed on-line and serve as a foundation for an activity and/or discussion in the classroom

### Virtual Activity Options

*Remember, virtual activities promote “live” student contact with adult professionals and front-line workers via the use of technology or are simulations and provide students with employer exposures through recordings, on-line research and related classroom activities.*

## VIRTUAL GUEST SPEAKER OPTIONS

### Virtual Classroom

An industry or employer partner visits a Virtual classroom as a guest speaker and provides a presentation on the speaker’s career, business or organization and industry. Students ask questions to help them consider whether they might like to pursue a career in the industry.

### Steps to Success

1. Review the Guest Speaker Guide. Distribute and review checklists and tip sheets to all parties
2. WBL Coordinator and/or Teachers recruit and schedule Industry Partner(s)
3. WBL Coordinator and/or Teachers select and test platform
4. Industry Partner visits virtual classroom
5. Industry Partner introduces self, provides presentation
6. Students ask questions and interact with the speaker, moderated by WBL Coordinator or Teacher
7. Teacher Supports reflection activities and helps students update their employability skills profile

### *Special Considerations:*

- Get employer permission to record and reuse the session
- Select and test appropriate technology with all parties
- Decide how students will pose questions (raise hand, chat box etc.)
- Decide who will moderate and who will provide tech support during the session.
- Conduct a practice run with students.

## GUEST SPEAKER FOUNDATIONAL ACTIVITY

Identify and select a recorded guest speaker to use as a foundation for an activity and discussion in the classroom. See the resource section below.

Have students search the web for recordings of guest speakers and provide a presentation to the class where they show the video and then lead a discussion about the speaker's career.

- What did they learn?
- What else would they like to know?
- How can they gather more information?

## GO HYBRID

In some cases it may be possible to arrange for a guest speaker to return to the virtual classroom for a short amount of time to answer specific questions from a new group of students participating in a virtual Guest Speaker activity. If you have recorded the session and are able to have the speaker return set up a convenient time, have students view the Guest Speaker session, start a discussion and then bring the speaker in to answer questions and engage in a dialogue with the students.

- Record the virtual activity and archive for future use. Make this recording the foundation for a Virtual classroom activity, where students view the presentation and then have a discussion about what they've learned and share what else they would like to know.

### Tips for Conducting an Online Guest Speaker Activity

- Select and personally practice using the selected technology.
- Make sure all students have access to appropriate technology.
- Decide how you will have students pose questions – Verbally or by entering on their device.
- Do a test run with your students as well as the speaker.
- Preload any slides or presentations from the speaker.
- Decide how you want to manage the session. Sometimes it takes one person to moderate the session and another to monitor the technology and address questions.
- Decide which student reflection activities will take place and how you will support them.
- Remember, it's possible that parents or guardians will be around and might be a good resource for potential future speakers.
- Make sure you get feedback on the activity from the speaker and the students.
- Record and post the presentation for others to view and use in their classrooms.



## Resources and Links

### Grant Associates/DOE Industry Professionals Speaker Videos

<https://www.youtube.com/channel/UCKhLFrSE0KGbFqv4qqmO2vw/featured>

Below you will find a couple of examples of an industry association website that provides Guest Speakers on careers in the industry. Consider having your students do some internet research in your pathway cluster or industry to see if they can find a collection of similar videos. Have them share what they found with the class.

### American Bankers Association

<https://www.aba.com/training-events/career-workforce-development/find-your-future-video-series>

### BayWork

Careers in the water and wastewater Industries

<https://baywork.org/careers/>



## Guest Speaker Research Activity

Complete the following research assignment as part of your preparation for the upcoming guest speaker. This research will be the basis for in-class discussion and presentations prior to the day

Student name:
Guest speaker's company:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with the guest speaker's company?
After researching the company, what are some questions that you will ask the guest speaker?
Based on your research, what do you think you will like most about the guest speaker's presentation?
Based on your research, what is your biggest concern about the guest speaker's presentation?
If you could come away from the guest speaker presentation having learned <b>one</b> thing, what would that be?
Anything else you learned while doing your research that you'd like to share with your teacher or the class?

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## Guest Speaker Student Reflection

Now that the guest speaker presentation is over, take some time reflect on what you learned and how the experience might inform your college and career plans in the future.

Student Name:

School:

Guest Speaker Company:

Date of Presentation:

What aspects of the guest speaker presentation were interesting? Which were not? Why?

What did you like about the guest speaker presentation? What would you change?

Would you consider a career in the guest speaker's field? Why or why not?

What was the most memorable aspect of the guest speaker experience? Why?

What did you learn about the guest speaker's company and its employees? Please explain.

What knowledge and skills are you learning in school that are likely to be used at the guest speaker's workplace? Please explain.



What knowledge or skills do you need to strengthen to be successful at a workplace like the guest speaker's? Please explain.

Would you recommend that other students hear this presentation in the future? Explain.

Anything else you'd like to say about the guest speaker presentation?

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# Career Day Guide

Career Day Fact Sheet

WBL Coordinator Checklist

Student Checklist

Teacher Tip Sheet

Employer Tip Sheet

Employer Fact Sheet

Virtual Options Sheet

## Implementation Tools

Career Day Student Preparation Activity

Career Day Student Reflection

Preparing Students for a Career Day

Virtual Fact sheets



## Career Day Fact Sheet

### Career Day

A Career Day<sup>1</sup> is a highly-structured Career Awareness activity in which business partners from a variety of companies come together at a school or online to share information about their company, their job, and the education and skills that are required for success in their career.

Designed to meet specific learning objectives, a Career Day helps students connect what they’re learning in school with the workplace. They listen to speakers or navigate the event independently, seeking information about the industry and the career options it provides. They also learn about the education required for entry into the industry and participating business’s role in the local economy.

### Career Days are designed to:

- Expose students to a variety of careers and jobs by connecting them with business partners.
- Provide a realistic picture of the workplace.
- Help students make the connection between school and the workplace.
- Inform career planning.

### Career Days are structured to:

- Allow students to listen, receive information and ask questions.
- Enable students to begin identifying areas of career interest.
- Elevate students’ comfort level in interacting with adult professionals and demonstrate their communication skills.

### Career Days are supported by:

- Classroom preparation, including research on the industry and participating businesses.
- Employer orientation and support.
- Opportunities to reflect upon the experience verbally and in writing.

### Career Days are connected to:

- Individual career development/training plans.
- Future work-based learning activities.
- The student’s next steps.

### Career Day Formats

**Presentation Only:** Two, 40-minute panel sessions with 30 to 40 students participating in each session.

**Presentation and Small Groups** One, 40-minute panel session with 80-100 students, followed by small groups for follow up and an interactive activity.

**Networking Booths** Career Day booth format where students visit booths staffed by employers and network.

**Speaker Series** Guest speaker series where industry representatives rotate and visit different classrooms.

**Online Virtual:** An interactive – online career day where employers visit a classroom virtually.

**Virtual Speaker Series:** Guest Speaker series where industry representatives rotate through a virtual classroom over the day.

<sup>1</sup> Career Days are recognized as a “ZERO HOUR” Supporting WBL activity by NYSED and the NYC DOE CTE.



Career Days are one activity in the continuum of authentic work-based experiences provided to all students engaged in career-related programs or course of study in New York City schools.

## Career Day Support Materials

### Checklists, Tip Sheets and Fact Sheets:

- Coordinator Career Day Checklist
- Student Career Day Checklist
- Teacher Career Day Tip Sheet
- Employer Career Day Tip Sheet
- Employer Career Day Fact Sheet
- Virtual Career Day Options Sheet

### Required Forms and Documents

- WBL Travel and Media Consent Form
- Employability Skills Profile

### Implementation Tools:

- Career Day Student Preparation Activity (for students)
- Career Day Student Reflection
- Preparing Students for a Career Day (for teachers)

#### Tips for Success

Effective Career Days include structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- Engage in proper planning and preparation.
- Address safety, legal and logistical details, including online platforms and connectivity.
- Communicate with all parties.
- Maximize learning potential.
- Focus on building awareness.
- Connect to the classroom.
- Provide support for students and supervisors.
- Promote student reflection.

Sustaining and growing Career Days and all other work-based learning activities depend on maintaining positive relationships with the participating employers. These employers should be treated as valued customers and partners with frequent check-ins to address participation needs as they arise.

## Coordinator Career Day Checklist

Quick tips for Work-Based Learning Coordinators<sup>2</sup> to ensure a successful career day.

### Before the Career Day

- Design the Career Day, working with a committee if one has been established. Choose the date and format, identify goals for the day, create an action plan and schedule planning meetings.
- Prepare teachers and encourage them to participate before, during and after the Career Day. Share the Teacher Tip Sheet.
- Have teachers help create learning objectives and work with students to prepare for the day and create questions they can ask.
- Keep principal and staff well informed and publicize the event at staff meetings and in school announcements. Create a Career Day flyer and post several around the school and on the school website.
- Provide employers an information packet about the school, including the format and schedule of events for the day. Share itinerary/program and agenda with employers one week in advance.
- Confirm employer attendance and determine presentation needs. Let them know where to park, and share any visitor procedures they need to follow.
- Make sure the employer volunteers are supported and prepared. Share questions to expect and encourage them to create an engaging and interactive presentation—using visuals and props if possible.

### Sample Career Day Timeline

**Beginning of the school year:**

Brainstorm business partners who could participate. Find a location.

**Two months in advance:** Invite business partners to participate. Secure date, time and location.

**One month in advance:** Meet with planning committee to review logistics and facility needs. Confirm participation of speakers.

**One week in advance:** Send planning brief to speakers with agenda for the day, logistics, event information and questions to expect. If conducting the career day online, test and practice with the selected platform.

**On Career Day:** Welcome presenters and manage event flow and agenda.

**After Career Day:** Send thank-you notes to all presenters and ensure student reflection activities take place.

### During the Career Day

- Be the point person and troubleshooter on Career Day. Be prepared to address technology issues and have a back-up plan in case of speaker cancellations.
- Distribute a schedule of events for the day to all parties.
- Arrange for the employer volunteers to be met and escorted to the classroom, assembly hall or meet them early in the online space. (This is a great activity for one or two students who have been trained as “school ambassadors.”)
- Distribute and collect feedback surveys.

### After the Career Day

- Document the Career Day. Review all feedback surveys and summarize results. Debrief the day and make recommendations for improvements.
- Help students update their Employability Skills Profile and think about any next steps they would like to take to further their career goals.
- Work with teachers to coordinate “go deeper” activities to connect Career Day to the classroom.
- Send thank-you notes to guest speakers and businesses that provided donations.

<sup>2</sup> In New York State, this includes certified work-based learning coordinators and others who facilitate, arrange and support work-based learning activities for students.

- Take pictures from Career Day and provide them to the companies for their websites or newsletters. Ensure you have signed releases for all photos.
- Publicize the Career Day and the businesses in attendance by placing a story in the local newspaper or posting on the school or agency webpage.
- Consider other potential public relations benefits and opportunities.

### Tips for Conducting an Online Career Day

- Select and personally practice using the selected technology.
- Make sure all students have access to appropriate technology.
- Decide how you will have students pose questions – Verbally or by entering on their device.
- Do a practice run with your students as well as the presenter(s).
- Preload any slides or presentations from the speaker(s)
- Decide how you want to manage the session. Sometimes it takes one person to moderate and another to monitor the technology and address questions.
- Decide which student reflection activities will take place and how you will support them.
- Remember, it's possible that parents or guardians will be around and would be a good resource for potential future speakers.
- Make sure you get feedback on the activity from the speaker and the students.
- Record and post the presentation for others to view and use in their classrooms.

## Student Career Day Checklist

On Career Day, you'll get the chance to learn more about careers that interest you and put careers you haven't yet heard of on your radar.

You'll get to ask questions, practice professional behavior and become more comfortable communicating with professionals.

### Have you done all you can to prepare for career day?

- Fill out any required forms, have them signed and turn them in.
- Get the list of visiting companies and do a little research to learn what they do.
- Come up with at least three questions you want to ask the employers.
- Practice your elevator pitch. Include your name, grade, why you are in this program and what you'd like to do with your future. Summarize your knowledge, skills, accomplishments and anything else that would make an employer see you in a positive light.
- If online, have you participated in a practice run and know how to pose questions using the technology?

### Are you Ready for Game Day?

Have you...

- Turned in your forms?
- Decided what to wear?
- Researched the companies?
- Crafted your questions?
- Polished your resume?
- Practiced your pitch?
- If online, have you done a practice run?
- Thought about how you'll share your day on social media? (Remember to take pics.)

### Have you thought about what you can do to make career day a big success?

- Think of this day as a job interview and dress professionally. Give the employer a good first impression and perhaps a summer job or internship may follow. In fact, ask each person for a business card or LinkedIn connection so you can follow up later. This may come in handy, even with employers who don't excite you now.
- When you have the chance, try and find out more about the company by asking one of your prepared questions or any that occur to you. Be enthusiastic (low-energy can come across as lack of interest) and pay attention to what you hear. Can you see yourself working there?
- If you don't yet have a resume, create one and bring copies with you to Career Day so you can hand them out to any employer that interests you.

### When career day is over, how will you keep moving your career forward?

- Reflect on the day. Talk to your classmates and teachers about the Career Day and if you are interested in pursuing a career in some of the industries represented there. What kind of jobs do you want to know more about? How will you learn about them?
- Update your Employability Skills Profile and think about what you would like to do next to move your career plans forward.
- Send a follow-up email to thank each employer for his or her time. If you're interested in working there or learning more, say so and ask for next steps.
- Fill out any evaluation forms. Be honest. That will help make future Career Days more meaningful experiences.
- Share your experience with your peers on social media. Perhaps a blog post about the event?

## Teacher Career Day Tip Sheet

Note: If you're coordinating a Career Day, have a look at the Coordinator Career Day Checklist.

### Career Days are designed to:

- Expose students to a variety of careers and jobs by connecting them with business partners.
- Provide a realistic picture of the workplace.
- Help students make the connection between school and the workplace.
- Inform career planning.

### Before Career Day

- Review the Career Day Fact Sheet and Teacher Tip Sheet.
- Assess how the day can support classroom activities and help meet curriculum goals.
- Identify desired student learning objectives and talk to the students about the day and what they can expect to learn.
- Share the list of visiting companies and have the students research their websites and prepare at least three questions for each employer.
- Build excitement for the day. Help students think about how it connects to their career goals. Collect any required forms.
- If online, practice using the technology, including how students will ask questions and interact with employers.

### During Career Day

- If employers are visiting the classroom, introduce the speaker(s) and help moderate the session. Keep an eye on the time for each visitor's discussion and wrap up the day with thanks to all.
- If the Career Day is taking place in the auditorium or a large meeting space, help students navigate the room and approach visitors professionally.
- If the Career Day is taking place on-line, help move students into rooms and approach visitors appropriately. moderate the session and troubleshoot any technology issues,
- Distribute and collect feedback forms from students and speakers.

### After Career Day

- Provide individual and group reflection activities for students and help them make the connection between training topics and the workplace.
- Help students update their Employability Skills Profile and think about any next steps they would like to take to further their career goals.
- Have students write thank-you notes to the employer partners.
- Assess the impact and value of the Career Day with the coordinator and utilize employer, staff and student feedback to improve future Career Days.
- Document and archive information about the Career Day.

### Go Deeper

- Make the Career Day part of a project and have students prepare and deliver a presentation to others at your school about one or more of the companies that visited.

#### The Classroom Connection: Preparation and Reflection

##### The day before Career Day

Set students up for success by having them.

- Research visiting Career Day speakers.
- Prep their resume.
- Practice their elevator pitch.
- If online, practice using the platform with your students.

##### After Career Day

- Spark student reflection with an activity.
- Ask, "What new things did you learn about jobs and industries?"
- Ask if they want to find out more?





## Employer Career Day Tip Sheet

Thanks for agreeing to participate in a Career Day. As you think about how to best prepare for the day, keep the following success factors in mind.

### Before the Career Day

- Review the information packet about the school and the Career Day, including the format, learning objectives and schedule. Review the goals for the day and align what you plan to talk about with curriculum goals.
- Build talking points that will engage the students. Ask the coordinator or teacher for presentation tips and to help you address any concerns you may have.
- Review where to park and enter the school. If you have special requirements for the day, such as a projector or computer set-up, let the coordinator know. If you're handing out materials, ask for an estimate of the number you'll require.
- If participating in the Career Day online, practice with the technology and make sure the coordinator has your materials in advance.
- Send your bio to the coordinator in advance or bring it with you on Career Day. Pack your business cards. The students have been asked to request them.
- The evening before Career Day, review the key points of your presentation.

### During the Career Day

- Introduce yourself and state your company and title. If you're speaking to a large group, let the students know what to expect from your presentation. Try not to read from prepared notes and if you're using insider lingo, define those industry terms and acronyms.
- Whether you're speaking to a large group, online or one-on-one, use visual aids such as a product, tool or any materials from your company that will help the students understand what you do.
- Talk about how school subjects (such as math and language arts) and good habits (such as punctuality and consistent attendance) are important skills in the workplace.

### After the Career Day

- Provide feedback to the coordinator to improve future Career Days.
- Consider how you might use this and other Career Days to promote your company's visibility in the community.

### Go Deeper

- Explore ways that you might further interest students and grow the pool of potential future employees.
- Talk to the coordinator about being a classroom speaker or guest trainer, helping with curriculum, or hosting students for Job Shadows, Jobs or Internships.

#### Suggested Talking Points for Your Presentation to Students:

- Describe your career journey.
- Talk about obstacles you overcame.
- Discuss need for perseverance, hard work and getting along well with others.
- Manage students' expectations on the world of work.

#### Professional Development Tips to Share:

- Avoid job hopping.
- Build your network (talk about how to do that).
- Be a continuous learner and stay abreast of industry changes.



## Employer Career Day Fact Sheet

On Career Day, business partners from a variety of careers come together at a school or online to share information about their company, their job, and what education, skills and knowledge are required for success in their career.

Designed to meet specific learning objectives, a Career Day helps students connect what they're learning in school with the workplace. They listen to speakers or navigate the event independently, seeking information about the industry and the career options it provides. They also learn about the participating business's role in the local economy.

**Program Level:** 9<sup>th</sup> grade or higher.  
**Employer/Student Ratio:** Varies. 1-8 employers to 40-100 students.  
**Duration:** Usually 3 hours  
**Frequency:** One time  
**Location:** School or Online  
**Costs:** Staff time  
**Special Considerations:** Employee selection. Company volunteer policies and practices.

## Why are Career Days important for students?

- Career Days expose students to potential careers and jobs and help build occupational knowledge.
- They illustrate the education and training needed for entry into certain industries.
- They let students know about your company's processes and products/services and the role your business plays in the community.

## What are the benefits to my company?

- Exposes potential future workers to job opportunities and careers with your company, as well as the required skills and education to be successful in your industry.
- Introduces students to your employees and co-workers.
- Helps your employees understand how to communicate with the next generation of workers.
- Provides a way to introduce and engage multiple employees with your commitment to education and connect your company with the community.

## What do I need to do next?

- Determine who will coordinate Career Day for your company and have them connect with the work-based learning coordinator to address scheduling, planning and logistics.
- Arrange for a presentation to those employees who will participate in the Career Day.
- Distribute the Employer Career Day Tip Sheet to interested employees.
- Consider any impacts on company policy.

## Resources

- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the New York City Department of Education.



## Career Day Virtual Options

Translating a Career Day activity to a virtual classroom or set of classrooms is a fairly straightforward process. While Career Days are usually conducted at the school in an assembly-like setting, in some cases Career Days may be organized for the virtual classroom or set of classrooms via Zoom, WebEx, Microsoft Teams, Google Meet or some other technology. Related virtual activity options are also possible, where students conduct on-line research and share their findings, serving as a foundation for an activity and/or discussion in the classroom.

### VIRTUAL CAREER DAY OPTIONS

#### Virtual Classroom (with Breakouts)

An interactive, online career day where employers visit a classroom or classrooms virtually. After a panel presentation, students visit individual industry partners in breakout rooms. At the end of the session, the class comes back together to share what they've learned and reflect on the activity.

#### Steps to Success

1. Review the Career Day Guide and distribute materials to all parties
2. Create a timed agenda for the Career Day
3. Arrange for industry partners provide a panel presentation
4. Assign industry partners to breakout rooms by industry
5. Rotate students or assign them to breakout rooms based on interest
6. Rotate students through breakout rooms
7. Debrief in a group discussion(s)

#### *Special Considerations:*

- Get employer permission to record and reuse the session
- Select and test appropriate technology with all parties
- Decide how students will pose questions (raise hand, chat box etc.)
- Decide who will moderate and who will provide tech support during the session.
- Conduct a practice run with students.

#### Virtual Classroom (Sequenced)

- Schedule a number of industry partners to visits the virtual classroom or set of classrooms throughout a school day.
- Combine a brief Guest Speaker activity followed by a group informational interview.



## CAREER DAY FOPUNDATIONAL ACTIVITIES

- Have students conduct online research on a range of careers in an industry of interest, gather information, find compelling recorded presentations on careers in the industry and have them share their findings in the virtual classroom.
- Consider making it a team-based activity and have a small group of students work together and prepare a presentation for the rest of the class or pathway cluster.

## GO HYBRID

- Record a career day panel and use it as a basis for a virtual classroom activity.
- If possible, have one or more of the career day panelists visit the virtual classroom to share information and answer questions.

### Tips for Conducting an Online Career Day

- Select and personally practice using the selected technology.
- Make sure all students have access to appropriate technology.
- Decide how you will have students pose questions – Verbally or by entering them on their device.
- Do a practice run with your students as well as the presenter(s).
- Preload any slides or presentations from the speaker(s)
- Decide how you want to manage the session. Sometimes it takes one person to moderate the session and another to monitor the technology and address questions.
- Decide which student reflection activities will take place and how you will support them.
- Remember, it's possible that parents or guardians will be around and would be a good resource for potential future speakers.
- Make sure you get feedback on the activity from the speaker and the students.
- Record and post the presentation for others to view and use in their classrooms.



## Resources and Links

Below you will find two examples of online resources that provide information and presentations on wide range of careers in a range of industries. Consider having your students conduct internet research on careers your pathway cluster or industry cluster. Have them share what they found with the class

### **United States Dept of Labor**

<https://www.bls.gov/ooh/>

Provides extensive career information on occupations and careers including O\*Net and the Occupational Outlook Handbook.

### **Cue Career**

<https://www.cuecareer.com>

Cue Career aggregates the resources of industry associations for career exploration/navigation and workforce development. Students explore careers by watching video interviews with people who are early in their career (members of associations)



## Career Day Student Preparation Activity

Complete the following research assignment as part of your preparation for the upcoming Career Day.

Student name:
List three careers that are interesting to you. 1. 2. 3.
What companies are presenting at Career Day that may be related to one of these careers? If you're not sure, ask a classmate or teacher.
If you wanted to pursue one of these career options, what might you do to prepare in the next five years, both in high school and afterwards?
List three other companies presenting at Career Day that you'll speak to. 1. 2. 3.
What are three questions you could ask a Career Day presenter? 1. 2. 3.

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## Career Day Student Reflection Activity

Take some time to think about Career Day and reflect on how it might affect your college and career plans in the future.

Student name:	School:
Name of one Career Day presenter you spoke to:	
Company of presenter:	

What aspects of the Career Day were interesting? Why? Be specific.

What aspects of the Career Day were not interesting? Why not? Be specific.

What did you learn about the presenter's company? Please explain.

How does the presenter use skills like reading and math in his/her career?





What were the steps that the presenter took to get to his/her current career?

Would you consider a career in this field? Why or why not?

If you wanted to pursue this career option, what might you do to prepare in the next five years, both in high school and afterwards?

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## Preparing Students for a Career Day

Your students will be participating in a career awareness work-based learning activity in the coming weeks. Career Days help students connect the lessons they're learning in the classroom with the college and career options ahead of them.

### Career Awareness Student Learning Objectives

- Learn about different careers and the basic pathways leading to them.
- Learn about how basic skills such as math and reading are used in the workplace.
- Understand the importance of post-secondary education and training following high school graduation.

### Student Career Interest

There are a variety of online career interest assessment tools for your students to use to help narrow their career interests. Help them through the process. After they've determined areas of interest, have students compare their own list of potential careers with the list of career day presenters, and generate a list of questions for the visitors.

Tell students to take notes during Career Day, so they can record the presenters they visit or talk to. They will use this information to write thank-you notes later.

### Thank-You Note

After Career Day, conduct a thank-you note writing activity with students.

### Work-Based Learning Activity Evaluation

The Work-Based Learning Student Evaluation will provide important information to the coordinator and will help shape future Career Days.

### Career Day Student Reflection

Student reflection allows students to analyze their experiences and prompts thinking about education and career decisions based on the experience. Reflection exercises encourage analysis and thinking about the connection between school and work.

Conduct activities that will allow students to reflect individually and then share what they learned from the Career Day. This is an excellent time to begin including the guidance counselor in the classroom activities, if you haven't done so already.

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# Career Mentoring Guide

Career Mentoring Fact Sheet

WBL Coordinator Checklist

Student Checklist

Teacher Tip Sheet

Employer Tip Sheet

Employer Fact Sheet

Implementation Tools

Career Mentoring Research Activity

Career Mentoring Student Reflection



## Career Mentoring Fact Sheet

### Career Mentoring<sup>1</sup>

Career Mentoring is a Career Exploration activity in which a student is matched one-on-one with an adult professional to explore potential careers and related educational issues. Different than programs such as Big Brother, Big Sister, the career mentor serves as a *career* resource by sharing insights and providing guidance about the workplace, careers and postsecondary education/training. This is accomplished through formal and informal meetings organized at the school, in the workplace or online, but never in an unsupervised environment or the home. (Sometimes a career mentor may work with and support a small group of students.)

The development of a trusting relationship between the student and the mentor is the key to a successful experience. Designed to meet specific learning outcomes, career mentoring is educationally rich, is tied to the curriculum, and helps students connect what they're learning in school with the workplace.

### Career Mentoring is designed to:

- Give students exposure to jobs, careers, and industries.
- Offer the opportunity to build a relationship with a caring and knowledgeable adult.
- Offer a chance to practice communication skills and develop professional skills.
- Help students make the connection between school and the workplace.
- Inform career planning.

### Career Mentoring is structured to:

- Build self-esteem, self-worth, confidence and flexibility.
- Build occupational knowledge.
- Enable students to begin identifying areas of career interest.
- Allow for the mentor and mentee to select each other.
- Offer positive life outcomes for students.
- Build knowledge about the education and training needed for a particular job, career path and entry into the industry.

### Career Mentoring is supported by:

- Classroom preparation and reflection upon the experience verbally and in writing.
- A long-term commitment from an adult role model (generally at least a year).
- A focus on building trust and respect with each other.

### What is a Career Mentor?

#### A career mentor is:

- A role model
- A guide
- A coach
- An advisor
- Experienced
- Reliable
- Approachable
- Relatable
- Invested in outcomes
- An additional resource

#### A career mentor is not:

- Assigned
- Any employer partner a student happens to interact with
- A teacher
- A worksite supervisor or internship host (though a mentor/mentee relationship may evolve during or after the internship or work experience)
- A counselor or case manager
- Paid to be there

<sup>1</sup> Career Mentoring Activities are recognized as an “ACCEPTED and VALID WBL ACTIVITY” by NYSED and the NYC DOE CTE for specific credit purposes.



- The setting of clear and reasonable expectations for students and their mentoring partner.
- Routine meetings or communication with enough regularity to develop a strong relationship.

### Career Mentoring is connected to:

- Individual career development/training plans.
- Future work-based learning activities.
- The student’s next steps.

Career mentoring is one activity in the continuum of authentic work-based experiences provided to all students engaged in career-related programs or course of study in New York City schools.

### Career Mentoring Models

Below are some sample mentoring models that can be used alone or in combination to offer students and mentors a range of opportunities.

- Traditional mentoring (one adult to one student)
- Small group mentoring (one adult to as many as four students)
- Team mentoring (several adults working with small groups of students. Adult-to-student ratio is no greater than 1:4.
- Large group mentoring (one or two adults to seven to ten students)
- Peer mentoring (older students mentoring other students)
- E-mentoring (mentoring via email and the internet combined with another model from the list above.)

## Career Mentoring Support Materials

### Checklists, Tip Sheets and Fact Sheets:

- Coordinator Career Mentoring Checklist
- Student Career Mentoring Checklist
- Teacher Career Mentoring Tip Sheet
- Employer Career Mentoring Tip Sheet
- Employer Career Mentoring Fact Sheet

### Required Forms and Documents

- WBL Travel and Media Consent Form
- Employability Skills Profile

### Implementation Tools:

- Career Mentoring Research Activity
- Career Mentoring Student Reflection

### Virtual Note

Students who are currently paired with a Career Mentor may continue to receive support via telephone or some other technology if the necessary permissions, protections and guidance are in place to promote student safety.

### Tips for Success

Effective Career Mentoring includes structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- Engage in proper planning and preparation.
- Address logistical details.
- Communicate with all parties.
- Maximize learning potential.
- Focus on career exploration.
- Connect to the classroom.
- Provide support for students and supervisors.
- Promote student reflection.

Sustaining and growing Career Mentoring and all other work-based learning activities depend on maintaining positive relationships with the participating employers. These employers should be treated as valued customers and partners with frequent check-ins to address participation needs as they arise.

## Coordinator Career Mentoring Checklist

Quick tips for Work-Based Learning Coordinators<sup>2</sup> to ensure successful career mentoring.

### Before Career Mentoring

- Identify all interested teachers and help them plan for career mentoring. Share the Teacher Tip Sheet.
- Select the appropriate career mentoring model with a focus on career exploration, training and related education.
- Assess potential mentors and select those who are compatible with the students. Find other ways for those not selected to be involved.
- Conduct background checks and fingerprinting. Determine costs and who will bear expenses. Factor in time for mentors to complete background checks.
- Support teachers in selecting appropriate students and creating learning objectives for them.
- Match students with potential mentors. (When possible, allow the mentor and mentee to select each other.)
- Onboard mentors with an orientation and training. Determine who will absorb those costs. In training, reinforce that there is to be no face-to-face meeting outside of supervised activities. Remind mentors to keep equity issues in mind, ensuring that one mentee isn't offered many perks while another receives few.
- Define how much face-to-face time is desirable. (Early in the experience, the more the better.)
- Explore alternative forms of connecting, such as telephone, Facebook, Skype, email or other technologies.
- If conducting activities on-line, review and share the on-line practices guidance fact sheet.

### Sample Career Mentoring Timeline

**Phase 1:** Identify interested teachers, mentors and students. Select career mentoring model.

**Phase 2:** Match students with mentors (or assist them in choosing each other). Follow the steps listed on this [Go Pass for Volunteers page](https://www.nycservice.org/pages/pages/72).  
<https://www.nycservice.org/pages/pages/72>

**Phase 3:** Prepare teachers and students.

**Phase 4:** Provide orientation and training to career mentors. Arrange mentoring events.

**Phase 5:** Provide ongoing support to students and career mentors.

**Phase 6:** Use feedback to document effectiveness of program and help students update Employability Skills Profile.

### During Career Mentoring

- Share the Employability Skills with the mentor.
- Share the current focus of classroom activities on a regular basis.
- Provide ongoing support and training for career mentors. Encourage them to share their story of the pathway to their current position. Support them in helping students build their personal traits. Help mentors understand issues of confidentiality and their responsibilities.
- Provide ongoing support for students. Encourage them to share interests, concerns and ideas with their mentors. Suggest they invite mentors to school events/activities. Create assignments for students to share with their mentors and encourage them to share current study topics.

<sup>2</sup> In New York State, this includes certified work-based learning coordinators and others who facilitate, arrange and support work-based learning activities for students.



### After Career Mentoring

- Document the career mentoring. Review feedback from mentors, teachers and students and summarize results. Make recommendations for improvements.
- Help students update their Employability Skills Profile and think about any next steps they would like to take to further their career goals.
- Work with teachers to coordinate “go deeper” activities to connect the career mentoring to the classroom.
- Send thank-you notes to mentors.
- Publicize the career mentoring and the businesses that participated by placing a story in the local newspaper or posting on the school or agency webpage.
- Consider other potential public relations benefits and opportunities.



## Student Career Mentoring Checklist

Career mentoring is a great way for you to get one-on-one support from a professional in a field that interests you. You and your mentor will make a long-term commitment to work together (generally, at least a year). During that time, you'll regularly communicate, giving you the chance to get answers to your career questions and practice professional behavior.

Below is a checklist to help you get the most out of your career mentoring experience. Read through the list and check off things when you complete them.

### Have you done all you can to prepare?

- Fill out and turn in any required forms.
- Participate in pre-career-mentoring opportunities in your class.
- Meet with a teacher or coordinator about what you want to get out of your career mentorship (e.g. communication skills). These are your learning objectives.
- Research your mentor's company. Check out their website and write at least three questions that address what you'd like to know about the mentor and his/her job.
- If the career mentorship requires traveling, make sure you have transportation arranged.
- Explore alternative forms of connecting, such as telephone, Facebook, Skype, email or other technologies.
- If conducting activities on-line, review and share the on-line practices guidance fact sheet.

### Are you Ready for Game Day?

Have you...

- Completed all required forms?
- Set your learning objectives?
- Researched your mentor's company?
- Prepared your questions?
- Arranged transportation?
- Thought about what you'll share at you first session?

### Have you thought about what you can do to make career mentoring a big success?

- Dress appropriately and arrive on time, every time.
- Be respectful. Make sure your phone is off during meetings/activities.
- Pay attention to what your mentor shares with you and the advice you receive.
- Be engaged. When you hear something that interests you, ask if it's okay to take notes.
- Work toward your learning objectives.
- Try to make connections between what you're hearing and what you're learning in class.

### When the career mentoring is over, how will you keep moving your career forward?

- Reflect on the experience. Talk to your classmates and teachers about the mentoring and whether you're interested in pursuing a career in your mentor's industry.
- Participate in classroom activities that help you think about the value of the career mentoring.
- Update your Employability Skills Profile and think about next steps in moving your career plans forward.
- Give feedback about the mentoring experience. If you feel it wasn't a good match, let your teacher or coordinator know so you can be connected with someone else.
- Send a thank-you letter to the mentor for taking the time to work with you. Think about staying connected on LinkedIn or elsewhere.
- Ask your career mentor if you can use them as a reference.
- Share your experience with your peers on social media. Perhaps a blog post?

## Teacher Career Mentoring Tip Sheet

Note: If you're coordinating a career mentoring program, have a look at the Coordinator Career Mentoring Checklist.

### Career Mentoring is designed to:

- Give students exposure to jobs, careers, and industries.
- Offer the opportunity to build a relationship with a caring and knowledgeable adult.
- Offer a chance to practice communication skills and develop professional skills.
- Help students make connection between school and the workplace.
- Inform career planning.

### Before Career Mentoring

- Review the Career Mentoring Fact Sheet and this tip sheet.
- Identify interested and qualified students and help the coordinator select career mentors who are compatible with the students. (When possible, let them interview and select each other.)
- Assess how career mentoring can support classroom activities and help meet curriculum goals.
- Identify desired student learning objectives. These should include personal, academic, occupational and work-readiness objectives.
- Regularly provide the mentors with information about what students are studying so they can better support key concepts.
- Have students research the career mentor's employer website and prepare at least three meaningful questions to ask during their first meeting.

### During Career Mentoring

- Provide opportunities for students to share in the classroom—verbally and in writing—what they're learning through their career mentorship.
- Encourage students to share current study topics, interests, aspirations, and ideas with their mentor.
- Suggest that students invite their mentors into the classroom for specific events or activities.
- Set regular check-ins with the students.

### After Career Mentoring

- Thank career mentor and together identify follow-up activities for the students.
- Provide opportunities for directed reflection through discussions, presentations, and/or projects. Help students make the connection between training topics and the workplace.
- Help students update their Employability Skills Profile and think about any next steps they would like to take to further their career goals.
- Assess the impact and value of the career mentoring with the coordinator and utilize mentor, teacher and student feedback to improve future career mentoring activities. Use the WBL Activity Evaluation
- Document and archive information about the career mentoring.

### The Classroom Connection: Preparation and Reflection

#### Before Career Mentoring

Set students up for success by having them.

- Research mentor's company and industry.
- Discuss how career mentoring can help them meet learning objectives.
- Help student craft questions and develop goals

#### After Career Mentoring

- Spark student reflection with an activity.
- Ask, "What new things did you learn about the workplace and careers?"
- See if they want to find out more or further explore careers in the mentor's industry.

## Employer Career Mentoring Tip Sheet

Thanks for agreeing to be a career mentor! As you think about how to best prepare for the experience, keep the following success factors in mind.

### Before Career Mentoring

- Commit to stay engaged for a minimum of one year and possibly through to graduation.
- Attend the career mentoring orientation.
- If you have questions or concerns, discuss them with the coordinator or teacher.
- Provide teacher with website link(s) about your company, industry and profession to help your mentee prepare questions.
- Find out what your mentee is currently studying so you can link the classroom with the workplace and support key concepts.

### During Career Mentoring

- Meet or communicate regularly with your mentee. Some activities will be organized by the coordinator and some contact will be generated by your mentee or yourself via email or telephone.
- Follow all school and company rules, including volunteer policies and boundary/equity issues. Make sure there's no face-to-face connection outside of supervised and approved activities. (The orientation you attend will help you with this.)
- Regularly review the information on what your mentee is studying, and ask questions about it. Provide feedback on their work.
- Pay attention and show your mentee that you're listening.
- Make it real. It's all about the relationship you're able to develop with your mentee.
- Help your mentee focus on learning about and practicing professional skills.
- Share the educational and career path you took to your current position.
- Talk about how school subjects (such as math and language arts) and good habits (such as punctuality and consistent attendance) are important skills in the workplace.
- If possible, share mistakes you've made and how you have addressed problems.
- If you can no longer be a mentor, give as much notice as possible, try to recruit someone else, and make sure your mentee knows why you need to stop and that it has nothing to do with him/her.

### After Career Mentoring

- Provide feedback to the coordinator to improve future career mentoring experiences. Complete the WBL Activity Evaluation.
- Consider how you might use the career mentoring experience to promote your company's visibility in the community.

### Go Deeper

- Consider having your mentee shadow you at work for a day.
- Arrange an internship at your company for your mentee. Check in regularly around his or her progress.

### Why is Career Mentoring Important?

- Research shows that career mentors help students stay in school, stay focused on their career options and pursue their goals.
- A career mentor lets a young person know that someone cares, that they matter and can have a bright future.
- A career mentor can help a young person see the connection between what they learn in the classroom and the real world.
- A career mentor can help their mentee better communicate with and relate to adults.

## Employer Career Mentoring Fact Sheet

In career mentoring, a student is matched one-on-one with an adult professional to explore potential careers and related educational issues. Different than programs such as Big Brother, Big Sister, the career mentor serves as a *career* resource by sharing insights and providing guidance about the workplace, careers and education. This is accomplished through formal and informal meetings organized at the school, in the workplace or online, but never in an unsupervised environment or the home.

**Program Level:** All Grades.  
**Employer/Student Ratio:** Usually 1:1 but sometimes 1 to small group  
**Duration:** Usually 1 year  
**Frequency:** One time  
**Location:** Varies  
**Costs:** Staff time  
**Special Considerations:** Employee selection. Company volunteer policies and practices.

The development of a trusting relationship between the student and the mentor is the key to a successful experience. Designed to meet specific learning outcomes, career mentoring is educationally rich, is tied to the curriculum, and helps students connect what they're learning in school with the workplace.

### Why is career mentoring important for students?

- Research shows that career mentors help students stay enrolled in school, stay focused on their career options and pursue their goals.
- A career mentor lets a young person know that someone cares, that they matter and can have a bright future.
- A career mentor can help students see the connection between what they learn in the classroom and the real world, as well as the education needed for entry into certain positions.
- A career mentor can help a mentee better communicate with and relate to adults.

### What are the benefits to my company?

- Exposes potential future workers to job opportunities and careers with your company, as well as the required skills and education to be successful in your industry.
- Introduces students to one or more of your employees.
- Helps your employees understand how to communicate with the next generation of workers.
- Provides an efficient way to introduce and engage multiple employees with your commitment to education and connect your company with the community.

### What do I need to do next?

- Contact the work-based learning coordinator.
- Arrange for a presentation to those employees who will participate as career mentors.
- Distribute the Employer Career Mentoring Tip Sheet to interested employees.
- Consider any impacts on company policy.

### Resources

- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the New York City Department of Education.



### Career Mentoring Research Activity

Complete the following research assignment as part of your preparation for your upcoming career mentoring experience. This research will be the basis for in-class discussion and presentations prior to the tour.

Student name:
Your career mentor's company:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with your career mentor's company?
After researching the company, what are some questions that you will ask your career mentor?
Based on your research, what do you think you will like most about your career mentoring experience?
Based on your research, what is your biggest concern about your career mentoring experience?
If you could leave the career mentoring experience having learned one thing, what would that be?
Anything else you learned while doing your research that you'd like to share with your teacher or the class?

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## Career Mentoring Student Reflection

Now that you have completed your career mentoring, take some time reflect on what you experienced and how the mentoring might inform your college and career plans in the future.

Student Name:

School:

Career Mentor's Company:

Mentoring date range:

What aspects of the career mentoring were interesting? Which were not? Why?

What did you like about the career mentoring? What would you change?

Would you consider a career in your mentor's field? Why or why not?

What was the most memorable aspect of your career mentoring experience? Why?

What did you learn about your mentor's company and its employees? Please explain.

Describe ways that technology is used at your career mentor's workplace.



If you wanted to work where your career mentor works, what might you do to prepare in the next five years, both in high school and afterwards?

What knowledge and skills are you learning in school that might be used at your career mentor's workplace? Please explain.

What knowledge or skills do you need to strengthen to be successful at the mentor's workplace? Please explain.

Would you recommend that other students have a career mentoring experience? Explain.

Anything else you'd like to say about the career mentoring experience?

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# Workplace Tour Guide

Workplace Tour Fact Sheet

WBL Coordinator Checklist

Student Checklist

Teacher Tip Sheet

Employer Tip Sheet

Employer Fact Sheet

Implementation Tools

Workplace Tour Research Activity

Workplace Tour Student Reflection



## Workplace Tour Fact Sheet



### Workplace Tour

A Workplace Tour is a highly structured Career Awareness activity in which students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress.

More than a simple field trip or site visit, a Workplace Tour is designed and structured to meet specific learning outcomes, be educationally rich, and build awareness of the business, its industry sector, its role in the economy and the career options it provides.

A Workplace Tour involves preparation and follow-up in the classroom, including research and reflection by students. Tours generally last between an hour-and-a-half to two hours.

### Workplace Tours are designed to:

- Provide exposure to the industry sector, potential career opportunities and jobs.
- Build occupational knowledge.
- Build an understanding of the education and training needed for entry into careers in the industry.
- Foster an understanding of the business's workforce and its contributions to the community.

### Workplace Tours are structured to:

- Enhance workplace knowledge and build career awareness.
- Illustrate how key academic concepts are applied in the real world.
- Offer students a chance to ask questions and observe work in progress.
- Promote student interaction with professional adults.

### Workplace Tours are supported by:

- Student preparation and follow-up in the classroom.
- Research on the industry, the careers it offers and the hosting company.
- Support for employer partners in delivering an engaging and interactive tour.
- Opportunities to reflect upon the experience verbally and in writing.

### Workplace Tours are connected to:

- Classroom learning and preparation.
- Individual career development/training plans.
- A sequence of educational, training and workplace activities.
- The student's next step, by intentionally sequencing with future work-based or career-related classroom experiences.

Workplace Tours are one activity in the continuum of authentic work-based experiences provided to all students engaged in career-related programs or course of study in New York City schools.



## Workplace Tour Support Materials

### Checklists, Tip Sheets and Fact Sheets

- WBL Coordinator Workplace Tour Checklist
- Student Workplace Tour Checklist
- Teacher Workplace Tour Tip Sheet
- Employer Workplace Tour Tip Sheet
- Employer Workplace Tour Fact Sheet

### Required Forms and Documents

- Employability Skills Profile

### Implementation Tools

- Workplace Tour Research Activity
- Workplace Tour Student Reflection

### Virtual Note

Some employers may be in a position to conduct a virtual tour of their workplace, perhaps as part of a scheduled Virtual Guest Speaker activity.

### Tips for Success

Effective Workplace Tours include structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- Engage in proper planning and preparation.
- Address safety, legal and logistical details.
- Communicate with all parties.
- Maximize learning potential.
- Focus on building awareness.
- Connect to the classroom.
- Provide support for students and supervisors.
- Promote student reflection.

Sustaining and growing Workplace Tours and all other work-based learning activities depend on maintaining positive relationships with the participating employers. These employers should be treated as valued customers and partners with frequent check-ins to address participation needs as they arise.



## Coordinator Workplace Tour Checklist

Quick tips for Work-Based Learning Coordinators<sup>1</sup> to ensure a successful Workplace Tour.

### Before the Workplace Tour

- Identify the appropriate employer contact and work with them to plan the tour, providing materials and support where needed.
- Suggest that the employer bring in someone from the HR team to talk about entry-level recruitment.
- Arrange for transportation, permission slips, food and other logistics.
- Find out if safety gear is required and, if so, arrange for it to be provided.
- Talk with teachers about how a workplace tour can help them meet curriculum goals and make the classroom connection.
- Prepare students by having them research the company and practice their personal introduction.
- Identify and document desired student learning objectives.

### During the Workplace Tour

- Work with the tour host. Make sure to provide time for introductions, an overview of the business and its operations and what to expect during the tour.
- Ensure students and teachers receive instruction in workplace safety and an orientation to workplace norms.
- Structure the tour so students see the full spectrum of activities and occupations within the company.
- Help ensure that students can observe and interact with employees at different levels of responsibility in the organization.
- If possible, have students experience some hands-on activity during the tour.
- Have students experience the tour in small groups and ask questions as they arise.

### After the Workplace Tour

- Help students connect what they're learning in class to what they experienced on the tour.
- Provide individual and group reflection activities for students.
- Suggest that students share their experiences via social media and tag the company in posts.
- Support students in determining their next steps in learning about careers.
- Debrief with the tour host.
- Have the students write thank-you letters.
- Assess the impact and value of this tour and utilize employer, teacher and student feedback to improve future tours. Document and archive information.
- Help students update their Employability Skills Profile and think about any next steps they would like to take to further their career goals.

#### Sample Workplace Tour Timeline

**Beginning of the school year:**

Identify and communicate with potential sites. Determine dates.

**Three months in advance:** Confirm sites and dates. Share format options.

**Two months in advance:** Confirm format and travel logistics. Recruit students.

**One month in advance:** Collect forms. Prepare students.

**One week in advance:** Review orientation and logistics.

**During the workplace tour:**

Facilitate agenda, student management and social media.

**After the workplace tour:** Thank-you notes, reflection and update Employability Skills Profile.

### Go Deeper

<sup>1</sup> In New York State, this includes certified work-based learning coordinators and others who facilitate, arrange and support work-based learning activities for students.



- Make the tour part of a project and have students prepare and deliver a presentation about the company after the tour.
- Have students create a presentation about their career pathway and deliver it to the employer partner during the tour.
- Take pictures from the tour and provide them to the company for their website or newsletter.
- Publicize the tour and the business by placing a story in the local newspaper or posting on your webpage. (Make sure you clear this with the employer partner first.)
- Consider other potential public relations benefits and opportunities.

## Student Workplace Tour Checklist

When you get the chance to go on a workplace tour, you'll look behind the scenes of a business or company and ask yourself if this is somewhere you can see yourself in the future. Keep the following things in mind as you get ready for the tour.

### Have you done all you can to prepare for the workplace tour?

- Turn in all required forms.
- Learn what the dress code is for the place you're visiting.
- Research the company—how they got started, the kinds of jobs they have and how they contribute to your community.
- Think about what you want to learn and come up with at least three questions about the company or the careers it offers.
- Practice your elevator pitch. Include your name, grade, why you are in this program and what you'd like to do with your future. Summarize your knowledge, skills, accomplishments and anything else that would make an employer see you positively.

#### Are You Ready for the Big Day?

##### Have you...

- Turned in your forms?
- Decided what to wear?
- Researched the company?
- Crafted your questions?
- Polished your resume?
- Practiced your pitch?
- Thought about how you'll share your day on social media?

### Do you know what you need to do during the workplace tour?

- Pay attention to what's going on at the worksite. Can you see yourself working in a place like this? What kinds of jobs are you interested in?
- Actively participate. Ask the questions you came up with and any others that will help you determine if a career in this industry is for you.
- See if you can connect what's going on in the workplace with what you're learning in school.
- If you have a chance, ask the people you meet for their business cards or see if they'll connect with you on LinkedIn.

#### Some Social Media Do's and Don'ts

##### Do...

- Choose your profile picture carefully.
- Keep a professional profile.
- Create a LinkedIn profile and build your personal brand.
- Maintain privacy. If you don't want something to be seen by all, don't post it on the internet.

##### Don't...

- Post illegal activities.
- Threaten violence.
- Lie about professional and

### When the workplace tour is over, how will you keep moving your career forward?

- Talk to your classmates and teachers about the workplace tour and your feelings about pursuing a career in that industry. What kind of jobs do you want to know more about? Would you be interested in going on another tour in the future? What kind of education will it take to get there?
- Write a thank-you note to the people who hosted the tour.
- Fill out the tour evaluation. Be honest. What worked for you? That will help improve future tours.
- Update your Employability Skills Profile and think about any next steps you'd like to take to further your career goals.
- Share your experience with your peers on social media. Perhaps a blog post about the event?



## Teacher Workplace Tour Tip Sheet

Note: If you're coordinating the tour, have a look at the Coordinator Workplace Tour Checklist.

### Workplace Tours are designed to:

- Provide exposure to the industry sector, potential career opportunities and jobs.
- Build occupational knowledge.
- Build an understanding of the education and training needed for entry into careers in the industry.
- Foster an understanding of the business's workforce and its contributions to the community.

### Before the Workplace Tour

- Review the Workplace Tour Fact Sheet and assess how a tour can support classroom activities and help meet curriculum goals.
- Review the plan for the tour with the coordinator and decide where you can be helpful.
- Identify and document desired student learning objectives.
- Discuss expectations for the tour with students and point out what they might learn from it.
- Have students research the employer and prepare at least three meaningful questions to ask during the tour. What do they want to know about the company and the industry?
- Collect signed permission forms.

#### The Classroom Connection: Preparation and Reflection

- Support students in recognizing the curriculum connection.
- Structure a reflection activity based on a "What? So what? Now what?" format.

### During the Workplace Tour

- Attend the tour and work with the WBL coordinator to support aspects of the tour.
- Support the employer by making sure students are attentive, polite and engaged.
- Help connect what you see at the workplace with classroom topics.

### After the Workplace Tour

- Provide individual and group reflection activities for students. Help them make the connection between the classroom and the workplace.
- Support students in updating their Employability Skills Profile and determining their next steps in learning about careers.
- Provide feedback to help assess the impact and value of the tour.
- Document and archive information about the tour.
- Have students write thank-you notes to the employer partner.
- Suggest students share a post about the day via social media, tagging the company in posts.

### Go Deeper

- Guide students through a comparison of the culture and style of the workplace with others they have observed, including behavioral and communication expectations.
- Make the tour part of a project and have students prepare and deliver a presentation to others at your school about the company.
- Take pictures from the tour and provide them to the company for their website or newsletter. Ensure you have signed releases for all photos.
- Publicize the tour and business by placing a story in the local newspaper or posting on school website.



## Employer Workplace Tour Tip Sheet

Thanks for agreeing to be a host for a workplace tour! In preparing for the visit, keep the following tips in mind.

### Before the Workplace Tour

- Review the information packet about the school and the objectives of the tour.
- Let the work-based learning coordinator know who the main contact is and provide email/phone, etc.
- Work with your coordinator to design an engaging tour of your workplace.
- Let the coordinator know where the visiting group should park and enter the building. Include information about security procedures and appropriate dress.
- If safety gear is required at the worksite, arrange for it to be available.
- Brief the employees who will be involved in the tour. Provide an overview of your partnership with the sponsoring school or program, what to expect during the tour, their role and why their involvement is important.

### During the Workplace Tour

- Provide an overview of the business, its operations and what to expect during the tour.
- Provide instruction in workplace safety, if needed, and an orientation to workplace norms.
- Bring in someone from HR to talk about entry-level recruitment and careers at the company.
- If possible, arrange for students to participate in small groups.
- Have students observe, hear from and speak to employees with different levels of responsibility and roles in your company. See if any of your employees are connected to the school in some way and make sure those individuals get to talk with the students.
- Make sure students are exposed to a range of career options in your industry, and let them know what it will take for them to be hired when they complete their education and training.

### After the Workplace Tour

- Debrief with your team.
- Provide feedback to the work-based learning coordinator to improve future tours.
- Consider how you might use the tour to promote your company's visibility in the community.

### Go Deeper

- Explore ways that you might further interest students and grow the pool of potential future employees.
- Talk to the work-based learning coordinator about being a classroom speaker or guest trainer, helping with curriculum, or hosting students for Job Shadows, Jobs or Internships.





## Employer Workplace Tour Fact Sheet

On a workplace tour, students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress.

More than a simple field trip or site visit, a workplace tour is designed and structured to meet specific learning outcomes, be educationally rich, and build awareness of the business, its industry sector, its role in the economy and the career options it provides.

**Program Level:** Starts 9<sup>th</sup> grade. Ongoing.  
**Employer/Student Ratio:** Varies. 1 or 2 employees to 20+ students.  
**Duration:** Usually 1.5 to 2 hours  
**Frequency:** One time  
**Location:** Workplace  
**Costs:** Staff time  
**Special Considerations:** Safety, company policies on visitors.

## Why are Workplace Tours important for students?

- Provides exposure to potential careers and jobs, and helps identify potential interests as well as those occupations *not* of interest.
- Helps build occupational knowledge and familiarity with the education and training needed for success in the industry.
- Helps make the connection between academic theory and practical application.
- Creates awareness of the business's role in the community, as well as its functions, processes, products and employees.

## What are the benefits to my company?

- Exposes potential future workers to job opportunities and careers with your company.
- Introduces your employees to students, which helps them understand how to communicate with the next generation of workers.
- Helps current employees feel good about the company's commitment to education and the community.
- Promotes an understanding of the role and contributions of your business.

## What do I need to do next?

- Contact your work-based learning coordinator.
- Arrange for a presentation to those of your employees who will be hosting the tour.
- Consider any impacts on company policy.

## Resources

- Distribute the Employer Workplace Tour Tip Sheet to interested employees.
- Review Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the NYC Department of Education.





## Workplace Tour Student Reflection

Now that you have completed your workplace tour, take some time reflect on what you experienced and how the workplace tour might inform your college and career plans in the future.

Student Name:

School:

Tour Host Company:

Date of Tour:

What aspects of the workplace tour were interesting? Which were not? Why?

What did you like about the workplace you visited? What would you change?

Would you consider a career in this field? Why or why not?

What was the most memorable aspect of your workplace tour experience? Why?

What did you learn about the company and its employees? Please explain.

How did the people at the workplace treat one another? Please explain.



Describe ways that technology is used at the workplace you visited.

If you wanted to work in the department/ workplace that you visited, what might you do to prepare in the next five years, both in high school and afterwards?

What knowledge and skills are you learning in school that are used in the workplace you toured? Please explain.

What knowledge or skills do you need to strengthen to be successful at this workplace? Please explain.

Would you recommend that other students tour this workplace in the future? Circle one and explain.

Anything else you'd like to say about your workplace tour?

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## Workplace Tour Research Activity

Complete the following research assignment as part of your preparation for the upcoming workplace tour. This research will be the basis for in-class discussion and presentations prior to the tour.

Student name:
Company you'll visit on your workplace tour:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with your workplace tour company?
After researching your company, what are some questions that you will ask your workplace tour host?
Based on your research, what do you think you will like most about your workplace tour experience?
Based on your research, what is your biggest concern about your workplace tour experience?
If you could leave the workplace tour having learned <b>one</b> thing, what would that be?
Anything else you learned while doing your research that you'd like to share with your teacher or the class?

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## Workplace Tour Student Reflection

Now that you have completed your workplace tour, take some time reflect on what you experienced and how the workplace tour might inform your college and career plans in the future.

Student Name:

School:

Tour Host Company:

Date of Tour:

What aspects of the workplace tour were interesting? Which were not? Why?

What did you like about the workplace you visited? What would you change?

Would you consider a career in this field? Why or why not?

What was the most memorable aspect of your workplace tour experience? Why?

What did you learn about the company and its employees? Please explain.

How did the people at the workplace treat one another? Please explain.



Describe ways that technology is used at the workplace you visited.

If you wanted to work in the department/ workplace that you visited, what might you do to prepare in the next five years, both in high school and afterwards?

What knowledge and skills are you learning in school that are used in the workplace you toured? Please explain.

What knowledge or skills do you need to strengthen to be successful at this workplace? Please explain.

Would you recommend that other students tour this workplace in the future? Circle one and explain.

Anything else you'd like to say about your workplace tour?

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# Informational Interviews Guide

Informational Interviews Fact Sheet

WBL Coordinator Checklist

Student Checklist

Teacher Tip Sheet

Employer Tip Sheet

Employer Fact Sheet

Virtual Options Sheet

## Implementation Tools

Informational Interview Research Activity

Informational Interview Student Reflection

Virtual Fact Sheets



## Informational Interviews Fact Sheet

### Informational Interviews

Using informational interviews to support learning is a structured Career Exploration activity in which students formally interview an employer partner about his or her industry, educational and career path, and chosen profession. Students may also explore the range of career opportunities within the company or industry, opportunities for growth and the salary ranges for different occupations.

Designed to meet specific learning objectives, informational interviews are educationally rich, are tied to the curriculum, and help students connect what they're learning in school with the workplace. Unlike a guest speaker activity, where speakers usually address a group in the classroom, informational interviews are one-to-one interactions and generally take place at the company's workplace. They may also be conducted via telephone – ideally utilizing Facetime or Skype. In some cases, hybrid informational interviews may be conducted via Zoom, Microsoft Teams, Google Meet or some other technology; are conducted on-line, and students participate in a virtual classroom. There are also virtual simulations available where a recording of a live informational interview, conducted by a teacher or small group of students, can be viewed on-line and serve as a foundation for an activity and/or discussion in the classroom.

### Informational Interviews are designed to:

- Provide exposure to potential careers and jobs.
- Provide a realistic picture of the business, its role in the community and the career paths and occupations of its workforce.
- Help students make the connection between school and the workplace.
- Inform career planning.

### Informational Interviews are structured to:

- Offer students the chance to practice and demonstrate key professional skills, including communication, critical thinking, workplace appearance and timeliness.
- Enable students to begin identifying areas of career interest.
- Build knowledge about the education and training needed for a particular job, career path and entry into the industry.

### Informational Interviews are supported by:

- Classroom preparation, including research on the industry and participating businesses.
- Employer orientation and support.
- Opportunities to reflect upon the experience verbally and in writing.

### Informational Interviews are connected to:

- Individual career development/training plans.
- Future work-based learning activities.
- The student's next steps.

Informational interviews are one activity in the continuum of authentic work-based experiences provided to all students engaged in career-related programs or course of study in New York City schools.



## Informational Interviews Support Materials

### Checklists, Tip Sheets and Fact Sheets:

- Coordinator Informational Interview Checklist
- Student Informational Interview Checklist
- Teacher Informational Interview Tip Sheet
- Employer Informational Interview Tip Sheet
- Employer Informational Interview Fact Sheet
- Virtual Informational Interview Options Sheet

### Required Forms and Documents

- Employability Skills Profile

### Implementation Tools

- Informational Interview Research Activity
- Informational Interview Student Reflection
- Virtual Fact Sheets

#### Tips for Success

Effective Informational Interviews include structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- Engage in proper planning and preparation.
- Address logistical details.
- Communicate with all parties.
- Maximize learning potential.
- Focus on building awareness.
- Connect to the classroom.
- Provide support for students and supervisors.
- Promote student reflection.

Sustaining and growing Informational Interviews and all other work-based learning activities depend on maintaining positive relationships with the participating employers. These employers should be treated as valued customers and partners with frequent check-ins to address participation needs as they arise.



## Coordinator Informational Interview Checklist

Quick tips for Work-Based Learning Coordinators<sup>1</sup> to ensure a successful informational interview.

### Before the Informational Interview

- Identify all interested teachers and help them plan for the informational interviews.
- Address any relevant school policies that may apply (in the way that field trips may be handled).
- Make sure the employer partners are good matches for the careers students are interested in.
- Prepare teachers and encourage them to support the informational interviews and reflect them in their classroom activities. Share the Teacher Tip Sheet.
- Have teachers help create learning objectives and work with students to prepare and create a list of questions to ask in the interview.
- Create and provide appropriate support materials for distribution to employees who will participate in an interview.
- Work with employees to help them prepare for the interview. Discuss best methods for being real with and engaging students.
- Arrange for student transportation and other logistics.
- Find out if safety gear is required and, if so, arrange for it to be provided.
- Have the student call or email the staff member/company to confirm the details for the informational interview. Ideally, it should take place at the worksite. If it's an online hybrid activity confirm the technical details, time and format.
- Ask for permission to record and share the interview with others in the future.
- If conducting the activity in a virtual classroom or online, test and practice with the interface prior to the presentation.
- If students are interviewing employer partners over the phone or using another technology, ensure appropriate permissions, guidance and protections are in place and share those policies with employer partners and students

### Sample Informational Interview Timeline

**Beginning of the school year:**

Identify interested teachers and brainstorm companies that could participate.

**Two months in advance:** Invite business partners to participate. Find out the best days and time for the employer partners.

**One month in advance:** Confirm student participation. Have students research the industry or company.

**One week in advance:** Send employers logistics for the day and questions to expect. Have students confirm the interview day and time, (If an online activity, test systems and launch interface prior to the activity)

**After the Interview:** make sure thank-you notes, reflection activities and Employability Skills Profile updates are completed.

### After the Informational Interview

- Document the informational interview. Review feedback from interviewed employees, students and teachers and summarize results. Make recommendations for improvements.
- Help students update their Employability Skills Profile and think about any next steps they would like to take to further their career goals.
- Work with teachers to connect the informational interview to the classroom.
- Send thank-you notes to employer partners.
- Publicize the informational interviews and the companies that participated by placing a story in

<sup>1</sup> In New York State, this includes certified work-based learning coordinators and others who facilitate, arrange and support work-based learning activities for students.



the local newspaper or posting on the school website or social media.

- Suggest the students share their experiences on social media and tag the partner businesses.
- Consider other potential public relations benefits and opportunities.
- Post the Informational interview recording on a shared drive or website.

### Tips for Conducting Hybrid Informational Interviews

- Select and personally practice using the selected technology.
- Make sure all students have access to appropriate technology.
- Do a test run with your students as well as the presenter.
- Have all students who will participate in the activity brainstorm and prepare questions they would like the Interviewee to answer.
- Select a small group of students (or individual student) and have them pose the group's questions to the interviewee using the selected on-line platform or conduct the interview yourself. Record the activity.
- Decide how you want to organize and moderate the session. Sometimes it takes one person to manage the session and another to monitor the technology and address questions.
- Decide which student reflection activities will take place and how you will support them.
- Remember, it's possible that parents or guardians will be around and would be a good resource for potential future speakers.
- Make sure you get feedback on the activity from the interviewee and the students.
- Record and post the presentation for others to view and use in their classrooms.

## Student Informational Interview Checklist

An informational interview is a chance for you to interview someone at a company about his or her industry, education, and career path. You can ask why the person decided to choose this career and how they got to where they are. You'll have the opportunity to ask questions, practice professional behavior and become more comfortable communicating with professionals. If you are participating in a Virtual Informational Interview activity, you'll be asked to submit your questions in advance. You may want to volunteer to be one of the students that actually conducts and records the interview, and then shares it with others in your class or pathway.

Have fun with this one. You'll be surprised what you learn and you might want to follow in that person's footsteps!

### Have you done all you can to prepare?

- Fill out and turn in any required forms.
- Do some research on the company you'll visit. Check out their website and learn as much as you can about the place, its history, what they do and how it impacts your community.
- Figure out what to wear. Look for employee photos on the website/social and mirror the dress code.
- Get information on all the logistics, including how to get there and where to go when you arrive. If its an online activity, make sure you know all the details and are ready 10 minutes prior to the interview.
- Prepare a list of questions about the company, the industry, career opportunities, and what kind of education and training is needed for different jobs.
- Practice introducing yourself as a professional (name, grade, organization or school, why you chose to take part in the interview, and what you'd like to do with your future).
- If you are participating in an online activity, make sure you have practiced using the technology, and are ready 5 minutes prior to the start time.

#### Virtual Interview Tips

Have you...

- Arranged for internet access and tested your device?
- Practiced with the online tool you are using?
- Shared your questions with your teacher and student representatives?
- Reviewed the on-line practices and protocols fact sheet?

### Have you thought about what you can do to make the informational interview a big success?

- Be respectful. Arrive on time (be at least 10 minutes early) and make sure your phone is turned off.
- Be an active participant. Pay attention and ask good questions. If you are representing others in your pathway, make sure you cover their questions as well. Take notes so you can remember what you want to share with others.
- Make connections between what you're learning in the interview and what you're learning in class.
- At the end of the interview, shake hands, thank the person for his or her time and ask if you can stay connected via LinkedIn or email. Ask for a business card.



## When the informational interview is over, how will you keep moving your career forward?

- Reflect on the day. Talk to your teachers and classmates about the informational interview and your feelings about what you experienced. Would you work there or somewhere similar?
- Participate in evaluating the experience and give ideas to improve future interviews. What worked and what didn't? Be honest! It will help make future interviews more impactful.
- Update your Employability Skills Profile and think about next steps in moving your career plans forward.
- Send a follow-up email thanking the interviewee for his or her time. If you're interested in working there or learning more, say so and ask for next steps.
- Is there more you want to know about this field or company? Would you be interested in going on another interview in the future?
- Share your experience with your peers on social media. Perhaps a blog post about the event?
- If you are representing others in your pathway, make sure you prepare for your presentation with your teacher or coordinator.

## Teacher Informational Interview Tip Sheet

Note: If you're coordinating an informational interview, have a look at the Coordinator Informational Interview Checklist.

### Informational Interviews are designed to:

- Provide exposure to potential careers and jobs.
- Provide a realistic picture of the business, its role in the community and the career paths and occupations of its workforce.
- Help students make the connection between school and the workplace.
- Inform career planning.
- If conducting a virtual Informational activity online, make sure both you and your students are comfortable with and have practiced using the technology.
- Understand your role in the process. Collect questions from interested students and select a volunteer to conduct the interview with you and share the results with the class or pathway participants.

### Before the Informational Interview

- Review the Informational Interview Fact Sheet and this tip sheet.
- Identify desired student learning objectives.
- Assess how the interview can support classroom activities and help meet curriculum goals.
- Have students research the involved companies and the careers they offer and prepare questions for the interviewees.
- Build excitement for the day and talk to students about what they can expect to learn.
- Send participating employees information about the school and curriculum. Talk with them about how to be real with and fully engage students.

### After the Informational Interview

- Thank the employer and participating employees,
- Debrief with the WBL coordinator and together identify follow-up activities for the students.
- Ask students to assess the effectiveness of the informational interviews and make recommendations for improvements. (use the WBL Activity Evaluation)
- Provide individual and group reflection activities for students and help them make the connection between training topics and the workplace.
- Help students update their Employability Skills Profile and think about any next steps they would like to take to further their career goals.
- Have students write thank-you notes to the employer partners.
- Assess the impact and value of the informational interviews with the coordinator and utilize employer, teacher and student feedback to improve future informational interviews.
- Document and archive information about the informational interview.

### Go Deeper

- Make the informational interviews part of a project and have students prepare and deliver a presentation to others at your school about the participating companies.

### The Classroom Connection: Preparation and Reflection

#### Before Informational Interviews

Set students up for success by having them:

- Research participating companies and industries.
- Discuss how the interviews can help them meet learning objectives.

#### After Informational Interviews

- Spark student reflection with an activity.
- Ask, "What new things did you learn about this job and industry?"
- See if they want to find out more or further explore careers in the industries represented.

## Employer Informational Interview Tip Sheet

Thanks for agreeing to be interviewed by one of our students. As you think about how to best prepare for the interview, keep the following success factors in mind.

### Before the Informational Interview

- Provide teacher or coordinator with company website link(s) and info about your industry and profession to help student(s) prepare for the interview.
- Ask the teacher or coordinator about the student who will interview you and find out what he or she is currently focused on in the classroom so you can explain how the academic content being learned is applied in the workplace. Be prepared to provide real-world examples.
- Though it's best if the interview takes place at your work, if it's happening at the school, ask where to park and enter the building
- If the interview will be held at your workplace and safety gear is necessary, arrange for it to be available.
- If you are conducting the interview virtually, make sure you review the format, timing and logistics prior to the interview itself. Make sure you are comfortable with the interview being recorded and shared with others at the school.
- Let the coordinator know if you would like the student or coordinator to contact you directly to arrange the interview.

### Suggested Talking Points:

- Describe your career journey.
- Talk about obstacles you overcame.
- Discuss need for perseverance, hard work and getting along well with others.
- Manage expectations about the world of work.

### Tips to Share:

- Avoid job hopping.
- Build your network (talk about how to do that).
- Be a continuous learner and stay abreast of industry changes.

### During the Informational Interview

- Describe a typical day at your company and help students understand as much as they can about the culture of the workplace and the nature of the world of work.
- Talk to the students about the range of career options in your company or industry. What will it take to be hired when education and training is completed?
- Be real. If possible, share mistakes you've made and how you addressed problems. What was your experience like in school? Did you struggle at all? If so, share that story!
- How did you get to the job you're in today? Share the educational and career path you took to your current position.
- Talk about how school subjects (such as math and language arts) and good habits (such as punctuality and consistent attendance) are important skills in the workplace.

### After the Informational Interview

- Provide feedback to the coordinator to improve future informational interviews.
- Consider how you might use the interview to promote your company's visibility in the community.

### Go Deeper

- Explore ways that you might further interest students in your company.
- Talk to the coordinator about being a classroom speaker or guest trainer, helping with curriculum, or hosting students for Job Shadows, Jobs or Internships.

## Employer Informational Interview Fact Sheet

In an informational interview, students formally interview an employer partner about his or her industry, educational and career path, and chosen profession. Students may also explore the range of career opportunities within the company or industry, opportunities for growth and the salary ranges for different occupations.

Designed to meet specific learning outcomes, informational interviews are linked to the curriculum and help students connect what they're learning in school with the workplace. Informational Interviews are one-to-one interactions and generally happen at the company's workplace. They may also be conducted via telephone – ideally utilizing Facetime or Skype.

**Program Level:** All grades.  
**Employer/Student Ratio:** 1:1  
**Duration:** 30 mins to an hour  
**Frequency:** One time  
**Location:** Worksite, School or on-line  
**Costs:** Staff time  
**Special Considerations:** Employee selection. Company visitor and volunteer policies or practices.

## Why are informational interviews important for students?

- Informational interviews expose students to potential jobs and careers and help build occupational knowledge.
- They illustrate the education and training needed for entry into certain positions and industries.
- They let students know about your company's processes and products/services and the role your business plays in the community.

## What are the benefits to my company?

- Exposes potential future workers to job opportunities and careers with your company, as well as the required skills and education to be successful in your industry.
- Introduces students to one or more of your employees.
- Helps your employees understand how to communicate with the next generation of workers.
- Provides an efficient way to introduce and engage multiple employees with your commitment to education and connect your company with the community.

## What do I need to do next?

- Determine who will coordinate the informational interview(s) for your company and have them connect with the work-based learning coordinator to address scheduling, planning and logistics.
- Arrange for a presentation to those employees who will participate in the interviews.
- Distribute the Employer Informational Interview Tip Sheet to interested employees.
- Consider any impacts on company policy.

## Resources

- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the New York City Department of Education.





## Informational Interviews Virtual Options

Conducting informational interviews virtually requires a careful look and policies and procedures regarding student contact via phone or the internet with industry partners outside the school setting.

Informational interviews are usually conducted individually at the workplace or the school, however they may take place over the phone or using technologies such as FaceTime, Skype, Zoom, Microsoft Teams, or Google Meet when appropriate permissions, guidance and protections are in place.

Virtual and hybrid informational interviews approaches are more straight-forward in terms of conducting them in an on-line environment, yet they lack the power of direct student and industry partner interaction. There are also a number of virtual simulations available where a recording of a live interview with an industry partner can be viewed on-line and serve as a foundation for an activity and/or discussion in the classroom

### Virtual Activity Options

*Remember, virtual activities promote “live” student contact with adult professionals and front-line workers via the use of technology. are simulations and provide students with employer exposures through recordings, online research and related classroom activities. Appropriate permissions, protections and guidance should be developed to support these experiences.*

### Virtual Informational Options

#### By Phone or Online

A student formally interviews an Industry Partner over the phone or internet about his or her industry, educational and career path, and chosen profession.

#### Steps to Success

1. Review the Informational Interview Guide. Review and distribute appropriate tip sheets and check lists.
2. WBL Coordinator and/or Teachers recruit a range of Industry Partner(s) and support students in selecting those they would like to interview.
3. In some cases, students may identify and reach out to an industry partner they would like to interview.
4. Consider having students interview someone they know about their career path and industry (could be a parent guardian, friend, coach, pastor, shopkeeper, etc.).
5. WBL Coordinator and/or Teachers help students select and test the platform as well as schedule the interview with the industry partner.
6. Students then contact, asks questions and interacts with the interviewee.
7. Teacher support reflection activities and helps students update their employability skills profile

#### *Special Considerations:*



- Ensure appropriate permissions, guidance and protections are in place and share those policies with employer partners and students
- Distribute and collect necessary permission forms
- Get employer permission to record and reuse the session
- Make sure students are comfortable with the selected technology

### Informational Interview Foundational Activities

Students review a prerecorded interview with an industry professional in the virtual classroom and engage in a guided discussion after the interview.

What did you learn?

What surprised you?

What do you wish the person had been asked?

How can you follow up to learn more?

Consider having students conduct on-line research to locate prerecorded interview session with employers and use those on the classroom.

### Go Hybrid

A model where small groups interview an industry partner via Skype, Zoom, Microsoft Teams, Google Meet or some other technology, record the session and then use it to form the foundation for a classroom activity and discussion.

#### Steps to Success

1. Review the Informational Interview Guide. Review and distribute appropriate tip sheets and check lists.
2. Teachers and students work together to identify occupations they are interested in learning more about.
3. Teachers and Students work with the WBL coordinator to recruit Industry Partners in those industries that hold those jobs. or participation in an interview. Partners are asked if it's okay for the interview to be recorded for future use the classroom.
4. WBL Coordinator and/or Teachers help select and test the appropriate platform and schedule the interviews.
5. Teachers work with students to develop a set of questions to use with all interviewees.
6. Teachers recruit and select students (no more than three per interview) to actually interview the industry partner. (teachers may monitor the session if appropriate).
7. Students then provide a presentation to the class on the interview, showing the recording, and commenting on the experience.
8. Teachers then lead a classroom discussion or activity to help students reflect on the experience

### Resources and Links

Below you will find a examples websites or resources that provide recordings of informational interviews with industry professionals.



GLADEO - <https://gladeo.org>

A next gen career exploration platform featuring interviews with industry professional

Road Trip Nation <https://roadtripnation.com>

Nearly 1000 Leaders from 29 Industries share their stories on video

Grant Associates/DOE Industry Professionals Speaker Videos

<https://www.youtube.com/channel/UCKhLFrSE0KGbFqv4qqmO2vw/featured>

### Tips for Conducting a Hybrid Informational Interview Activity

- Select and personally practice using the selected technology.
- Make sure all students have access to appropriate technology.
- Do a test run with your students as well as the presenter.

Have all students who will participate in the activity brainstorm and submit question they would like the Interviewee to answer

Select a small group of students to pose the questions to the interviewee and have them pose those questions to the interviewee or conduct the interview yourself. Record the activity.

- Decide how you want to organize and moderate the session. Sometimes it takes one person to manage the session and another to monitor the technology and address questions.
- Decide which Student reflection activities will take place and how you will support them.
- Remember, it's likely that parents or guardians will be around and would be a good resource for potential future speakers.
- Make sure you get feedback on the activity from the speaker and the students.
- Record and post the presentation for others to view and use in their classrooms



### Informational Interview Research Activity

Complete the following research assignment as part of your preparation for the upcoming informational interview. This research will be the basis for in-class discussion and presentations prior to the day

Student name:
Interviewee's company:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with the interviewee's company?
After researching the company, what are some questions that you will ask the person you're interviewing?
Based on your research, what do you think you will like most about the informational interview?
Based on your research, what is your biggest concern about the informational interview?
If you could come away from the informational interview having learned <b>one</b> thing, what would that be?
Anything else you learned while doing your research that you'd like to share with your teacher or the class?

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## Informational Interview Student Reflection

Now that the informational interview is over, take some time reflect on what you learned and how the experience might inform your college and career plans in the future.

Student Name:

School:

Interviewee's Company:

Date of Interview:

What aspects of the informational interview were interesting? Which were not? Why?

What did you like about the informational interview? What would you change?

Would you consider a career in the interviewee's field? Why or why not?

What was the most memorable aspect of the informational interview? Why?

What did you learn about the interviewee's company and its employees? Please explain.

What knowledge and skills are you learning in school that are likely to be used at the interviewee's workplace? Please explain.



What knowledge or skills do you need to strengthen to be successful at a workplace like the interviewee's? Please explain.

Would you recommend that other students take part in an informational interview? Explain.

Anything else you'd like to say about the informational interview?

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## Job Shadowing Research Activity

Complete the following research assignment as part of your preparation for the upcoming job shadowing. This research will be the basis for in-class discussion and presentations prior to the day.

Student name:
Host company:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with the host company's?
After researching the company, what are some questions that you will ask your job shadow host?
Based on your research, what do you think you will like most about the job shadowing?
Based on your research, what is your biggest concern about the job shadowing?
If you could come away from the job shadowing having learned <b>one</b> thing, what would that be?
Anything else you learned while doing your research that you'd like to share with your teacher or the class?

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# Job Shadowing Guide

Job Shadowing Fact Sheet

WBL Coordinator Checklist

Student Checklist

Teacher Tip Sheet

Employer Tip Sheet

Employer Fact Sheet

Implementation Tools

Job Shadowing Research Activity

Job Shadowing Student Reflection

## Job Shadowing Fact Sheet



### Job Shadowing<sup>1</sup>

Job Shadowing is a structured Career Exploration activity in which a student is paired with and observes the workday of a business partner, interacts with his or her clients or customers and attends meetings and other appointments with the person they are shadowing.

Designed to help students explore a field of interest while developing research skills and building occupational knowledge, job shadowing is conducted at the workplace and occurs over most of the workday.

### Job Shadowing is designed to:

- Promote exploration of a field of interest.
- Provide an up-close look at a particular occupation, company and industry and the career path to that occupation.
- Help students make the connection between school and the workplace.
- Inform career planning.

### Job Shadowing is structured to:

- Allow students to listen, receive information and ask questions.
- Enable students to begin identifying areas of career interest.
- Build knowledge about the education and training needed for a particular job, career path and entry into the industry.
- Allow students to practice and demonstrate key work-readiness skills such as communication and appropriate workplace behavior.

### Job Shadowing is supported by:

- Classroom preparation, including research on the occupation, its industry and the participating company.
- Employer orientation and support.
- Opportunities to reflect upon the experience verbally and in writing.

### Job Shadowing is connected to:

- Individual career development/training plans.
- Future work-based learning activities.
- The student's next steps.

### Go Deeper

- Arrange for a group of students to shadow different employees at the same time at the same company. Start the day with a Workplace Tour.

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<sup>1</sup> Job Shadowing Activities are recognized as an “ACCEPTED and VALID WBL ACTIVITY” by NYSED and the NYC DOE CTE for specific credit purposes.





- Rotational Job Shadowing: Arrange for a student to shadow a number of different people in the same company over time, rotating through a range of departments with different levels of employees in a series of Job Shadows.

Job shadowing is one activity in the continuum of authentic work-based experiences provided to all students engaged in career-related programs or course of study in New York City schools.

## Job Shadowing Support Materials

### Checklists, Tip Sheets and Fact Sheets:

- Coordinator Job Shadowing Checklist
- Student Job Shadowing Checklist
- Teacher Job Shadowing Tip Sheet
- Employer Job Shadowing Tip Sheet
- Employer Job Shadowing Fact Sheet

### Required Forms and Documents

- WBL Travel and Media Consent Form
- Employability Skills Profile

### Implementation Tools

- Job Shadowing Research Activity
- Job Shadowing Student Reflection

### Virtual Note

Job shadowing does not lend itself to virtual activities.



### Tips for Success

Effective Job Shadowing programs include structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- Engage in proper planning and preparation.
- Address logistical details.
- Communicate with all parties.
- Maximize learning potential.
- Focus on exploring an area of interest.
- Connect to the classroom.
- Provide support for students and supervisors.
- Promote student reflection.

Sustaining and growing Job Shadowing programs and all other work-based learning activities depend on maintaining positive relationships with the participating employers. These employers should be treated as valued customers and partners with frequent check-ins to address participation needs as they arise.

## Coordinator Job Shadowing Checklist

Quick tips for Work-Based Learning Coordinators<sup>2</sup> to ensure a successful job shadowing program.

### Before the Job Shadow

- Identify all interested teachers and help them plan for the job shadowing activity. Share the Teacher Tip Sheet.
- Effectively match students with job shadow hosts, based on their career interests and personal factors.
- Collect any required forms.
- Have teachers help create learning objectives and work with students to prepare for the day.
- Confirm scheduling and transportation arrangements for the student(s). Check school policies regarding transportation and liability, and ask about workers' compensation insurance.
- Give employer information about the participating student(s) and make sure plans have been made to receive them. Ask about dress requirements.
- Determine if host site requires visitors to sign visitor confidentiality and/or non-disclosure agreement.
- Provide Employer Tip Sheet and other support materials so the company can plan the most learning-rich experiences possible.
- Share this toolkit's Top Ten Employability Skills with the employer.

### During the Job Shadow

- Make sure students receive instruction in workplace safety, if needed. Have the employer include a safety talk at start of day and highlight potential hazards.
- Have students share the day on social media if company allows.
- Arrange for students to visit different departments and observe employees with different levels of responsibility in the company.

### After the Job Shadow

- Document the job shadow. Review feedback from hosts and teachers and summarize results (Use the WBL Activity Evaluation from this toolkit). Make recommendations for improvements.
- Help students update their Employability Skills Profile and think about any next steps they would like to take to further their career goals.
- Work with teachers to coordinate activities to connect the job shadow to the classroom.
- Send thank-you notes to host employers.
- Share pictures from the job shadow with the companies for their websites or newsletters. Encourage students to share photos on social media. (Ensure you have signed releases for all photos.)
- Place a story about the job shadow in the local newspaper or on the school website.

### Sample Job Shadow Timeline

**Beginning of the school year:**

Identify interested teachers and students. Brainstorm business partners who could participate.

**Two months in advance:** Develop a schedule with business partners. Secure available dates, times and locations.

**One month in advance:** Confirm participation of employer hosts. Have students research the occupation and industry or company.

**One week in advance:** Send hosts information about the student. Make sure logistics for the day have been handled.

**Day of the Job Shadow:** Make sure students receive safety instruction, if required.

**After the Job Shadow:** Send thank-you notes to all host employers and ensure student reflection activities take place.

<sup>2</sup> In New York State, this includes certified work-based learning coordinators and others who facilitate, arrange and support work-based learning activities for students.

## Student Job Shadowing Checklist

A job shadow is a great opportunity to learn about the world of work. You'll have the opportunity to ask questions, practice professional behavior and become more comfortable communicating with professionals.

Below is a checklist of what you can do to get the most out of the Job Shadow. Read through it and note what interests you and the goals for the day that are most important to you. Your interests don't have to be prioritized.

### Have you done all you can to prepare?

- Turn in any required forms.
- Think about your interests and determine the kind of job you'd like to explore or company you'd like to visit in your job shadow.
- Once chosen, research your host company. Check out their website and learn as much as you can about the organization's history, what they do and how it impacts your community.
- Meet with your teacher or the coordinator to finalize a learning plan for the job shadow.

### Are you Ready for Game Day?

Have you...

- Turned in required forms?
- Researched the host company?
- Considered the best way to make a good impression on the employer?
- Thought about how you'll share your experience on social media?
- Updated your resume and Employability Skills Profile?

### Have you thought about what you can do to make the job shadow a big success?

- Arrive at the workplace appropriately dressed and on time. Attend the orientation if one is offered.
- Turn off your cellphone, except to take photos, if the company allows (ask first).
- Develop some skill-specific learning outcomes with your job shadow host and work on them.
- Comply with all health and safety regulations.
- Be observant and ask appropriate questions.
- Reflect on the connection between what you're learning in the classroom and what goes on in the workplace.

### When the job shadow is over, how will you keep moving your career forward?

- Reflect on the day. Talk to your classmates and teachers about the job shadow and whether you're interested in pursuing a career in that industry.
- Participate in classroom activities that help you think about the value of the job shadow.
- Update your resume and Employability Skills Profile and think about next steps in moving your career forward.
- Send a follow-up email thanking the employer for his or her time. Ask if you can connect on LinkedIn. If you're interested in working there, say so and ask for next steps.
- Fill out any evaluation forms. Be honest. That will help make future job shadows more impactful.
- Share your experience with your peers on social media. Perhaps a blog post about the job shadow?



## Teacher Job Shadowing Tip Sheet

Note: If you're coordinating a job shadowing activity, have a look at the Coordinator Job Shadowing Checklist.

### Job Shadowing is designed to:

- Promote exploration of a field of interest.
- Provide an up-close look at a particular occupation, company and industry and the career path to that occupation.
- Help students make the connection between school and the workplace.
- Inform career planning.

### Before the Job Shadow

- Review the Job Shadowing Fact Sheet and this tip sheet.
- Assess how the day can support classroom activities and help meet curriculum goals.
- Help the coordinator identify interested and qualified students and help match them to the most appropriate hosts.
- Collect any required permission forms.
- Work with students to identify desired learning objectives.
- Have students research the host company, and its occupations.
- Discuss behavioral expectations and workplace norms.
- Provide the host employer with information about the participating student(s). Help the employer understand where students are in their development, their career aspirations, and how the employer can link the experience to the classroom.

### During the Job Shadow

- Make sure students learn about workplace safety, and reflect workplace norms.
- Support employer hosts in effective interactions by developing strategies to “keep it real.”
- If possible, encourage the host to have students observe and interact with employees who have different levels of responsibility in the company.
- Make sure students are attentive, polite and engaged.

### After the Job Shadow

- Thank the host employer and see if they have a suggestion for student follow-up activities.
- Provide reflection activities for students and help them make the connection between what they're learning and the workplace.
- Help students update their Employability Skills Profile and think about any next steps they would like to take to further their career goals.
- Have students write thank-you notes to the employer partners.
- Assess and document the impact and value of the job shadowing activity and utilize employer and student feedback to improve future job shadows. (Use the WBL Activity Evaluation from this toolkit).

### Go Deeper

- Make the job shadow part of a project and have students prepare and deliver a presentation to others at your school about the host company.

### The Classroom Connection: Preparation and Reflection

#### Before the Job Shadow

Set students up for success by having them:

- Research company and industry of host employers.
- Discuss how the job shadow can help them meet learning objectives.

#### After the Job Shadow

- Spark student reflection with an activity.
- Ask, “What new things did you learn about this job and industry?”
- Explore whether they want to find out more or further explore careers in the employer's industry.

## Employer Job Shadowing Tip Sheet

Thanks for agreeing to host a student for a job shadow. As you think about how to best prepare for the day, keep the following success factors in mind.

### Before the Job Shadow

- Provide the WBL Coordinator with website link(s) about your company, industry and profession to help the student prepare for the job shadow.
- Find out what the student is currently focused on in the classroom so you can link the job shadow to the curriculum.
- Ask the coordinator or teacher for tips on how best to interact with the student and let them know of any concerns you may have.
- Let the student know where to go when they arrive at your workplace. If they need identification to enter, be sure to tell them that.

### During the Job Shadow

- Give students instruction in workplace safety, if needed. Include a safety talk at start of day and highlight potential hazards.
- Be sure the student shadowing you is engaged in a range of activities throughout the day. Try to choose activities that highlight the skills needed to do your job.
- Ensure the student can't inadvertently disrupt or damage your work.
- Be ready to adjust the level of difficulty of any shared tasks depending on the student's abilities.
- Share the educational and career path you took to your current position.
- Ask questions about what the student shadowing you is learning, and what his/her career aspirations are.
- Talk about how school subjects (such as math and language arts) and good habits (such as punctuality and consistent attendance) are important skills in the workplace.

### After the Job Shadow

- Provide feedback to the coordinator to improve future job shadows using the WBL Activity Evaluation.
- If you're willing to stay connected with the student, offer your email address or connect on LinkedIn.

### Go Deeper

- Share a blurb about the job shadow with photos on your company website or social media.
- If the student shares a post on social media about the day, share it on your company page.
- Consider other ways you might use the job shadow to promote your company's visibility in the community.
- Talk to the coordinator about being a classroom speaker, helping with curriculum, or participating in Career Days, Mock Interviews, or Internships.

#### Suggested Talking Points:

- Describe your career journey.
- Talk about any challenges or obstacles you overcame.
- Discuss the need for perseverance, hard work and getting along well with others.
- Manage expectations about the world of work.

#### Tips to Share:

- Avoid job hopping.
- Build your network (talk about how to do that).
- Be a continuous learner and stay abreast of industry changes.



## Employer Job Shadowing Fact Sheet

In a job shadow, a student is paired with and observes the workday of an employee, interacts with his or her clients or customers and attends meetings and other appointments with the person they are shadowing.

Designed to help students explore a field of interest while developing research skills and building occupational knowledge, job shadowing is conducted at the workplace and occurs over most of the workday.

**Program Level:** All Grades.  
**Employer/Student Ratio:** 1:1  
**Duration:** Usually 1 workday  
**Frequency:** One time  
**Location:** Workplace  
**Costs:** Staff time  
**Special Considerations:** Employee selection. Company visitor and volunteer policies or practices.

## Why are job shadows important for students?

- Job shadows let students explore potential careers and jobs and help build occupational knowledge.
- They illustrate the education and training needed for entry into certain industries.
- They let students know about your company's processes and products/services and the role your business plays in the community.
- They provide a context for learning and foster an understanding of how academic concepts are applied in a real-world setting.
- They offer the opportunity to interact with adult professionals and practice observation and communication skills.

## What are the benefits to my company?

- Exposes potential future workers to job opportunities and careers with your company, as well as the required skills and education to be successful in your industry.
- Introduces students to one or more of your employees.
- Helps your employees understand how to better communicate with the next generation of workers.
- Provides an efficient way to introduce and engage multiple employees with your commitment to education and connect your company with the community.

## What do I need to do next?

- Determine who will coordinate the job shadow for your company and have them connect with the work-based learning coordinator to address scheduling, planning and logistics.
- Arrange for a presentation to those employees who will participate in job shadows.
- Distribute the Employer Job Shadowing Tip Sheet to interested employees.
- Consider any impacts on company policy.

## Resources

- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the New York City Department of Education.





## Job Shadowing Student Reflection

Now that the job shadowing is over, take some time reflect on what you learned and how the experience might inform your college and career plans in the future.

Student Name:

School:

Host Company:

Date of Shadowing:

What aspects of the job shadowing were interesting? Which were not? Why?

What did you like about the job shadowing? What would you change?

Would you consider a career in the host company's field? Why or why not?

What was the most memorable aspect of the job shadowing? Why?

What did you learn about the host company and its employees? Please explain.

What knowledge and skills are you learning in school that would likely be used at the host company? Please explain.





What knowledge or skills do you need to strengthen to be successful at a workplace like the host company's? Please explain.

Would you recommend that other students have a job shadowing experience? Explain.

Anything else you'd like to say about the job shadowing?

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# Mock Interview Guide

Mock Interview Fact Sheet

WBL Coordinator Checklist

Student Checklist

Teacher Tip Sheet

Employer Tip Sheet

Employer Fact Sheet

Virtual Options Sheet

Implementation Tools

Preparing Students for a Mock Interview Activity

Sample Mock Interview Questions for Employers

Mock Interview Rating Sheet

Mock Interview Student Reflection Worksheet

Virtual Fact Sheets



## Mock Interview Fact Sheet

### Mock Interview<sup>1</sup>

A Mock Interview is a highly-structured Career Awareness activity in which students are paired one-on-one with a business partner who interviews each student as if he/she were being interviewed by an employer for a paid internship or job. Mock Interviews may be conducted individually at the school, workplace or in a virtual classroom. Mock interviews may also be conducted via phone, FaceTime or Skype, if appropriate permissions, protections and guidelines are in place.

The experience allows students to practice their interviewing skills and professional behaviors while at the same time developing a level of comfort in communicating with professionals. A Mock Interview also offers the chance to demonstrate the connection between academic concepts being taught in school and how they are applied in the workplace.

### Mock Interviews are designed to:

- Provide students an opportunity to practice and demonstrate key employability skills, including communication, critical thinking, workplace appearance and timeliness.
- Help students practice a work-readiness activity.
- Allow students to develop a level of comfort in communicating with adult professionals.

### Mock Interviews are structured to:

- Enhance workplace knowledge.
- Expose students to the skill sets and education/training required for jobs.
- Simulate an actual job interview.
- Promote student and adult interactions.

### Mock Interviews are supported by:

- Student preparation and research in the classroom and online.
- Opportunities to reflect upon the experience verbally and in writing.
- Employer assessment and feedback regarding students' interviewing skills.

### Mock Interviews are connected to:

- Classroom learning.
- Individual career development/training plans.
- The development of a resume.

### Mock Interview Options

#### Option #1: Group Visit.

Students visit a worksite as a group and participate in one-on-one mock interviews with employee volunteers. Part of a Workplace Tour or as a separate activity. Students interview for a generic position, but scenarios provide context. Group orientations are provided for students (at the school) and employee volunteers (at the workplace).

#### Option #2: At the School

Employers are recruited and come to the school to conduct mock interviews for a number of students in sequenced one-on-one settings. Part of a Career Day or as a separate activity. Students conduct research on the industries and kinds of positions available, but not on a specific company or position. Scenarios may be used to provide context. Group orientations are provided for students (at the school) and the employee volunteers (at the school or the workplace).

#### Option #3: At the Worksite – One on One

When appropriate permissions and guidelines are in place, Students meet with an employee at their place of work and conduct a mock interview for a specific position on which s/he has developed an interest. The interviewing employer is given information about the student, including a resume.

#### Option #4: Virtual Options

**Virtual One on One.** Student meets with an employee volunteer virtually.

**Virtual Classroom.** Students participate in a mock interview activity via a virtual classroom with breakout rooms.

<sup>1</sup> Mock Interviews are recognized as a “ZERO HOUR” Supporting WBL activity by NYSED and the NYC DOE CTE. Developed by New Ways to Work, Inc. on behalf of NYC Department of Education.

5<sup>th</sup> Edition. April 2022

Includes materials and concepts adapted from NYS P-TECH, Earn & Learn, NAF and Grant Associates.

<http://wbltoolkit.cte.nyc/>



Mock Interviews are one activity in the continuum of authentic work-based experiences provided to all students engaged in career-related programs or course of study in New York City schools.

## Mock Interview Support Materials

### Checklists, Tip Sheets and Fact Sheets

- WBL Coordinator Mock Interview Checklist
- Student Mock Interview Checklist
- Teacher Mock Interview Tip Sheet
- Employer Mock Interview Tip Sheet
- Employer Mock Interview Fact Sheet
- Virtual Mock Interview Options Sheet

### Required Forms and Documents

- WBL Travel and Media Consent Form (if interviews take place at company location).
- Employability Skills Profile

### Implementation Tools

- Preparing Students for a Mock Interview
- Sample Mock Interview Questions for Employers
- Mock Interview Rating Sheet
- Mock Interview Student Reflection
- Virtual Fact Sheets

#### Tips for Success

Effective Mock Interviews include structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- Engage in proper planning and preparation.
- Address safety, legal and logistical details.
- Communicate with all parties.
- Maximize learning potential.
- Focus on building skills.
- Connect to the classroom.
- Provide support for students and supervisors.
- Promote student reflection.

Sustaining and growing Mock Interviews and all other work-based learning activities depend on maintaining positive relationships with the participating employers. These employers should be treated as valued customers and partners with frequent check-ins to address participation needs as they arise.

## Coordinator Mock Interview Checklist

Quick tips for work-based learning coordinators<sup>2</sup> to ensure successful mock interviews.

### Before the Mock Interview

- Identify how many students will be ready for a mock interview and begin scheduling.
- Determine how you will structure the mock interviews.
- Work with teachers to conduct a resume-building workshops with students.
- If a group activity at the school, make sure that space is set up for one-on-one interviews—the right number of tables and chairs and that there are enough employer volunteers to be able to conduct the needed number of interviews in the set period of time.
- If the mock interviews are happening at the place of business, it may be considered a field trip and school district policies regarding transportation, Workers Compensation and liability insurance may apply. Make sure you plan ahead and address all logistics.
- Create and provide appropriate support materials for distribution to volunteers who will be part of the interview.
- Work with the employer to prepare for the interview. Brief the employer on the career pathway students are pursuing and what's going on in the classroom.
- If conducting an online activity, confirm the technical details, time and format, Test and practice with the interface prior to the mock interview.
- If students are interviewing with employer partners over the phone or using another technology, ensure appropriate permissions, guidance and protections are in place. Share those policies with employer partners and students.

### Sample Mock Interview Timeline

#### **Beginning of the school year:**

Communicate with potential hosts.  
Determine dates and student cohorts with school community.

**Three months in advance:** Confirm dates and format, conduct resume-building workshop and recruit students.

**Two months in advance:** Hold employer orientation and elevator pitch workshop. Do portfolio review and assembly.

**One month in advance:** Send/receive forms, confirm logistics and review resumes.

**One week in advance:** Cover travel, safety and attire protocols, resume and portfolio folder.

**During Mock Interview:** Facilitate agenda, student management and social media.

**After Mock Interview:** make sure thank-you notes, reflection activities and Employability Skills Profile updates are completed.

### During the Mock Interview (if a sequenced group activity)

- If rotating students through a group of employers, make sure you have a schedule and that someone is keeping track of time and coordinating the activity
- Check in with the employers to see if they need anything, such as water, pen, paper or forms.
- If being conducted in an online virtual classroom, have someone manage the breakout rooms while you and the teacher monitor activities.

### After the Mock Interview

- Conduct follow-up activities by reviewing the completed evaluations or assessments with the students.
- Help students update their Employability Skills Profile and think about any next steps they would like to take to further their career goals.

<sup>2</sup> In New York State, this includes certified work-based learning coordinators and others who facilitate, arrange and support work-based learning activities for students.

Developed by New Ways to Work, Inc. on behalf of NYC Department of Education.

5<sup>th</sup> Edition. April 2022

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<http://wbltoolkit.cte.nyc/>

- Coordinate opportunities for student reflection with teachers to help students make the connection between the mock interview, classroom learning and next steps.
- Assess the effectiveness of the mock interview and make recommendations for adjustments in the future.
- Document the experience and provide reports to school leadership and employer partners.

### Go Deeper

- Make the interview part of a project and have students prepare and deliver a presentation to others at your school about the company.
- Consider any potential public relations benefits and opportunities for the participating companies and share that with them.

#### Tips for Conducting Mock Interviews Online

- Identify the preferred format and structure for the mock interviews.
- Select and personally practice using the selected technology.
- Make sure all students have access to appropriate technology.
- Do a practice run with your students.
- Decide how you want to organize and manage the session. Sometimes it takes one person to moderate the session and another to monitor the technology and address questions.
- Decide which student reflection activities will take place and how you will support them.
- Make sure you get feedback on the activity from the employer(s) and the students.
- Record the interview. Use the recording as a way for each student to reflect on and rate their performance.

## Student Mock Interview Checklist

A Mock Interview gives you the chance to be paired one-on-one with a business partner who interviews you as if you were applying for a real paid internship or job. It lets you practice your interviewing skills and become comfortable communicating with an adult professional. Pay attention to the items on this checklist to get the most out of the experience.

### Have you done all that you can to prepare for your mock interview?

- Fill out and turn in forms.
- If you're going with a group from school, make sure you know where and when to meet. If you're going by yourself to a company, map out how you'll get there and plan to arrive at least 10 minutes before the interview. Have ID ready, in case they require that.
- If the mock interview will be online and conducted through a FaceTime session or a virtual classroom, get all the details and prepare for the experience by practicing with others.
- If you know what companies will be involved, check out their websites and learn as much as you can.
- Prepare to answer questions from the interviewer and develop some of your own.
- Practice your elevator pitch. Include your name, grade, why you are in this program and what you'd like to do with your future. Summarize your knowledge, skills, accomplishments and anything else that would make an employer see you in a positive light.

#### Are You Ready for the Big Day?

##### Have you...

- Turned in your forms?
- Decided what to wear?
- Researched the company?
- Polished your resume?
- Practiced your pitch?
- Prepared for the interviewer's questions?

### Do you know what you need to do during your mock interview?

- Dress professionally, whether the interview happens at the workplace, at the school or online.
- Hand or send an updated resume to the interviewer.
- Think about your body language. Keep your arms uncrossed and sit up straight. Make eye contact.
- Be enthusiastic when answering questions.
- Turn off your cellphone.
- If you're asked a question you don't know the answer to, take a deep breath and restate the question before answering to buy yourself some time. If you need clarification on a question, go ahead and ask.
- Ask for a business card or to connect on LinkedIn.
- Shake hands and say, "thank you for your time."

#### Some Do's and Don'ts

##### Do Ask...

- What skills and attributes do you value in a person you're looking to hire?
- What do you think is this company's greatest challenge in the future?

##### Don't Ask...

- How much would I get paid for this job?
- How much vacation would I get?

### When your mock interview is over, how will you keep moving your career forward?

- Talk to your teachers and classmates about the mock interview and your feelings about what you experienced. Would you work there or somewhere similar? Is there more you want to know about this field or a particular job? Would you be interested in doing another mock interview?
- Participate in evaluating the experience and give ideas to improve future interviews. What worked and what didn't? Be honest!
- Update your Employability Skills Profile and think about what you would like to do next to move your career plans forward.
- Write a thank-you note and send it to the person who interviewed you.
- Share your experience with your peers on social media. Perhaps a blog post about the event?



## Teacher Mock Interview Tip Sheet

Note: If you're coordinating a mock interview, have a look at the Coordinator Mock Interview Checklist.

### Mock Interviews are designed to:

- Provide students an opportunity to practice and demonstrate key employability skills, including communication, critical thinking, workplace appearance and timeliness.
- Help students practice a work-readiness activity.
- Allow students to develop a level of comfort in communicating with adult professionals.

#### The Classroom Connection: Preparation and Reflection

- Support students in recognizing the curriculum connection.
- Help student practice their elevator pitch and update their resume.
- Structure a reflection activity based on a “What? So what? Now what?” format.

### Before the Mock Interview

- Review the Mock Interview Fact Sheet and assess how mock interviews can help meet curriculum goals.
- Identify desired student learning objectives and help students set clear expectations.
- Share and review the Student Mock Interview Tip Sheet with your students. Let them know what they can expect to learn from the interview and help them prepare for it.
- Let the students know how the mock interview connects to the curriculum, so the experience is not seen as an isolated activity.
- If/when you know which companies are participating, have students research them.
- Support students in preparing the questions they want to ask during the interview. If the mock interviews are happening offsite or online, hand out and collect the necessary permission forms.
- If the interviews are being conducted via a virtual classroom with breakout rooms, make sure you understand your role and do a practice run with your students prior to the activity.

### After the Mock Interview

- Provide individual and group reflection activities for students. If possible, have students review a recording of their mock interview and rate their performance. What went well? What could have been better?
- Support students in updating their Employability Skills Profile and determining their next steps in learning about careers.
- Work with the work-based learning coordinator to debrief with employer volunteers.
- Assess the effectiveness of the activity and make recommendations for any needed adjustments.
- Document student learning.
- Have students write thank-you notes to those who interviewed them.

### Go Deeper

- After the interview, ask the employer to provide industry information that they find valuable to help students learn more about this field.
- Identify and schedule any follow-up activities suggested by the employer or indicated by particular interest from participating students.



## Employer Mock Interview Tip Sheet

Thanks for agreeing to conduct mock interviews! As you think about how to best prepare, keep the following success factors in mind.

### Before the Mock Interview

- If a student is coming to your workplace, prepare as if you were getting ready to interview any new candidate.
- If the mock interviews are happening at the school, find out where to park and enter the building and any other logistics.
- If the mock interview is happening via FaceTime or is being conducted through a virtual classroom, make sure you get the details in advance and are comfortable with the chosen platform.
- Review the informational materials provided. If you know what the student is currently focused on in the classroom, you can tie needs of the position to key learning objectives.
- Review the sample mock interview questions to help you prepare for the interview.

### During the Mock Interview

- Greet the student and ask for his/her resume or review it if sent to you. Provide a brief introduction of yourself and your company.
- Act as you would in conducting a real interview.
- At the end of the interview ask, “Do you have any questions for me?” Offer the student your business card and the way to connect with you on LinkedIn, if that’s acceptable to you.
- Take notes, complete the Mock Interview Rating Sheet and debrief the interview with the student. What went well? What could have been better? If the student rambled, said “um” a lot or had distracting mannerisms; point that out. Note where the student can improve answers, but also note strengths.
- Debrief with the student. Let them know where they excelled and what could be improved for next time.

#### Quick Tips

- Act like it’s an actual interview
- Review the sample questions
- Be open to questions
- Complete the rating sheet
- Debrief with the student

### After the Mock Interview

- Provide feedback to the work-based learning coordinator or teacher to improve future mock interviews.
- Consider how you might use the interviews to promote your company’s visibility in the community.

### Go Deeper

- Explore ways that you might further interest students and grow the pool of potential future employees.
- Talk to the coordinator about being a guest speaker, or hosting students for Job Shadows, Workplace Tours or Internships.

## Employer Mock Interview Fact Sheet

In a mock interview, employee volunteers are paired one-on-one with a student who is interviewed as if your company was considering hiring him/her for a paid internship or job.

Formats vary, but typically mock interviews are conducted at the school or worksite, and often involve groups of employees interviewing three or more students individually over a two-hour period. Mock Interviews may be conducted individually at the school, workplace or in a virtual classroom. Mock interviews may also be conducted via phone, FaceTime or Skype if appropriate permissions, protections and guidelines are in place.

**Program Level:** 9<sup>th</sup> grade or higher  
**Employer/Student Ratio:** 1:1 (multiple)  
**Duration:** 15-30 minutes per interview  
**Frequency:** One time  
**Location:** At the school, online or worksite  
**Costs:** Staff time  
**Special Considerations:** Employee recruitment and selection. Company volunteer policies and practices.

Mock interviews allow students to practice their interviewing skills and demonstrate professional behavior. They also help students see the connection between what they're learning in school and how it's applied in the workplace.

### Why are Mock Interviews important for students?

- Provides an opportunity to practice and demonstrate key professional skills, including communication, critical thinking, workplace appearance and timeliness.
- Allows students to practice a work-readiness activity.
- Helps students become more comfortable communicating with adult professionals.

### What are the benefits to my company?

- Introduces students to your company and its employees.
- Exposes potential future workers to job opportunities and careers with your organization.
- Shows students the skills and educational requirements for careers in your industry.
- Helps your employees understand how to communicate with the next generation of workers.
- Shows your employees you're committed to education and the community.

### What do I need to do next?

- Contact your work-based learning coordinator.
- Arrange for a presentation to the employee(s) who will participate in the mock interviews.
- Consider any impacts on company policy.

### Resources

- Distribute the Employer Mock Interview Tip Sheet to interested employees.
- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the New York City Department of Education.



## Mock Interview Virtual Options Sheet

Conducting Mock Interviews virtually requires a careful look at policies and procedures regarding student contact via phone or the internet with industry partners outside the school setting. Mock Interviews are usually conducted individually at the workplace or the school, however they may take place over the phone or using an online platform.

### Virtual Activity Options

*Remember, virtual activities promote “live” student contact with adult professionals and front-line workers via the use of technology are simulations and provide students with employer exposures through recordings, online research and related classroom activities. Appropriate permissions, protections and guidance should be developed to support these experiences.*

### Virtual Mock Interview Options

#### By Phone or Internet

A student is formally interviewed via phone, FaceTime, Skype, Microsoft Teams or Zoom by an Industry Partner as if they were applying for a job with the company the partner represents.

#### Steps to Success

1. Review the Mock Interview Guide. Review and distribute appropriate tip sheets and checklists.
2. WBL Coordinator and/or Teachers recruit a range of Industry Partner(s) and match students for the interviews.
3. WBL Coordinator and/or Teachers help students select and test the platform they are planning to use as well as to schedule the interview with the industry partner.
4. Students then contact the industry partner and participates in the interview.
5. Teachers support reflection activities and helps students update their employability skills profile.

#### *Special Considerations:*

- Ensure appropriate permissions, guidance and protections are in place and share those policies with employer partners and students.
- Distribute and collect necessary permission forms.
- Make sure students are comfortable with the selected technology.
- Remind students to dress as if they were participating in a real interview.

### Virtual Classroom

Multiple Employers are invited to a virtual classroom. Each is assigned to a breakout room and interviews students individually.

#### Steps to Success

1. Review the Mock Interview Guide. Review and distribute appropriate tip sheets and checklists.
2. Recruit a number of Industry Partner(s) and match students for the interviews to participate and interview a number of students.
3. Help select and test the appropriate platform and decide how you will manage the session.
4. Carefully schedule the session and prepare team members to help coordinate the activity.
5. As they sign in, assign the Industry Partners to breakout rooms.
6. Help students as they enter the breakout room to participate in their interview.
7. Teachers support reflection activities and helps students update their employability skills profile.

*Special Considerations:*

- Provide activities for the students who are not being interviewed.
- Make sure students are comfortable with the selected technology.
- Pay attention to logistics during the session.
- Remind students to dress as if they were participating in a real interview.
- Consider recording the interviews and have each student critique their performance.

## Go Hybrid

View a recorded mock interview and have students critique it in the classroom.

## Resources and Links

There are number of fee-based websites offering online support and practice for interviewing that include mock interviews. There are also plenty of free resources that offer guidance and advice for successful interviews. Some samples are provided below. Consider having your students conduct internet research on interview tips and have them share what they found with the class.

[21 Job Interview Tips: How to Make a Great Impression](https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression)

<https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression>

[Job Interview Do's and Don'ts for Job Seekers](https://www.livecareer.com/resources/interviews/prep/interviewing-dos-donts)

<https://www.livecareer.com/resources/interviews/prep/interviewing-dos-donts>

[Job-Hunt.org: For a Shorter, Smarter, and Safer Job Search](https://www.job-hunt.org)

<https://www.job-hunt.org>

### Tips for Conducting Mock Interviews Online

- Identify the preferred format and structure for the mock interviews.
- Select and personally practice using the selected technology.
- Make sure all students have access to appropriate technology.
- Do a test run with your students.
- Decide how you want to organize and moderate the session. Sometimes it takes one person to manage the session and another to monitor the technology and address questions.
- Decide which Student reflection activities will take place and how you will support them.
- Make sure you get feedback on the activity from the speaker and the students.
- Record the interview. Use the recording as a way for each student to reflect on and rate their performance.



## Preparing Students for a Mock Interview

Your students will be participating in a career exploration work-based learning activity in the coming weeks. Mock interviews help students connect the lessons they're learning in the classroom with the college and career options ahead of them.

### Career Exploration Student Learning Objectives

- Provide students an opportunity to practice and demonstrate key employability skills, including communication, critical thinking, workplace appearance and timeliness.
- Help students practice a work-readiness activity.
- Allow students to develop a level of comfort in communicating with adult professionals.

There are many classroom activities that can help prepare students for a mock interview. Inform students when they will participate in mock interviews and let them know they will be asked to provide a resume.

### How to Write a Resume and Cover Letter

Consider partnering with an English teacher or going on-line to help students create a resume and cover letter. See the tools in section 7 of this toolkit.

### How to Dress Professionally

Students often have misconceptions about how to dress professionally, so it's important to clearly and candidly discuss this work aspect with them. YouTube has many videos that illustrate good and bad examples of professional dress that can help students prepare for their interview.

### Prepare for the Interview

Use a class period to practice interviewing skills through a combination of class discussions and by asking students to role play the interview, switching off the role of interviewer and applicant. Students should have their application and resume on hand. Be sure to reflect on what students learned. YouTube has many videos that illustrate good and bad examples of interviews that will help students practice and prepare for their interview.

### Thank-You Note

Instruct students to write, proofread and send a thank-you note to the interviewer..

### Mock Interview Evaluation

Help students complete the Work-Based Learning Experience Evaluation to help shape future work-based learning experiences.

### Mock Interview Student Reflection

Student Reflection allows students to analyze their experiences and prompts thinking about education and career decisions based on the experience. Reflection exercises encourage analysis and thinking about the connection between school and work, what it feels like to be at a worksite, what makes a positive mock interview experience, and the preparation, knowledge and skills that will be important in pursuing their career goals.

Conduct activities that will allow students to reflect individually and then share what they learned from the experience with the class.

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## Sample Mock Interview Questions for Employers to Use

Use the following questions to guide the Mock Interview (and feel free to add some of your own.)

1. Tell me about yourself. What are your long range and short range goals?
2. What do you know about our organization/company?
3. Why are you interested in this position?
4. What do you consider your greatest strengths and weaknesses?
5. Interacting with others can be challenging at times. Tell me about the greatest difficulty you faced when trying to get along with peers, team members, or others at school or work. How did you handle the situation?
6. What was the most difficult course you took in school? What steps did you take to get all your work done?
7. Tell me about a time when you were able to help team members solve a problem. What was your role? What did you do?
8. Tell me about the most difficult or demanding customer (or teacher) you have faced. Describe a specific interaction you had with this customer.
9. Give me an example of a good decision you made recently. What alternatives did you consider? Why was it a good decision?
10. Have you ever worked on a group project for a class or work? How did you make sure that the other group members were doing their share of the project?
11. Deadlines can't always be met. Tell me about a time when you missed a deadline on a project. What were the causes? What could have been done differently?
12. Tell me about a detailed class or project that you worked on. How did you keep track of the details? How did the project turn out?
13. Tell me how you balance your schoolwork with extracurricular activities.
14. Can you describe a situation in which you had difficulty getting along with someone at school? How did you handle it?
15. Do you have any questions for me?

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### Mock Interview Rating Sheet

**Directions for interviewer:** Have a brief discussion with the student on how well they performed at the end of the interview. Afterwards, please complete this form at each interview. The information and feedback on this form will be used to improve student interviewing skills, better preparing them for interviews for internships, college and the world of work.

Please provide your honest feedback and advice.

Name of Student: \_\_\_\_\_

Name of Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Application, Resume, and Cover Letter	Excellent	Average	Needs Work
Documents were complete and contain appropriate information.			
Documents were neat and easy to read.			
Student brought copies of documents to the interview.			
<b>Comments/advice:</b>			

Appearance and Professionalism	Excellent	Average	Needs Work
Student was dressed in appropriate professional attire.			
Student greeted the interviewer with their name and a firm handshake.			
Student closed the interview by thanking the interviewer and offering a firm handshake.			
Student referred to the interviewer by name during the interview, made appropriate eye contact, and maintained a confident posture.			
Student communicated clearly and confidently throughout the interview.			
Student used proper body language throughout the interview.			
<b>Comments/advice:</b>			



Interview Content	Excellent	Average	Needs Work
Student stated skills and experiences clearly, using concrete examples.			
Student avoided giving inappropriate information (i.e. personal problems, negative feelings about past employers, etc.)			
Student asked at least two questions regarding the position or company.			
<b>Comments/advice:</b>			

Overall Review	Yes	No
If I had a job opening, I would consider this applicant for employment.		
<b>Overall comments regarding the interview:</b>		

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## Mock Interview Student Reflection Worksheet

Now that you have completed your mock interview, take some time reflect on what you experienced and how it might affect your college and career plans in the future.

Student name:	School:
Name of interviewer:	Date of interview:
Company/Organization of interviewer:	Email address for interviewer:

What aspects of the mock interview were most helpful to you? Which were not? Why?

What questions did you feel most prepared to answer? Why?

What questions did you feel least prepared to answer? Why?

What did you learn about yourself through the mock interview? Please explain.



What knowledge or skills do you need to strengthen to be successful on your next interview? Please explain.

How did previous school experiences prepare you for the mock interview?

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# Workplace Challenge Guide

Workplace Challenge Fact Sheet

WBL Coordinator Checklist

Student Checklist

Teacher Tip Sheet

Employer Tip Sheet

Employer Fact Sheet

Implementation Tools

Workplace Challenge Research Activity

Workplace Challenge Student Reflection



## Workplace Challenge Fact Sheet

### Workplace Challenge<sup>1</sup>

A Workplace Challenge is a Career Preparation activity where small groups of students (four to six per team) are engaged in solving a real-world problem or a challenge issued by an employer. The challenge is identified by the employer in consultation with the work-based learning coordinator and a classroom teacher. The structure of the challenge is based upon effective project-based learning approaches, enhanced by a focus on the targeted career pathway and an authentic problem or issue faced by an employer partner.

Students work as a team to identify possible solutions. They then create and deliver a presentation on their solutions to the employer. Designed to meet specific learning outcomes, workplace challenges are educationally rich, are tied to the curriculum, and help students connect what they're learning in school with the workplace.

### Workplace Challenges are designed to:

- Provide exposure to potential careers in an industry of interest.
- Develop problem solving and research skills.
- Develop teamwork and presentation skills.
- Help students make the connection between school and the workplace.
- Inform career planning.

### Workplace Challenges are structured to:

- Offer students the opportunity to explore and practice in a field of interest.
- Give students the opportunity to enhance the relevance of academic concepts through the application of applied knowledge.
- Build knowledge about the education and training needed for a particular career path and entry into the industry.
- Allow for Teacher/Employer interaction to support the challenge.

### Workplace Challenges are supported by:

- Classroom preparation, including research on the industry and participating businesses.
- Employer orientation and support.
- Opportunities to reflect upon the experience verbally and in writing.

### Workplace Challenges are connected to:

- Individual career development/training plans.
- Future work-based learning activities.
- Identifiable academic curricular goals
- The student's next steps.

### Go Deeper

- Have several teams of students address the same challenge and reward the most innovative

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<sup>1</sup> Workplace Challenge Activities are recognized as an “ACCEPTED and VALID WBL ACTIVITY” by NYSED and the NYC DOE CTE for specific credit purposes.

solutions through a competition—with the employer or a team of employers serving as the judge(s).

- ❑ After the presentation of the solution and critique by the employer partner, have the team(s) revisit their approach, define a new solution and present it to the employer partner(s).
- ❑ Sequence a series of challenges for the same team of students so the experiences build on one another.
- ❑ Model aspects of the challenge after reality TV shows such as “Shark Tank” (with the students pitching their solutions to a group of employers).
- ❑ Have the challenge flow into an internship for successful students.

### Workplace Challenge Lite

If the time and intensity of the workplace challenge described here is difficult to apply in your program model, consider a “workplace challenge lite.” Maintain key components of the challenge (employer issues a real-world challenge, students work together to define a solution and present to the employer) but identify a simpler problem with the employer that a small group of students might define over a single two- or three-hour session.

Workplace challenges are one activity in the continuum of authentic work-based experiences provided to all students engaged in career-related programs or course of study in New York City schools.

## Workplace Challenge Support Materials

### Checklists, Tip Sheets and Fact Sheets:

- Coordinator Workplace Challenge Checklist
- Student Workplace Challenge Checklist
- Teacher Workplace Challenge Tip Sheet
- Employer Workplace Challenge Tip Sheet
- Employer Workplace Challenge Fact Sheet

### Required Forms and Documents:

- Employability Skills Profile

### Implementation Tools:

- Workplace Challenge Research Activity
- Workplace Challenge Student Reflection

### Virtual Workplace Challenge

- Please see “*Provider Guide: The Workplace Challenge*” in the Virtual WBL Section of this toolkit.

#### Tips for Success

Effective Workplace Challenges include structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- Engage in proper planning and preparation.
- Address logistical details.
- Communicate with all parties.
- Maximize learning potential.
- Focus on career preparation.
- Connect to the classroom.
- Provide support for students and supervisors.
- Promote student reflection.

Sustaining and growing Workplace Challenges and all other work-based learning activities depend on maintaining positive relationships with the participating employers. These employers should be treated as valued customers and partners with frequent check-ins to address participation needs as they arise.

For further guidance, forms, tools and assistance in managing a Workplace Challenge please see the NYC DOE CTS Tracking System.

## Coordinator Workplace Challenge Checklist

Quick tips for Work-Based Learning Coordinators<sup>2</sup> to ensure a successful workplace challenge.

### Before the Workplace Challenge

- Identify all interested teachers, help them plan their challenges. Share the Teacher Tip Sheet.
- Work with the teacher to recruit and team students, create learning objectives and work with students to prepare for the challenge.
- Design the challenge with the employer and teacher, making sure that it's one the students can potentially address and that teachers can support. Typically, the employer presents a number of possible problems or issues that might constitute the challenge and you can help select and develop one that's a good fit with the current focus in the classroom. Selection should also reflect the interests of participating students and the availability of resources to support addressing the challenge.
- Encourage the employer to identify a real-world problem or issue—one that the industry is facing today. Make it real.
- Develop a timeline for the challenge. Include when and where it will be issued, time set aside in the regular schedule for students to address the challenge, scheduled “touch” points with the challenge host, and when and where the solution presentation will take place.
- Distribute and collect appropriate forms.
- Address any additional logistical issues such as transportation, safety gear or access to equipment and tools.
- Determine the employer's preferred form and frequency of contact and define an ongoing communication strategy and feedback protocols for the challenge.

### During the Workplace Challenge

- Observe and meet with students as they address the challenge. Make sure they're engaged in the challenge and interacting with the employer as appropriate.
- Share the Top 10 Core Employability Skills document with the workplace challenge hosts.
- Support the challenge host in preparing to receive the presentation on the solution(s) to the challenge.

### After the Workplace Challenge

- Document the workplace challenge. Review feedback from employers, teachers and students and summarize results. Make recommendations for improvements.

#### Sample Workplace Challenge Timeline

##### **Beginning of the school year:**

Identify interested teachers and brainstorm business partners who could participate.

**One month in advance:** Invite business partners to participate. Design the challenge with employer and teacher.

**One week in advance:** Send employers logistics and address any questions.

**During challenge:** Observe the presentation and the challenge process in the classroom. Help teachers and employers support the activity.

**At end of challenge:** Observe the solution presentation ((ideally at worksite), engage in dialogue and receive feedback on the approach.

**Note:** While it's desirable to bookend the challenge with visits to the company, take care to minimize the impact on small- to medium-sized organizations.

<sup>2</sup> In New York State, this includes certified work-based learning coordinators and others who facilitate, arrange and support work-based learning activities for students.



- Help students update their Employability Skills Profile and think about any next steps they would like to take to further their career goals.
- Work with teachers to coordinate “go deeper” activities to connect the workplace challenge to the classroom.
- Send thank-you notes to employers and identify possible next steps with the employer.
- Take pictures from the workplace challenge and provide them to the companies for their websites or newsletters. Ensure you have signed releases for all photos.
- Publicize the workplace challenge and the businesses that participated by placing a story in the local newspaper or posting on the school or agency webpage.
- Consider other potential public relations benefits and opportunities.

## Student Workplace Challenge Checklist

A workplace challenge is a unique way of getting involved in helping solve a problem that would happen in a real-world professional setting. This is an opportunity for you to be innovative and creative with a group of classmates. When you finish your project, you'll deliver a presentation to the employer or organization, showing them how you solved their problem!

Participating in a workplace challenge can be difficult if you're not prepared. Below is a checklist of what you can expect to learn. Read through the list and check off what interests you and the goals that are most important to you. Your interests don't have to be prioritized. If you would like to learn something that's not listed here, just add it.

### Are you Ready for Game Day?

Have you...

- Completed any required paperwork?
- Researched the partner company?
- Crafted your questions?
- Met with your teammates to clarify your role and get ready for the challenge?
- Thought about how you'll share your experience on social media?

### Have you done all you can to prepare?

- Participate in pre-workplace challenge opportunities in your class.
- Research the company that is presenting the workplace challenge.
- Write down at least four questions you would like answered about the challenge. You might ask what resources are available, for instance, or how to get more information.
- Know who your teammates are and what your role is on the team.

### Have you thought about what you can do to make the workplace challenge a big success?

- Pay attention to the challenge that's being presented and take notes so you can think about it.
- Be engaged. You want to get as much information as possible.
- Keep in constant communication and meet regularly with your teammates so that you can all brainstorm together.
- Figure out how you'll solve the workplace challenge.
- Present your solution to the person or company that issued the challenge.

### When the workplace challenge is over, how will you keep moving your career forward?

- Reflect on your experience and participate in self-evaluation activities. (Would you have done anything differently?)
- Share with others what you enjoyed about the experience and participate in classroom activities that help you think about the value of the challenge.
- Complete any required paperwork, including candid feedback on the workplace challenge. What did you enjoy most or least about it? Be honest when rating your teammates and yourself on your performance. That will help make future workplace challenges more meaningful.
- Update your Employability Skills Profile and consider next steps in moving your career forward.
- Send an email thanking the employer for his or her time. If you're interested in working there or learning more, say so and ask for next steps.
- Share your experience with your peers on social media. Perhaps a blog post about the event?



## Teacher Workplace Challenge Tip Sheet

Note: If you're coordinating a workplace challenge, have a look at the Coordinator Workplace Challenge Checklist.

### Workplace Challenges are designed to:

- Provide exposure to potential careers in an industry of interest.
- Develop problem solving and research skills.
- Develop teamwork and presentation skills.
- Help students make the connection between school and the workplace.
- Inform career planning.

### Before the Workplace Challenge

- Review the Workplace Challenge Fact Sheet and this tip sheet.
- Assess how the challenge can support classroom activities and help meet curriculum goals.
- Identify desired student learning objectives. Build excitement for the challenge and talk about what students can expect to learn.
- Work with the coordinator and employer to make sure the challenge is one that students can potentially address and that you can support.
- Recruit students and form small teams of four to six participants to work together on addressing the challenge. Student Workplace Challenge Tip Sheet.
- Have students research the employer's company.
- Schedule regular time for the students to work on the challenge.
- Organize the resources needed to support students as they address the challenge.
- If students will be at worksite, find out if certain dress or safety gear is required.
- Collect required forms.

### During the Workplace Challenge

- Meet with students regularly as they address the challenge and monitor their progress.
- Design and coordinate concurrent learning activities in the classroom.
- Provide opportunities for students to reflect on the challenge while it's in process.
- Support students in practicing skills that are relevant to completion of the challenge.
- Distribute and collect feedback forms from students.

### After the Workplace Challenge

- Have students discuss what they learned and what else they'd like to learn.
- Provide reflection activities for students and help them make the connection between classroom topics and the challenge.
- Help students update their Employability Skills Profile and think about any next steps they would like to take to further their career goals.
- Have students write thank-you notes to the employer partners.
- Assess the impact and value of the workplace challenge with the coordinator and utilize employer and student feedback to improve future workplace challenges.
- Document and archive information about the workplace challenge.

### The Classroom Connection: Preparation and Reflection

#### Before the Workplace Challenge

Set students up for success by having them.

- Research the partner companies.
- Discuss how the challenge can help them meet learning objectives.

#### After the Workplace Challenge

- Spark student reflection with an activity.
- Ask, "What new things did you learn about this industry?"
- See if they want to find out more or further explore careers in the employer partner's industry.

## Employer Workplace Challenge Tip Sheet

Thanks for agreeing to participate in a workplace challenge. As you think about how to best prepare for the challenge, keep the following success factors in mind.

### Before the Workplace Challenge

- Identify a few issues or problems your company or industry is facing that might be a good focus for a team of students to work on together. Keep in mind that authentic issues work much better than hypotheticals.
- Work with a coordinator or teacher who will help you select and develop a challenge that is a good fit with the current focus in the classroom, student interests and available resources.
- Present the challenge to the participating students. Workplace challenges work best when the challenge is issued at the workplace, where students can actually “see” the problem.
- Provide teacher with website link(s) about your company and industry to help students prepare for the challenge.
- If students are visiting the workplace, let them know where to enter the building and whether identification is needed. If safety equipment is required, have it ready for the students.

### During the Workplace Challenge

- Touch base with the coordinator or teacher during the challenge period of six to eight weeks to answer questions or clarify anything.
- If you have the time, you may want to schedule a visit to the classroom to observe and engage with the students during the process.
- Arrange for you and others at your company to view the solution presentation provided by the students and provide feedback. Again, this works best if conducted at the workplace.

### After the Workplace Challenge

- Participate in an evaluation and assessment of the students’ performance and the workplace challenge itself.
- Consider how you might use the workplace challenge to promote your company’s visibility in the community.

### Go Deeper

- Talk to the coordinator about being a guest speaker, conducting a mock interview, or hosting students for job shadows or internships.

### Workplace Challenge Timeline

#### Before the challenge:

- Identify a few issues or problems at your company or industry and discuss challenge options with coordinator and/or teacher.
- Present the challenge to students.
- Provide teacher with company/industry website links.

#### During the challenge:

- Answer any questions that arise.
- Consider visiting the classroom to observe challenge in process.
- View the solution with coworkers and offer feedback.

#### After the challenge:

- Evaluate students’ performance and the challenge itself.
- Think about best ways to publicize your company’s involvement.
- Consider your next steps in applying the approach or solution presented by the students.

## Employer Workplace Challenge Fact Sheet

In a workplace challenge, small groups of students (four to six per team) are engaged in solving a real-world problem or a challenge issued by an employer. The challenge is identified by the employer in consultation with the work-based learning coordinator and a classroom teacher. The structure of the challenge is based upon effective project-based learning approaches, enhanced by a focus on the targeted career pathway and an authentic problem or issue faced by an employer partner.

**Program Level:** All Grades.  
**Employer/Student Ratio:** 1-2 employees to 4-6 students.  
**Duration:** 6-8 weeks (periodic contact)  
**Frequency:** One time  
**Location:** School/Workplace  
**Costs:** Staff time  
**Special Considerations:** Employee selection. Company volunteer policies and practices.

Students work as a team to identify possible solutions. They then create and deliver a presentation on their solutions to the employer. Designed to meet specific learning outcomes, workplace challenges are educationally rich, are tied to the curriculum, and help students connect what they're learning in school with the workplace.

### Why are workplace challenges important for students?

- Provide exposure to potential careers and jobs.
- Help develop problem solving and research skills.
- Help develop teamwork and presentation skills.
- Provide a context for learning and foster an understanding of how academic concepts are applied in a real-world setting.
- Inform career planning.

### What are the benefits to my company?

- Exposes potential future workers to your company and shows them some of the required skills and education needed for success in your industry.
- The solution uncovers fresh approaches and potential solutions to a problem or issue you are facing.
- Introduces students to one or more of your employees.
- Helps your employees understand how to communicate with the next generation of workers.
- Provides an efficient way to introduce and engage multiple employees with your commitment to education and connect your company with the community.

### What do I need to do next?

- Determine who will participate in the workplace challenge and have them connect with the work-based learning coordinator to address scheduling, planning and logistics.
- Distribute the Employer Workplace Challenge Tip Sheet to interested employees.
- Consider any impacts on company policy.

### Resources

- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the New York City Department of Education.



### Workplace Challenge Research Activity

Complete the following research assignment as part of your preparation for the upcoming workplace challenge. This research will be the basis for in-class discussion and presentations prior to the day

Student name:
Workplace challenge company:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with the workplace challenge company?
After researching the company, what are some questions that you will ask to address the challenge?
Based on your research, what do you think you will like most about the workplace challenge?
Based on your research, what is your biggest concern about the workplace challenge?
If you could come away from the workplace challenge having learned <b>one</b> thing, what would that be?
Anything else you learned while doing your research that you'd like to share with your teacher or the class?

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## Workplace Challenge Student Reflection

Now that the workplace challenge is over, take some time reflect on what you learned and how the experience might inform your college and career plans in the future.

Student Name:

School:

Challenge Company:

Challenge Date Range:

What aspects of the workplace challenge were interesting? Which were not? Why?

What did you like about the workplace challenge? What would you change?

Would you consider a career in the challenge host's field? Why or why not?

What was the most memorable aspect of the workplace challenge? Why?

What did you learn about the challenge host's company and its employees? Please explain.

What knowledge and skills are you learning in school that are likely to be used at the host company's workplace? Please explain.



What knowledge or skills do you need to strengthen to be successful at a workplace like the challenge host's? Please explain.

Would you recommend that other students take part in a workplace challenge? Explain.

Anything else you'd like to say about the workplace challenge?

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# Internship Guide

Internship Fact Sheet

WBL Coordinator Checklist

Student Checklist

Teacher Tip Sheet

Employer Tip Sheet

Employer Fact Sheet

Virtual Internship Options Sheet

Fact Sheet #71: Internship Programs Under the Fair  
Labor Standards Act

Implementation Tools

Internship Student Research Activity

Intern Orientation to the Workplace

Internship Student Reflection



## Internship Fact Sheet

### Internship<sup>1</sup>

An Internship is a highly structured, time-limited, Career Preparation activity in which students are placed at a worksite to participate in and observe work first hand.

Internships provide students the opportunity to learn by doing real work and being productively engaged in the workplace. They may provide the opportunity to work in teams, work on a project, or rotate through a number of departments and job functions.

### Internships are designed to:

- Promote hands-on experience in a field of interest.
- Provide productive value for the employer.
- Provide exposure to a wide range of careers and jobs within the industry.
- Offer opportunities to develop, practice and demonstrate employability skills.
- Build occupational knowledge.
- Create awareness of the education needed to be successful in the industry.

### Internships are structured to:

- Enhance workplace knowledge and career awareness.
- Help build the skills required for specific occupations.
- Expose students to a wide spectrum of workplace activities.
- Support key academic concepts, as well as technical and occupational skills development.

### Internships are supported by:

- Student preparation in the classroom.
- Internship design with the employer partner.
- Employer host orientation and ongoing troubleshooting.
- Multiple opportunities for reflection on the experience, both verbally and in writing.
- Employer assessment of skills acquisition.

### Internships are connected to:

- Classroom learning.
- Individual career development/training plans.
- A sequence of educational, training and workplace activities.
- The student's next steps.

Internships take place for a minimum of 80 hours with more hours being optimal. They may be paid or unpaid, depending on whether the student is performing productive work for the employer and other factors.<sup>2</sup>

Internships are one activity in the continuum of authentic work-based experiences provided to all students engaged in career-related programs or course of study in New York City Schools.

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<sup>1</sup> Internships are recognized as an “ACCEPTED and VALID WBL ACTIVITY” by NYSED and the NYC DOE CTE for specific credit purposes.

<sup>2</sup> See USDOL Internship Factsheet #71 <http://www.dol.gov/whd/regs/compliance/whdfs71.htm>





## Internship Support Materials

### Checklists, Tip Sheets and Fact Sheets

- Coordinator Internship Checklist
- Student Internship Checklist
- Teacher Internship Tip Sheet
- Employer Internship Tip Sheet
- Employer Internship Fact Sheet
- Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act

### Implementation Tools

- Internship Student Research Activity
- Intern Orientation to the Workplace
- Internship Student Reflection

### Virtual Internships

- Please see “*CareerReady Work Learn\_Grow\_Remote Internship Industry Partner Guide*’ in the Remote and Virtual section of this toolkit.

### Related Virtual Internship Activities

- 2020 Virtual Internships  
<https://sites.google.com/site/virtualinternshipswbl/2020-virtual-internships>
- [Xtreme Intern](#)

### Virtual Internship Guidance

- [CTE In-Person Internship Overview School Year 2021-22](#). (Updated September 2021)
- [CTE Virtual Internship Overview School Year 2021-22](#) (Updated September 2021)

For further guidance, forms, tools and assistance in managing an Internship please see the NYC CTS Tracking System.

[https://docs.google.com/document/d/1l0118BFi3iQd5xkvoL5tpRdaPtVtv8HPZe\\_juwrp05Y/edit](https://docs.google.com/document/d/1l0118BFi3iQd5xkvoL5tpRdaPtVtv8HPZe_juwrp05Y/edit)

### Tips for Success

Quality Internships include structured activity before, during and after the experience.

Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- Engage in proper planning and preparation.
- Address safety, legal and logistical details.
- Communicate with all parties.
- Maximize learning potential.
- Focus on skills acquisition.
- Connect to the classroom.
- Provide support for students and supervisors.
- Promote student reflection.

Sustaining and growing Internships and all other work-based learning activities depend on maintaining positive relationships with the employers who are providing opportunities. These employers should be treated as valued customers and partners with frequent check-ins to address participation needs as they arise.

## Coordinator Internship Checklist

Quick tips for work-based learning coordinators<sup>3</sup> to ensure successful internships.

### Before the Internship

- Review the Fact Sheet and required documents/forms.
- Meet with teachers and discuss how they can help with student selection, internship design, reflection activities and support the classroom connection. Share the Teacher Tip Sheet.
- Maintain regular communications with teachers.
- Design and develop the internship with the employer.
- Establish a schedule for student interviews with the employer.
- Debrief following the interviews.
- Have the employer sign the worksite agreement.
- Identify interested students and review resumes.
- Select and refer qualified students matched to employer specifications.
- Schedule student interviews with employer and confirm placement details by providing employer and student with offer letter.
- Conduct a mandatory site visit to address key legal or safety issues.
- Prepare internship hosts by providing an orientation and determining the preferred frequency and method of contact.
- Prepare students by sharing the student tip sheet and developing specific learning objectives for their work-based learning plan.

### During the Internship

- If possible, meet with the student and worksite supervisor at the workplace and observe workplace activities. Finalize training plan and make appointments for any future visits.
- Assist the worksite supervisor in completing the Employer Evaluation of student performance at the mid-point and completion of the internship.
- Facilitate learning by coordinating opportunities for students to reflect on their internships in the classroom and regularly assess progress using evaluations.
- Monitor student timesheets and payroll processes and resolve any issues that may arise.

### After the Internship

- Conduct follow-up activities by reviewing the completed evaluations with the student.
- Help students update their Employability Skills Profile and think about any next steps they would like to take to further their career goals.
- Provide avenues for feedback on the effectiveness of the internship and make recommendations for adjustments in the future.
- Coordinate opportunities for student reflection with teachers.
- Document the experience and provide reports to school leadership and employer partners.

### Sample Internship Timeline

#### Three months in advance:

- Develop and design the internship.
- Confirm student availability and schedule with appropriate stakeholders.
- Get signed worksite agreement.

#### Two months in advance:

- Review resumes.
- Schedule student interviews.
- Process results.
- Confirm placement details.
- Conduct a site visit.

#### One month in advance:

- Prepare internship hosts.
- Prepare students.
- Prepare teachers.

#### One week in advance:

- Confirm details with all parties.

#### On the start date:

- Check in with student and employer.

<sup>3</sup> In New York State, this includes certified work-based learning coordinators and others who facilitate, arrange and support work-based learning activities for students.

## Student Internship Checklist

Internships can give you valuable experience in the workplace. It is a really exciting time because you get a preview of what your life could be like working at a job in an area of interest to you.

You'll meet many new people and learn a lot, so pay close attention and think about the possibility of this being a job for you one day.

### Have you done all that you can to prepare for your internship?

- Think about the kind of internship you might like to have. Once you've asked around about what's available, decide on the one that fits best for you and apply for it.
- Turn in all required forms and complete any other assignments.
- Create a resume' and prepare for your interview.
- Practice your "elevator pitch" introduction (who you are, why you're interested in the internship, what you are studying in school and what your career goals are).
- Do some research. Find out what you can about the company and the position.
- Have questions for the employer ready.
- Map out the location and leave early enough to ensure you arrive 10 minutes before the interview. Plan out what you are going to wear for the important first meeting.
- Once you have a placement confirmed, CONGRATULATIONS! learn all you can about the company and what will be expected of you.

#### Getting Ready for Your First Day

- Map out employer location and plan to get there 10 minutes early
- Dress professionally
- Bring your ID and any other forms that you need
- Know the name of your supervisor and who to ask for when you get there
- Relax and smile!

### Have you thought about what you can do to make your internship a big success?

- Talk to a teacher or coordinator about what your learning goals are. Think about what you want to learn, the skills you'd like to develop, and work with your worksite supervisor to improve them. Include these in your WBL Training Plan.
- Go to the orientation and any other trainings that your worksite supervisor requests of you.
- Make sure you understand your duties and complete all assigned tasks.
- Ask questions if something is unclear!
- Talk to your coordinator, teachers and parents/guardians about how it's going at your internship.
- Track your hours and submit your timesheet (on time) to be paid!
- Consider keeping a daily journal about what you are learning and experiencing.

### When your internship is over, how will you keep moving your career forward?

- Participate in ongoing self-reflection activities and classroom assignments. What were you able to accomplish and what did you learn through this experience?
- Send a thank-you letter to your worksite supervisor and ask if you can use him/her as a reference on your resume' or connect on LinkedIn.
- Update your resume' based on new skills and experiences gained and record the experience in your Employability Skills Profile.
- Think about what you would like to do next to move your career plans forward.

## Teacher Internship Tip Sheet

Note: If you're coordinating an Internship, have a look at the Coordinator Internship Checklist.

### Internships are designed to:

- Promote hands-on experience in a field of interest.
- Provide productive value for the employer.
- Provide exposure to a wide range of careers and jobs within the industry.
- Offer opportunities to develop, practice and demonstrate employability skills.
- Build occupational knowledge.
- Create awareness of the education needed to be successful in the industry.

#### Did You Know?

Internships can support classroom curriculum and allow for students to see and apply practical applications of key academic concepts.

Students who participate in internships while in High School pay more attention in class, enjoy higher graduation rates and better employment outcomes later in life.

### Before the Internship

- Give the work-based learning coordinator<sup>4</sup> information about students who are ready for an internship. Talk about how you can best support students in reflection and other activities.
- Review the Internship Fact Sheet with the work-based learning coordinator and decide who will facilitate each activity.
- Help match students to specific internship opportunities based on their skills and interests and the employer's needs.
- Help students prepare for the interview, including their "elevator pitch" and how to dress.
- Have students research the employer and identify career options or pathways that are of interest.
- Work with the student to define their learning objectives and create their WBL Training Plan.
- Let students know how they will be evaluated on their performance.
- Explore what concepts in the classroom might be demonstrated in the workplace.
- Distribute and collect all required forms.

### During the Internship

- Work with the work-based learning coordinator to document learning objectives.
- Design and coordinate concurrent learning activities in the classroom.
- Provide opportunities for students to reflect on their internships in the classroom, both verbally and in writing.

### After the Internship

- Review completed evaluations with students. Discuss and record next steps.
- Work with the work-based learning coordinator to finalize documentation of student learning. Together, assess the effectiveness of the internship and make recommendations for adjustments.
- Provide opportunities for students to reflect on their internships or showcase their work through presentations or demonstrations.

### Go Deeper

- Guide students through a comparison of the culture and style of the workplace with others they have observed, including behavioral and communication expectations.

<sup>4</sup> In New York State, this includes certified work-based learning coordinators and others who facilitate, arrange and support work-based learning activities for students.

## Employer Internship Tip Sheet

### Internship

Through an internship, NYC high-school students are placed at a worksite for a defined period of time to participate in and observe work first hand.

Internships provide a direct benefit to the employer and give students the opportunity to learn by doing real work and being productively engaged in the workplace. Interns may work individually, in teams, work on a project, or rotate through a number of departments and job functions.

#### Did You Know?

Student interns are learning about your industry and are considering how they might prepare for and their career.

Students who participate in internships while in High School enjoy higher graduation rates and better employment outcomes later in life.

### Tips

When hosting an intern or launching an Internship program at your company, keep the following success factors in mind.

#### Before the Internship

- Contact your work-based learning coordinator to discuss hosting an intern. If/when you decide to move forward, interview and select or hire the student intern.
- Work with the work-based learning coordinator to develop and design the internship.
- Determine who supervises and guides the intern.
- Review the informational packet provided by the intern's school.
- Meet with the coordinator and the intern to finalize learning plans and agree on an ongoing communication strategy.
- Inform other staff that an intern will be at the workplace.

#### During the Internship

- Provide a workplace orientation for the intern.
- Consider ways the intern can develop employability skills (ask the coordinator for a copy of the list) and be exposed to a range of careers in your industry.
- Identify opportunities that will support the intern's academic, occupational and employability skill development and assist the intern in working toward learning objectives.
- Think about ways you can serve as both a coach and supervisor.
- Communicate successes and opportunities to the coordinator that can be used to enhance the value of classroom connections.
- Use the WBL Training Plan and Evaluation to assess the intern's performance at a mid-point and completion of the internship. Discuss it with the intern and the coordinator.

#### After the Internship

- Hold a debriefing session internally at the company, review the effectiveness of the Internship program and make suggestions for improvement.

### Resources

- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the NYC Department of Education.



## Employer Internship Fact Sheet

Through an internship, NYC high school students are placed at a worksite for a defined period of time to participate in and observe work first hand.

Internships provide a direct benefit to the employer and give students the opportunity to learn by doing real work and being productively engaged in the workplace. Interns may work individually, in teams, work on a project or rotate through a number of departments and job functions.

**Program Level:** 11<sup>th</sup> grade or higher

**Employer/Student Ratio:** 1:1 (maximum 1:5)

**Duration:** 6-8 weeks, 60 or more hours

**Location:** Workplace

**Costs:** Wages (often subsidized)

**Special Considerations:** Internships may be paid or unpaid, depending on whether the student is performing productive work for the employer and other factors.

See USDOL Internship Factsheet #71

<http://www.dol.gov/whd/regs/compliance/whdfs71.htm>

## Why is an Internship important for students?

- Every young person needs a first job, and for many, an internship provides that opportunity.
- An internship provides exposure to a wide range of careers and jobs within the industry and a chance to explore a field of interest.
- Students who participate in an internship experience higher graduation rates and better employment outcomes later in life.
- Helps develop occupational knowledge and the ability to perform successfully in the workplace.
- Offers an opportunity to develop, practice and demonstrate new skills and to learn what education and skills are needed to be successful in the industry.
- Gives students a chance to develop adult and team relationships.

## What are the benefits to my company?

- Introduces potential future workers to job opportunities with your company.
- Exposes students to the skill needs, educational requirements and career opportunities in your industry.
- Brings new energy and a fresh perspective to your workplace.
- Shows your employees that you are committed to supporting education and helps them understand how to communicate with the next generation of workers.
- Provides opportunities for existing workers to develop supervisory skills.
- Promotes an understanding of the role and contributions of your business in the community.
- Offers a public relations benefit.

## What do I need to do next?

- Contact your work-based learning coordinator and work with him/her to design the internship.
- Arrange for a presentation to your employees.
- Consider any impacts on company policy.

## Resources

- Distribute the Employer Internship Tip Sheet to interested employees.
- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the NYC Department of Education.





## Virtual Internships Options Sheet

### Introduction

Translating an internship to remote or virtual settings is perhaps one of the more straightforward of all the Work-Based Learning activities, as long as the activity and tasks of the internship can be completed remotely. While internships are generally conducted in the workplace or with a partner organization, in some cases interns may engage in an internship remotely and connect to their internship host and team members electronically via telephone, Skype, Zoom, WebEx, Microsoft Teams or some other technology. There are also virtual simulations available where a learner<sup>5</sup> can select a particular career or occupation, conduct online research and then address and complete one or more mock work assignments for review by a teacher or connector.

### Virtual Activity Options

*Remember, virtual activities promote “live” learner contact with adult professionals and front-line workers via the use of technology or are generally simulations and provide learners with employer exposures through recordings, on-line research, and related classroom activities*

#### Virtual Internships

In a virtual internship, a student is engaged in his or her internship remotely. Many industries and employer partners have recently shifted to a model where their employees work from home-based settings. Most of these employers have established protocols, communications systems and supports to ensure that work is productive, employees are engaged and connected to each other. These same protocols apply to interns who are completing their internship from home.

#### Creating a Virtual Internship

To design an effective and meaningful virtual internship, look to what has been successful for in-person internships with your industry partners or your organization. The first step is identifying projects that are appropriate for remote interns, such as those appropriate for an entry-level worker, that require minimal oversight. Consider the age, academic status, and skill set of your interns. Projects assigned to the interns should have clear and attainable goals. Informing interns of the connections between their projects and how they contribute to the organization can provide students an invaluable perspective.<sup>6</sup>

#### Virtual Internship Resources

“CareerReady Work Learn\_Grow\_Remote Internship Industry Partner Guide”

[http://wbltoolkit.cte.nyc/wp-content/uploads/2021/01/20.3.3-CareerReady-Work-Learn\\_Grow\\_Remote-Internship-Industry-Partner-Guide.pdf](http://wbltoolkit.cte.nyc/wp-content/uploads/2021/01/20.3.3-CareerReady-Work-Learn_Grow_Remote-Internship-Industry-Partner-Guide.pdf)

#### Steps to Success

- Review the Internship Guide.
- Distribute and review checklists and tip sheets to all parties.

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<sup>6</sup> Adapted from “‘CareerReady Work Learn\_Grow\_Remote Internship Industry Partner Guide’ NYC Department of Youth and Community Development. with Grant Associates and the NYC Center for Youth Employment, 2020.

- Recruit Internship hosts or work with existing Internship sponsors to design and implement remote internship experiences.
- Pair learners with appropriate internship opportunities. Facilitate learner choice and preference.
- Arrange interviews with Internship Host, who selects the intern via an online interview.
- Create an individualized WBL plan with the Internship host, WBL Connector and Intern.
- Teacher Supports the internship, the work-based learning plan, and checks in with the Intern and host regularly.

### Special Considerations

- Ensure equity in learner access to technology to effectively participate in the internship.
- Help learners think about time management and how to focus on tasks when participating in a remote internship.
- Consider school policy relayed to online interactions.

### Related Virtual Internship Activities

Related Virtual Internships are simulations where a learner or group of learners can select a particular career or occupation, conduct online research and then address and complete one or more mock assignments for review by a teacher or WBL connector.

### Related Virtual Internship Resources

<https://sites.google.com/site/virtualinternshipswbl/home>

The activities on the Virtual Internships website can be used in several different formats.

The educator may:

1. Lead the class as a group exploring one of the internships.
2. Assign the activities for out of class work.
3. Have learners work in groups on chosen internships.
4. Have learners work independently on a chosen internship.





## Internship Student Research Activity

Complete the following research assignment as part of your preparation for the upcoming internship.

Student name:
Company where you will do your internship:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
In which department (if there is more than one) will you intern?
What can you learn about that department (or if no specific department, what have you learned about the company overall)?
What companies do you think are in competition with your internship company?
After researching your company, what are some questions that you will ask during your internship?
Based on your research, what do you think you will like most about your internship experience? Why?
Based on your research, what is your biggest concern about your internship experience? Why?
If you could complete your internship having learned one thing, what would that be? Why?
What else did you learn while doing your research that you'd like to share with your teacher or the class?
Look up the directions for how to get to your internship (from school, from your home, walking, public transportation, driving). Print out the directions so that you can take them with you. Have you printed the directions?  How long will it take you to travel each way to and from your internship?

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## Intern Orientation to the Workplace

Thank you for providing internships to our students! This internship will help prepare them for college and career success, and it starts today. Orientation day is critical for the interns as it helps set the standards for the rest of the internship. Assume the interns have no knowledge of your working environment. Go above and beyond in explaining the following items and periodically check for understanding.

Here is a checklist of items to cover during your internship orientation:

During the Intern Orientation, Give Emphasis to:	
	Reception area and administrative support staff that may be points of contact for the interns.
	Kitchen/Break area and proper protocols (i.e. washing dishes, storing food, consuming food, shared utensils or food containers).
	Emergency exits. Point out all emergency exits and the fact that elevators may not be operational during an emergency. Be sure to follow the most practical emergency exit to the location outside where the intern should meet with coworkers during an emergency.
	Copy room. Point out proper protocols to be used in the copy room (i.e. copy codes for projects, disposal and recycling).
	Internship supervisor desk or office area.
	Intern's desk or office area. Point out protocol for eating, recycling, trash, desk cleanliness, etc.
	Conference rooms. Point out how to reserve and use conference rooms and protocols for leaving the room after use.
	Be sure to introduce the intern to as many staff as possible, making introductions, including the person's role in the company. Point out proper methods to communicate with office staff and people to contact or report to when you are away from the office. Always have a second and third point of contact for interns.

General Orientation Checklist:	
	Discuss the use of mobile devices and company property (i.e. proper internet usage).
	Explain the protocol for reporting a completed task.
	Present an overview of company products and services. Interns should have previously done research. Point out organizational structure and functions of various departments.
	Discuss skills the intern wants to develop during the internship.

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## Internship Student Reflection

Now that you have completed an internship, take some time reflect on what you experienced and how the internship might affect your college and career plans in the future. This worksheet will be used in class.

Student name:	School:
Name of supervisor:	Beginning and end dates of internship:
Company/Organization of internship:	Email address for internship supervisor:

What aspects of the internship were interesting? Which were not? Why?

What did you like about the workplace? What would you change? Why?

Would you consider a career in this field? Why or why not?

What was the most memorable aspect of your internship experience? Why?

What did you learn about the company and its employees? Please explain.



How did the people at the workplace treat one another? Please explain

What technology did you use while interning at the worksite? List what you used, and for what purpose.

If you wanted to work as a professional in the workplace where you interned, what would the job title be? What might you do to prepare in the next five years, both in high school and college?

What knowledge and skills are you learning in school that will be used on the job? Please explain.

What knowledge or skills do you need to strengthen to be successful on the job? Please explain.

Would you recommend other students intern with this company in the future? Circle and explain.

Yes No

Would you recommend other students intern with this supervisor in the future? Circle and explain.

Yes No

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# Work Experience Guide

Work Experience Fact Sheet

WBL Coordinator Checklist

Student Checklist

Teacher Tip Sheet

Employer Tip Sheet

Employer Fact Sheet

Implementation Tools

Work Experience Research Activity

Work Experience Student Reflection

## Work Experience Fact Sheet



### Work Experience

A Work Experience is a Career Preparation activity in which a student is at a worksite doing real work for pay. The student is held to the same expectations as all employees and is evaluated by the worksite supervisor based on workplace expectations and performance.

Work experiences range from regular, paid employment in summer and/or year-round jobs to subsidized employment and learning-rich work experience. They include both found jobs and those arranged by the school or program. There are also a range of education and training linked work experience program types defined at the state and federal levels (See State and Federal Work Experience Fact Sheet).

### Work Experiences are designed to:

- Promote hands-on, real-world experience in a field of interest.
- Provide productive value for the employer.
- Offer opportunities to develop, practice and demonstrate employability skills.
- Build occupational knowledge.
- Create awareness of the education needed to be successful in the industry.

### Work Experiences are structured to:

- Enable students to practice and prepare for work, potentially in an area of career interest.
- Help students develop the Top 10 Core Employability Skills.
- Build knowledge about the education and training needed for a particular job, career path and advancement in the industry.

### Work Experiences are supported by:

- Classroom preparation, including research on the industry and participating businesses.
- Employer orientation and support.
- Opportunities to reflect upon the experience verbally and in writing.

### Work Experiences are connected to:

- Individual career development/training plans.
- Future work-based learning activities.
- The student's next steps.

Work experiences are one activity in the continuum of authentic work-based experiences provided to all students engaged in career-related programs or course of study in New York City schools.



## Work Experience Support Materials

### Checklists, Tip Sheets and Fact Sheets:

- Coordinator Work Experience Checklist
- Student Work Experience Checklist
- Teacher Work Experience Tip Sheet
- Employer Work Experience Tip Sheet
- Employer Work Experience Fact Sheet

### Required Forms and Documents

- Employability Skills Profile

### Implementation Tools:

- Work Experience Research Activity
- Work Experience Student Reflection

### Virtual Note

- In a virtual work experience, a student is engaged as an employee with an employer or organization partner. As with internships, many industries and employers have recently shifted to a model where their employees work from home-based settings. Most of these employers have established protocols, communications systems and supports to ensure that work is productive, employees are engaged and connected to each other. These same protocols apply to learners who are working from home. Follow the tips for virtual internships when implementing virtual or hybrid work experiences for learners.

### Virtual Resources

- Digital Summer Youth Employment Toolkit 2.0  
<https://aspencommunitysolutions.org/report/digital-summer-youth-employment-toolkit-2-0/>
- The Aspen Institute Forum for Community Solutions released the 2.0 version of our Digital Summer Youth Employment Toolkit December 16, 2020. This resource builds on the initial toolkit from June 2020, and is informed by implementation lessons from 2020's "summer like no other" from communities across the [Opportunity Youth Forum](#) (OYF) network and national partners.
- Summer Youth Employment Program  
DYCD is partnered with CTE through CareerReady SYEP, a program that offers participating CTE high schools guaranteed SYEP work experience slots and the opportunity to build strong connections between participating students' year-round academic learning and their summer work and enrichment experience. In addition, the program provides explicit connections to high quality postsecondary counseling and planning for the upcoming school year. Ongoing professional development and technical assistance supports high quality WBL experiences and placements that are aligned with CTE content areas.  
<https://www1.nyc.gov/site/dycd/services/jobs-internships/summer-youth-employment-program-syep.page>

## Coordinator Work Experience Checklist

Quick tips for Work-Based Learning Coordinators<sup>1</sup> to ensure a successful work experience.

### Before the Work Experience

- Define the work experience program structure (time-frame, expectations, host expectations, and staff support, for example).
- Identify all interested teachers and help them plan for the work experience activity.
- Prepare teachers and encourage them to support and leverage the work experience. Share the Teacher Tip Sheet.
- Work with teachers to create a list of interested and qualified students.
- Select and refer appropriate candidates for interviews, matched to employer/supervisor specifications.
- Provide supervisor with Employer Work Experience Tip Sheet.
- Determine the worksite supervisor's preferred form and frequency of contact.
- Distribute and collect appropriate forms.
- Identify learning objectives and complete the WBL Plan
- Address any transportation or safety gear needs.

### During the Work Experience

- If possible, meet with students and worksite supervisors at their workplaces and observe workplace activities. Make sure these visits are pre-arranged with the host and don't disrupt workflow.
- Regularly assess student progress and impact of the experience.

### After the Work Experience

- Have the worksite supervisor complete the WSS Evaluation and review with the student.
- Document the work experience. Get feedback from employers and teachers and summarize result using the WBL Activity Evaluation.
- Help students update their Resume' and Employability Skills Profile and think about any next steps they would like to take to further their career goals.
- Work with teachers to coordinate "go deeper" activities to connect the work experience to the classroom and their career goals.
- Take pictures from the work experience and provide them to the company for use on their website or newsletter. Ensure you have signed releases for all photos.
- Publicize the work experience and the business that participated by placing a story in the local newspaper or posting on the school or agency webpage.
- Consider other potential public relations benefits and opportunities.

### Sample Work Experience Timeline

#### **Beginning of the school year:**

Identify interested teachers and brainstorm business partners who could participate.

**Two months in advance:** Invite business partners to list opportunities.

**One month in advance:** Screen students to employer specifications and arrange for interviews with the employer.

**One week in advance:** Confirm selection and make sure the student has proper documentation.

**During work experience:** Visit worksite, if possible, and observe workplace activities. Provide support and address any issues that may arise.

**After work experience:** Send thank-you notes to employers and supervisors and ensure student

<sup>1</sup> In New York State, this includes certified work-based learning coordinators and others who facilitate, arrange and support work-based learning activities for students.



## Student Work Experience Checklist

A work experience gives you the opportunity to have a real job doing productive work with an employer. Through this experience, you will develop and have the chance to demonstrate professional and occupational skills by addressing a core business function.

You'll also be able to ask questions, practice professional behavior, learn and demonstrate new skills, and become more comfortable communicating with adults.

### Have you done all you can to prepare?

- Fill out and turn in any required forms.
- Meet with your teacher to discuss what you want to get out of the work experience. These are your learning objectives.
- Do some research on the host company and the job. Check out their website and learn as much as you can about the company's history, what they do and how it impacts your community.
- Research the dress code at the workplace and do your best to mirror it.
- Make sure you have transportation taken care of to and from the place of business.

### Are you Ready for Game Day?

Have you...

- Filled out the required forms?
- Researched the host company?
- Found out everything you can about the job and what will be expected of you?
- Decided what you'll wear?
- Arranged for transportation?
- Met with your teacher to discuss learning objectives?
- Thought about how you'll share your experience on social media?

### Have you thought about what you can do to make the work experience a big success?

- Dress appropriately and arrive on time.
- Make sure you understand your job assignment and tasks, and don't be afraid to ask questions.
- Follow through with the goals you set for yourself.
- Work on your communication skills, including active listening. Always be respectful.
- Observe and reflect how people act in the workplace. Put your electronics away until the end of your shift each day.
- Ask your supervisor if he or she would be willing to provide you with a reference after the job is over. Thank them for the experience.

### When the work experience is over, how will you keep moving your career forward?

- Reflect on the experience. Talk to your classmates and teachers and discuss your level of interest in pursuing a career in that industry.
- Participate in classroom activities that help you think about the value of the work experience.
- Update your resume and Employability Skills Profile and think about next steps in moving your career forward.
- Send a follow-up email thanking the employer/supervisor for his or her time.
- Ask your supervisor if you can use him/her as a reference.
- Fill out the evaluation form. Be honest. That will help make future work experiences more meaningful.
- Share your experience with your peers on social media. Perhaps a blog post about the work experience?



## Teacher Work Experience Tip Sheet

Note: If you're coordinating a work experience, have a look at the Coordinator Work Experience Checklist.

### Work Experiences are designed to:

- Promote hands-on, real-world experience in a field of interest.
- Provide productive value for the employer.
- Offer opportunities to develop, practice and demonstrate employability skills.
- Build occupational knowledge.
- Create awareness of the education needed to be successful in the industry.

### Before the Work Experience

- Review the Work Experience Fact Sheet and this tip sheet.
- Assess how the work experience can support classroom activities and help meet curriculum goals.
- Identify learning objectives for the job with the student(s) and record in the WBL Plan. excitement for the work experience.
- Have students research the job, the host company and the careers it offers.
- Find out if certain dress or safety gear is required and communicate any requirements to the student(s).
- Distribute and collect any required forms.

### During the Work Experience

- Design and coordinate concurrent learning activities in the classroom, so the work experience is not an isolated activity but is connected to academic learning.
- Provide opportunities for students to reflect on the experience in the classroom, both verbally and in writing.

### After the Work Experience

- Continue to provide reflection activities for students and help them make the connection between what they're learning and the workplace.
- Help the student(s) update his or her Resume' and Employability Skills Profile and think about any next steps they would like to take to further their career goals.
- Assess and document the impact and value of the work experience and discuss the completed worksite supervisor evaluation with the student(s)
- Work with the coordinator and utilize employer, teacher and student feedback to improve future work experiences. (Use the WBL Activity Evaluation)

### Go Deeper

- Make the work experience part of a project and have the student(s) prepare and deliver a presentation to others at your school about the host company.

### The Classroom Connection: Preparation and Reflection

#### Before the Work Experience

Set the student(s) up for success by having them:

- Research the job, company and industry of the employer.
- Discuss how the work experience can help them meet learning objectives.

#### After the Work Experience

- Spark student reflection with an activity.
- Ask, "What new things did you learn from this job and what skills did you acquire?"
- See if they want to find out more or further explore different jobs and careers in the employer's industry.

## Employer Work Experience Tip Sheet

Thanks for agreeing to hire one of our students and provide them with valuable work experience. As you think about how to best prepare for the experience, keep the following success factors in mind.

### Before the Work Experience

- Work with the coordinator to develop a job description.
- Interview, select and hire the student.
- Review the informational packet provided to you by the coordinator.
- Provide teacher with website link(s) about the job, your company and industry to help students prepare for the work experience.
- Work with the teacher or coordinator to help define ways in which the work experience can align with and support the curriculum.

#### Did You Know?

While working at your company, students are learning about your industry and are considering how they might prepare for a career.

Some students are studying in the context of a career pathway and preparing for a career in your industry.

Students who experience early employment while in High School enjoy higher graduation rates and better employment outcomes later in life.

### During the Work Experience

- Provide a workplace orientation for the student.
- Review the Top 10 Core Employability Skills document provided by the coordinator and reinforce those concepts when possible.
- Consider if there are opportunities for students to be exposed to a range of jobs in your organization.
- Identify opportunities that will support the student's academic, occupational and employability skill development and assist them in working toward learning objectives.
- Think about ways you can serve as both a coach and supervisor.
- Communicate successes and opportunities to the coordinator that can be used to enhance the value of classroom connections.
- Use the WBL Training Plan and Evaluation to assess the student's performance at a mid-point and completion of the internship. Discuss it with the intern and the coordinator.

### After the Work Experience

- Provide feedback to the coordinator to improve future work experiences.
- If you're comfortable doing so, offer to stay in touch via email or LinkedIn.
- Hold a debriefing session internally at the company to review the effectiveness of the work experience program and make suggestions for improvement.
- Consider how you might use the work experience to promote your company's visibility in the community.

### Go Deeper

- Talk to the coordinator about being a guest speaker in the classroom, participating in a mock interview or hosting students for job shadows and/or internships.



## Employer Work Experience Fact Sheet

Work experiences offer students the opportunity to be at a worksite doing real work for pay. The experience can be regular, paid summer or year-round employment, or it may be learning-rich, subsidized employment.

While delivering productive work for pay, students also work on developing and demonstrating professional and occupational skills, communicating effectively and being a productive part of the team. The student is held to the same expectations as all employees and is evaluated by the workplace supervisor based on workplace expectations and performance.

**Program Level:** Usually 11<sup>th</sup> grade or higher.  
**Employer/Student Ratio:** 1:1  
**Duration:** Varies, can be summertime or year-round  
**Frequency:** One time  
**Location:** Worksite  
**Costs:** Wages (often subsidized)  
**Special Considerations:** Supervisor selection. Labor laws and safety considerations. Impacts on personnel policies.

## Why are work experiences important for students?

- Every young person needs a first job, and for many, participation in a work experience program provides that opportunity.
- Work experiences expose students to potential careers and jobs and help build work-readiness skills and occupational knowledge.
- They provide a context for learning and foster an understanding of how academic concepts are applied in a real-world setting.
- They illustrate the education and training needed for entry into certain occupations and careers.
- They let students know about your company's processes and products/services and the role your business plays in the community.

## What are the benefits to my company?

- Students are engaged a core productive activity in your company
- Exposes potential future workers to advanced job opportunities and careers with your company, as well as the required skills and education to be successful in your industry.
- Introduces students to one or more of your employees.
- Helps your employees understand how to better communicate with the next generation of workers.
- Provides leadership development opportunities for your existing workforce

## What do I need to do next?

- Determine who will supervise the student during the experience and have that person connect with the work-based learning coordinator or student to address scheduling, planning and logistics.
- Arrange for a presentation to those employees who will participate in the work experience.
- Distribute the Employer Work Experience Tip Sheet to identified supervisors.
- Consider any impacts on company policy.

## Resources

- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with the New York City Department of Education.



## Work Experience Research Activity

Complete the following research assignment as part of your preparation for the upcoming work experience. This research will be the basis for in-class discussion and presentations prior to the day

Student name:
Host company:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with the host company?
After researching the company, what are some questions that you will ask your supervisor?
Based on your research, what do you think you will like most about the work experience?
Based on your research, what is your biggest concern about the work experience?
If you could come away from the work experience having learned <b>one</b> thing, what would that be?
Anything else you learned while doing your research that you'd like to share with your teacher or the class?

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## Work Experience Student Reflection

Now that the work experience is over, take some time reflect on what you learned and how the experience might inform your college and career plans in the future.

Student Name:

School:

Host Company:

Work Date Range:

What aspects of the work experience were interesting? Which were not? Why?

What did you like about the work experience? What would you change?

Would you consider a career in the host company's field? Why or why not?

What was the most memorable aspect of the work experience? Why?

What did you learn about the host company and its employees? Please explain.

What knowledge and skills are you learning in school that would likely be used at the host company? Please explain.



What knowledge or skills do you need to strengthen to be successful at a workplace like the host company's? Please explain.

Would you recommend that other students participate in a work experience? Explain.

Anything else you'd like to say about the work experience?

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# Virtual Options

## Virtual Options

Summary w/links to guides

## Virtual Program Fact Sheets

On-line Virtual Career Development Links and Resources

Online Practices Guidance

Virtual WBL Suggested Standards

NYSED Remote and Virtual WBL Updated Guidance

NYSED Virtual and Remote Resources for Work-based Learning

## Virtual Tools

Employer Recruitment Email Template Remote Internships

Employer Recruitment Email Template Remote WBL

## Virtual Resources Available Online

CareerReady Work Learn Grow Remote Internship Industry Partner Guide

Provider Guide: The Workplace Challenge



## Virtual WBL Options

### Introduction to Virtual Options

This fact sheet provides a summary of virtual options for a variety of Work-Based Learning activities. It is not intended as an exhaustive list, but rather a guide for WBL coordinators, teachers and intermediary or program staff seeking to develop quality opportunities for their students while most school activities are being conducted online.

*Virtual Work-Based Learning Activities* are defined as those that promote “live” student contact with adult professionals and front-line workers through the use of technology, as well as those that are generally simulations and provide employer exposures through recordings, online research and related classroom activities.

When offering virtual options to students, **it is important to pay attention to technology access and equity in the distribution of opportunities** in addition to ensuring the necessary permissions, protections and guidance are in place to promote student safety.

### Summary of Virtual Options by WBL Activity

The summary activities described below are detailed in each activity guide’s companion sheet, Virtual Options. The options sheets are intended to be used in tandem with the complete guide, checklists and tip sheets for the activity.

**Guest Speakers** – In a guest speaker activity, a group of students listen to a presentation to learn about the speaker’s organization, careers and industry and ask questions to help them consider whether they might like to pursue a career in the industry.

#### Virtual Guest Speaker Options

##### Virtual Classroom

An industry or employer partner visits a virtual classroom as a guest speaker and provides a presentation on the speaker’s career, business or organization and industry. Students ask questions to help them consider whether they might like to pursue a career in the industry.

##### Guest Speaker Foundational Activities

An online recording of a guest speaker is used as a foundation for an activity and discussion in the classroom.

Have students search the web for recordings of guest speakers and provide a presentation to the class where they show the video and then lead a discussion about the speaker’s career.

##### Go Hybrid

After recording a session, arrange for a guest speaker to return to the virtual classroom for a short amount of time to answer specific questions from a new group of students. Play the recording prior to the speakers visit.

Please see the [Guest Speaker Virtual Options Sheet](#)

**Career Days** – Through a career day, business partners from a variety of companies come together at a school to share information about their company, their job and the education and skills required for success in careers in the industry.

#### Virtual Career Day Options

##### Virtual Classroom With Breakouts

Host an interactive, online career day where employers visit a classroom or classrooms virtually. After a panel presentation, students visit individual industry partners in breakout rooms. At the end of the session, the class comes back together to share what they've learned.

##### Virtual Classroom Sequenced

Schedule a number of industry partners to visit the virtual classroom or set of classrooms throughout a school day. Combine a brief Guest Speaker activity followed by a group informational interview.

##### Virtual Career Day Foundational Activity

Have students conduct online research on a range of careers in an industry of interest, gather information, find compelling recorded presentations on careers in the industry and have them share their findings in the virtual classroom.

Consider making it a team-based activity and have a small group of students work together and prepare a presentation for the rest of the class or pathway cluster.

##### Go Hybrid

Record a career day panel and use it as a basis for a virtual classroom activity. If possible, have one or more of the career day panelists visit the virtual classroom to share information and answer questions.

Please see the [Career Day Virtual Options Sheet](#)

**Career Mentoring** – Through career mentoring, a student is matched one-on-one or in small groups with an adult professional to explore potential careers and related educational issues.

##### Virtual Note

Students who are currently paired with a Career Mentor may continue to receive support via telephone or some other technology if the necessary permissions, protections and guidance are in place to promote student safety.

**Workplace Tours** – Through a workplace tour, small groups of students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress. Teachers also benefit from exposure to the workplace.

##### Virtual Note

Some employers may be in a position to conduct a virtual tour of their workplace, perhaps as part of a scheduled Virtual Guest Speaker activity.

**Informational Interviews** – Through an informational interview, a student formally interviews an employer partner about his or her industry, educational and career path and chosen profession.

#### Virtual Informational Interview Options

##### By Phone or Internet

A student formally interviews an Industry Partner over the phone or internet about his or her industry, educational and career path, and chosen profession.

##### Informational Interview Foundational Activities

Students review a prerecorded interview with an industry professional in the remote classroom and engage in a guided discussion after the interview.

Consider having students conduct on-line research to locate prerecorded interview session with employers and use those on the classroom.

##### Go Hybrid

A model where small groups interview an industry partner via Skype, Zoom, Microsoft Teams, Google Meet or some other technology; and record the session to then use to form the foundation for a classroom activity and discussion.

Please see the [Informational Interview Virtual Options Sheet](#)

**Job Shadowing** – Through a job shadow, a student is paired with an employee of a host company and follows that employee during much of a regular workday. A job shadow provides students the opportunity to experience the workplace, understand the various roles and duties of a particular occupation, learn about the business, connect with a working adult and observe work in progress.

##### Virtual Note

Job shadowing does not lend itself to virtual activities.

**Mock Interviews** – Through a mock interview, students are paired one-on-one with a business partner who interviews each student as if he/she were being interviewed by an employer for a paid internship or job.

#### Virtual Mock Interview Options

##### By Phone or Internet

A student is formally interviewed via telephone, FaceTime, SKYPE, Microsoft Teams or Zoom by an Industry Partner as if they were applying for a job with the company the partner represents.

### Virtual Classroom

Multiple employers are invited to a virtual classroom and are assigned to breakout rooms and interview a number of students individually.

### Go Hybrid

View a recorded mock interview and have students critique it in the classroom.

Please see the [Mock Interview Virtual Options Sheet](#)

**Workplace Challenges** – Through a workplace challenge, small groups of students (four to six per team) are engaged in a problem-solving exercise issued by an employer in consultation with a teacher or counselor.

### Virtual Workplace Challenge Options

#### Virtual Workplace Challenge

Teams of students are paired with employers to complete a workplace challenge. They connect via technology and work together over time to address an identified issue. Students then provide a presentation of their solution online to the employer partner(s) at the conclusion of the challenge.

Download [The Provider Guide](#) : The Workplace Challenge

**Internships** – Through an internship, a student has the opportunity to learn by doing real work and being productively engaged in the workplace. Students may work individually, in teams, work on a project, or rotate through a number of departments and job functions.

Download the [CTE Virtual Internship Guidelines](#)

### Virtual Internship Options

Download the [CareerReady Work Learn Grow Remote Internship Industry Partner Guide](#)

#### Online Virtual Internship Activities

##### Virtual Internship Activities

Created by Sue Gubing and WBL Coordinators with the support of Perkins funding, each Virtual Internship involves selecting one of more than 70 occupations, conducting guided research on the occupation and its educational or training pathway followed by the completion of three simulated task associated with the job.

<https://sites.google.com/site/virtualinternshipswbl/2020-virtual-internships>

#### Xtreme Intern

XTREME INTERN is an educational and career assessment tool that is designed to assist High School and College bound students in recognizing their

Developed by New Ways to Work, Inc. on behalf of NYC Department of Education.

5<sup>th</sup> Edition, April 2022

Includes materials and concepts adapted from NYS P-TECH, Earn & Learn, NAF and Grant Associates.

<http://wbltoolkit.cte.nyc/>

interests, natural talents and abilities, while applying them to virtual real-world career experiences.

- **Work Experience** – Through a work experience a student has an opportunity to develop and demonstrate professional and occupational skills by addressing a core business function and doing productive work with an employer.

- **Virtual Work Experience Options**

Digital Summer Youth Employment Toolkit 2.0

<https://aspencommunitysolutions.org/report/digital-summer-youth-employment-toolkit-2-0/>

The Aspen Institute Forum for Community Solutions released the 2.0 version of our Digital Summer Youth Employment Toolkit December 16, 2020. *This resource builds on the initial toolkit from June 2020, and is informed by implementation lessons from 2020’s “summer like no other” from communities across the Opportunity Youth Forum (OYF) network and national partners.*



## On-line Virtual Career Development Links and Resources

### NYSED Remote and Virtual WBL Updated Guidance

<http://www.nysed.gov/common/nysed/files/programs/coronavirus/nysed-covid-19-updated-guidance-work-based-learning-programs.pdf>

### NYSED Virtual and Remote Resources for Work-based Learning

<http://www.nysed.gov/career-technical-education/virtual-and-remote-resources-work-based-learning>

### Postsecondary Planning Milestones Toolkit:

Activity Type: College and Career Development

Utility: This document is a comprehensive planning tool. The document explains step-by-step activities and provides hyperlinked resources for educators to help students explore postsecondary pathways throughout their high school journey.

<https://read.bookcreator.com/oJNLHh3W5Mhw8FWQWBnobVwGmE03/4AWy5coqS8uwnNCx75uzLQ>

### ISP 2020 Best Practices PPT:

Activity Type: Career Development

Utility: This Powerpoint presentation shares learnings from ISP Summer 2020. Presentation shares best practices related to implementing remote internships and remote workplace challenges.

[https://docs.google.com/presentation/d/1U1q5FzBuGuiXEtvoGSH8ftsF5gTfTAkVkI\\_yat90Z3Y/edit?usp=sharing](https://docs.google.com/presentation/d/1U1q5FzBuGuiXEtvoGSH8ftsF5gTfTAkVkI_yat90Z3Y/edit?usp=sharing)

### Experiential Learning Directory:

Activity Type: Career Development/ Internship

Utility: This online resource provides time sensitive information related to a range of work based learning opportunities for students including internships, mentorship opportunities .

[https://docs.google.com/document/d/1C9LBPmOm3V2tDYc-cUkXaizD35bbQ\\_oFuf8vIRiEkUc/edit?usp=sharing](https://docs.google.com/document/d/1C9LBPmOm3V2tDYc-cUkXaizD35bbQ_oFuf8vIRiEkUc/edit?usp=sharing)

### Level Up!:

Activity Type: Career Development

Utility- This curriculum provides the tools to help students rapidly develop tools and skills essential to career success including: resume development, interview preparation.

[https://drive.google.com/drive/folders/1nwab-mMnXwWT4eUmcgbooh0\\_SIp9DqbU?usp=sharing](https://drive.google.com/drive/folders/1nwab-mMnXwWT4eUmcgbooh0_SIp9DqbU?usp=sharing)



### DRAFT - Employer Cheat Sheet:

Activity Type: Internship (support document)

Utility: This document is designed to be a one-page reference tool for employers who are sponsoring remote internships including pay schedule, student work schedule, key web links and contact information. This document can also be used for in-person internships.

<https://drive.google.com/file/d/1CdLS3eOiZVN-h1B0JjrlGUmnfN69-PS/view?usp=sharing>

### DRAFT- Worklog/ Check In:

Activity Type: Internship (support document)

Utility: This document is designed to support clear communication between workplace supervisor and intern. This optional tool is designed for employers to create a running work log, to clearly state weekly work objectives, and allow space for student feedback.

<https://drive.google.com/file/d/1gLq0XIFx2Dh8tDfCkK70ZU3MBNHyeaQX/view?usp=sharing>

### NASDAQ Lunch and Learn:

Activity Type: Mentorship/ Career Development

Utility: These recorded sessions provide students with video interviews of representatives from within the financial services industry. Students are introduced to key financial ideas, as well as guidance around the range of careers that compose the financial sector:

<https://www.nasdaq.com/diversity-inclusion-belonging>

### NASDAQ - LatinX Event:

Activity Type: Mentorship/ Career Development

Utility: This recorded session provides students with video interviews of representatives from within the financial services industry. Students are introduced to key financial ideas, as well as guidance around the range of careers that compose the financial sector:

<https://drive.google.com/drive/folders/1oR4oJtqDF1wWqImkobeIa8NNnaWXph1v?usp=sharing>

### Quantum Leap Voyages:

At Quantum Leap Voyages, we offer various pathways as unique opportunities to virtually explore an inner calling or passion.





## On-Line Practices Guidance

When participating in an on-line Work-Based Learning activity, keep the following practices in mind. While these practices cover WBL Virtual activities, which promote “live” student contact with adult professionals and front-line workers via the use of technology, many of these guidelines apply to other virtual activities as well.

### For WBL Coordinators

- Determine the desired format and appropriate technologies for the specific activity.
- Participate in any professional development opportunities that are available to support your use of those technologies, either through the district, on-line or elsewhere. Note: most platforms provide a number of how to - guides and videos)
- Practice using the technology and support teachers in its use.
- Consider issues of equity and access in selecting technologies.
- Get appropriate permissions for the activity.

### For Teachers

- Determine the desired format and appropriate technologies for the specific activity.
- Participate in any professional development opportunities that are available to support your use of those technologies, either through the district, on-line or elsewhere. Note: Most platforms provide a number of how to-guides and videos)
- Talk to the WBL Coordinator and determine your role in the activity.
- Practice your role using the technology.
- Prepare your students by having them participate in a dry run prior to the activity.
- Make sure you communicate the schedule and expectations with parents and/or guardians.
- Support student access to an appropriate device and connectivity for the activity.
- Review the tips below with your students.

### For Students

#### Impressions matter

- Be Attentive - Focus on the camera and “stay in the game”. Fully participate in the activity.
- Dress as if you were visiting the Industry Partner in the workplace.
- Pay attention to lighting and your background. Best if you are sitting with natural light from a window in front of you at a desk or table without a lot of visible clutter. (tip – check out how you look by opening facetime or another video ap on your phone. Walk around until you get the best image and then try and set up there! Utilize a virtual background)

#### Be Prepared

- Practice using the technology
- Review the Student Checklist for the activity.

#### Safety First

- Don’t share your personal information (email address, home address, phone number, social media accounts)

### For Employer Partners

- Make sure you’re comfortable with the technology
- Practice. Connecting to the classroom online is a bit different than in-person. Check in with the teacher or coordinator about protocols and practices when interacting with students online.
- Don’t ask students for personal information or try to connect with them outside the activity





## Virtual WBL Suggested Standards<sup>1</sup>

### Virtual Internships should include:

- Orientation and onboarding training for students and employers to discuss standards and alignment for work in a virtual learning environment
- Clear expectations and protocol around communication between the employer, the student, and the work-based learning coordinator
- Outlined check ins including a weekly one-on-one with a supervisor, teacher, and student; one-on-one with the teacher; and specific learning objectives that yield a culminating internship presentation
- Secure online structure of employer and teacher support and mentorship
- Combination of employer-led projects and upskilling opportunity
- Adherence to NYSED and NYCDOE academic policy guidelines with respect to virtual learning and work-based learning

### Communication Standards for Virtual Internships:

- A reliable and secure virtual platform should be used for all virtual communications (meeting, calls, etc.) with students. To include Microsoft Teams, Google Meet, and/or the NYC DOE supported Zoom platform
- Online conferences and/or meetings are intended for instructional purposes only and should only occur after school hours during the students scheduled work time.
- All participants are encouraged to adopt a virtual background or blur their background for all video calls
- Include the students' Teacher/Work Based Learning Coordinator on all calendar invites/meeting requests so that they may be allowed to join to support students and/or view students in their "working environment"

### Workplace Challenges should include:

- Orientation and onboarding training for students and employers to discuss standards and schedule for workplace challenge that lead to a culminating presentation
- Clear expectations and protocol around communication between the employer, the students, and the work-based learning coordinator
- Outlined check ins to discuss specific deliverables and learning objectives for employer and students

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<sup>1</sup> Adapted from materials created by Grant Associates



- Secure online structure of employer and teacher support and mentorship
- Adherence to NYSED and NYCDOE academic policy guidelines with respect to work-based learning
- A clearly defined real-world problem or a workplace challenge issued by an employer
- Defined employer supervised student teams that will work together to identify possible solutions to the real work problem

### Standards of Virtual Communication for Workplace Challenges:

- A reliable and secure virtual platform should be used for all virtual communications (meeting, calls, etc.) with students, including Microsoft Teams, Google Meet, and/or the NYC DOE supported Zoom platform
- Online conferences and/or meetings are intended for instructional purposes only and should only occur after school hours
- All participants are encouraged to adopt a virtual background or blur their background for all video calls
- Include the students' Teacher/Work Based Learning Coordinator on all calendar invites/meeting requests so that they may be allowed to join to support students and/or view students in their "working environment"
- An environment conducive to networking with industry professionals, exposure to potential careers in a specific industry, development of problem solving and presentation skills, and the opportunity for career planning

TO: District Superintendents  
Superintendents of Schools  
Public School Administrators  
Nonpublic School Administrators  
Charter School Administrators

From: Shannon Tahoe, Interim Commissioner

Date: April 20, 2020

Re: Updated Guidance on Work-Based Learning Programs in Response to COVID-19

### **Background**

On March 16, 2020 Governor Cuomo signed an executive order directing all schools in New York State to close by March 18 and has continued that order until May 15, 2020 in response to the Novel Coronavirus (COVID-19) emergency. The Office of Career and Technical Education (CTE) has received many questions from school districts regarding work-based learning (WBL) programs. In order to address current state-wide school closures and the possibility of extended school closures, the Office of CTE is putting forth the following guidance with respect to these programs.

### **Recommendations for Schools**

The Office of CTE oversees four registered work-based learning programs (CEIP, Co-op, GEWEP, and WECEP). Additionally, the Office oversees the process for CTE programs seeking NYSED approval. Work-based learning experiences are a required component of NYSED-approved programs and the evaluation of applications for program approval includes a review of work-based learning experiences provided (through either registered or unregistered experiences). Districts and BOCES determine the types of work-based opportunities and the number of hours provided<sup>1</sup> when developing CTE programs for NYSED approval.

Closures and social distancing requirements caused by the coronavirus (COVID-19) are preventing many students from participating in work-based learning opportunities. As such, the following guidance issued on March 13, 2020<sup>2</sup> from NYSED applies to work-based learning.

### **Earning Course Credit and Meeting Unit of Study Requirements**

*In districts where distance and online learning methods are available, or other continuity of learning strategies are utilized, the priority for the instruction should be that which best prepares students to meet the learning outcomes for the course and prepare for the culminating examination if applicable. Any student who achieves the learning outcomes for the course should earn the applicable course/diploma credit without regard to the 180-minute/week unit of study requirement in Commissioner's Regulations Part 100.1.<sup>3</sup>*

*Further, in the event that extended closure interferes with a school or district's ability to provide the full unit of study by the end of the school year, either in face-to-face instruction or through other methods, as long as the student has met the standards assessed in the provided coursework, the student should be granted the diploma credit.*

Therefore, local discretion can be used in waiving some or all of the work-based learning hours in New York's four registered work-based learning programs: Career Exploration Internship Program (CEIP); Cooperative Career & Technical Education Work Experience Program (CO-OP); General Education Work Experience Program (GEWEP), and Work Experience and Career Exploration Program (WECEP) as well as locally determined work-based learning requirements in NYSED-approved CTE programs so long as the student has otherwise attained the applicable CDOS standards 1 (Career Development), 2 (Integrated Learning), and 3a (Universal Foundation Skills) at the commencement level.

<sup>1</sup> *Implementation Guide for Career and Technical Education Program Approval* found at: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

<sup>2</sup> <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealthservices/coronavirus/nysed-covid-19-second-guidance-3-13-20.pdf>

<sup>3</sup> Part 100 of Commissioner's Regulations found at <http://www.p12.nysed.gov/part100/>



## Virtual and Remote Resources for Work-based Learning for the 2020-2021 School Year

***Please note that this document is for the 2020-2021 school year and does not represent a permanent shift in NYSED guidance regarding work-based learning. More permanent policy decisions regarding the future of remote and virtual work-based learning require a more engaged conversation with stakeholders, which we hope to have over the course of 2020-2021. However, our immediate task is to support the coordinators and educators who are in the process of planning high-quality work-based learning experiences for students during this uniquely different school year.***

Work-based Learning (WBL) is an important element of career and technical education (CTE) which prepares students for careers while reinforcing application of academic skills.

As a result of COVID-19 guidelines for closures and physical distancing, it may be difficult to provide WBL experiences at work sites. Remote and virtual WBL are two options to consider when planning how to offer WBL experiences during this period of restrictive workplace and social interaction. Ideally, these WBL experiences should be developed in partnership with business and industry partners and include regular interaction with these partners when practicable.

**Remote Work-Based Learning:** A WBL experience (including, but not necessarily limited to, an internship or a job shadow) where students complete an experience similar to what they would have completed on-site; however, the student does not go to the site. Students will complete responsibilities via telecommuting, e-mail, or other means. Students will work with a real organization and interact with an actual industry employer/mentor.

**Virtual Work-Based Learning:** A WBL experience where students learn work-related and (where appropriate) technical skills related to a job or career field. This would be done via a simulation, preferably created by and in conjunction with business and industry. Students will complete simulated experiences that mirror and teach skills needed for career success. However, students may not have the opportunity to work with an actual industry employer/mentor from a real organization.

Provided below are resources which may aid CTE programs in developing remote or virtual WBL opportunities for students. Please note that certain resources may include costs to use and/or utilize certain features. Questions regarding compliance with [Education Law 2D](#) should be directed to your administrator and/or Chief Information Officer.

***Posting of resources on this form does not constitute an endorsement from the New York State Education Department. Teachers and coordinators have the final authority, in alignment with local policies, to choose and utilize the resources that best meet the needs of their students. Consideration must be given when choosing WBL alternatives for***

**programs that must meet New York State Department of Health and New York State Department of State and other regulatory guidelines.**

**CAREER AWARENESS AND EXPLORATION RESOURCES**

RESOURCE	DESCRIPTION
<a href="#">United States Dept of Labor</a>	Provides extensive career information including O*Net and the Occupational Outlook Handbook
<a href="#">New York State Department of Labor</a>	Provides extensive career exploration tools including <a href="#">Career Zone</a>
<a href="#">Cue Career</a>	Provides extensive career information which aggregates the resources of industry associations for career exploration/ navigation and workforce development
<a href="#">Khan Academy</a>	Provides free online lessons in careers, networking, financial planning, and entrepreneurship.
<a href="#">Hats &amp; Ladders</a>	Helps students explore career by unlocking Hats (potential careers) and learn basic information about those careers. If they are interested, they can “try on” a career by completing hands-on activities, engaging in real world experiences, and informal and formal workplace skill building
<a href="#">Virtual STEM Adventures</a>	Interactive career exploration site
<a href="#">Virtual Internships</a>	Virtual internship resource- teacher created
<a href="#">Power Skills 4 Success</a>	Professional skills development resource
<a href="#">Skills to Succeed (S2S) Academy</a> (through ACTE)	Provides an engaging multimedia interface that delivers high-quality career planning, job exploration and a unique ‘flight simulator’ for job seekers

<a href="#">Nepris</a>	Provides online talks with industry professionals on a wide array of subjects
<a href="#">CareerPrepped</a>	Provides a free career planning platform as part of the New York CTE Learn portal that includes online tools for students to plan their career portfolio, develop career readiness skills, and track progress toward career
<a href="#">Quest for Success</a>	Provides a free career exploration curriculum in eight modules designed to ensure students know about and are prepared for careers of the future with emphasis on knowing self and others, leading responsibly, and planning for the future
<a href="#">Naviance</a>	Provides a comprehensive career exploration and planning tool which can be used for self-examination and career opportunities
<a href="#">You Science</a>	Offers aptitude and career skills assessments
<a href="#">VirtualJobShadow</a>	Helps students to discover, plan, and pursue career interests in a video-based career planning platform, including interactive tools to help students develop career paths.

### CAREER PREPARATION RESOURCES

RESOURCE	DESCRIPTION
<a href="#">Harbor Freight EdCorps</a>	Provides experience and support resources like e-commerce technology, toolkits, and personalized support to dozens of skilled trades classrooms in public high schools around the country using student-run businesses to develop hands-on skills and the entrepreneurial mindset at the same time

<a href="#">Open P-Tech</a>	Provides free digital learning on a range of professional skills
<a href="#">Career Day Inc,</a>	Provides an introduction to professionals in different career paths.
<a href="#">100 Mentors</a>	Brings employers in to support students as they prepare for careers
<a href="#">Virtual Enterprise (VE)</a>	Provides in-school, live business simulation that offers students a competitive edge through project-based collaborative learning and the development of 21st Century skills in entrepreneurship, global business, problem-solving, communication, personal finance, and technology
<a href="#">Virtual Internships Foundations</a>	Provides students 14-18 years old the opportunity for career exploration and professional development remotely
<a href="#">Today's Class</a>	Provides interactive online learning system for various career areas
<a href="#">Reality Works</a>	Provides simulation resources that can be used remotely for learning for developing professional skills and technical skills in several CTE subjects
<a href="#">Career Solutions Publishing</a>	Provides online programs intended to teach and measure technical and professional skills

## POTENTIAL INSTRUCTIONAL STRATEGIES

### Remote WBL Strategies

- For students completing remote internships, build a schedule, with employer input, which identifies when internship tasks will be completed, using the training plan as appropriate.
- Use online tools for remote speakers.
- Use online tools for planning WBL experiences.
- Train students using online meeting tools for meeting with employers.
- Conduct digital mock interviews.
- Conduct more frequent online check-ins with students than previously done with in-person



visits.

- Use online meeting tools for planning WBL experiences.
- Assign workplace-specific projects that can be completed remotely.
- Arrange networking opportunities using technology.
- Set up remote mentoring.
- Have industry professionals remotely set up a real-world challenges or task for learners, interact with students through periodic progress meetings, and evaluate the final products.

### **Virtual WBL Strategies**

- Use digital apps and online resources for career exploration and analyzing student interests.
- Have students complete simulations of “a day in the life” or certain tasks, preferably designed by industry partners, in a career area.
- Utilize the student training plan to track the types of experiences.
- Utilize resources best aligned with the student’s career goals so that students can get an experience of what a particular career field is like.

Greetings (name of prospect),

I hope this email finds you well.

You may have received a voice mail from us regarding a partnership opportunity with (insert school name) and the NYC Department of Education. (insert school name) prides itself on its ability to offer our students quality work-based learning activities. Due to COVID19 our students have transitioned their academic and CTE learning to a virtual space.

I am reaching out to industry leaders like yourself to discuss the benefits related to partnering with our school to host students in a virtual internship. I am excited to share that our students continue to demonstrate enthusiasm for the field of (insert industry). The remote internship is a no-cost, subsidized program. I am speaking with organizations like yours that we believe could really benefit from getting a youth perspective on current issues. I would love to get on your calendar for 15 minutes of your time.

Could you confirm if you are available for a virtual meeting on \_\_\_\_\_(day) @ \_\_\_\_\_am or \_\_\_\_\_pm so I can introduce you to this great opportunity to connect with youth?

Thank you in advance for your time, and we are looking forward to a fruitful partnership!

(Add signature)

Greetings (name of prospect),

I hope this email finds you well.

You may have received a voice mail from us regarding a partnership opportunity with (insert school name) and the NYC Department of Education. (insert school name) prides itself on its ability to offer our students quality work-based learning activities. Due to COVID19 our students have transitioned their academic and CTE learning to a virtual space. However, their enthusiasm for the field of (insert industry) continues.

I am reaching out to industry leaders like yourself to discuss the benefits related to partnering with our school to host students in remote work-based learning activities. Virtual work-based learning activities include virtual career days, guest speaking events, informational interviews and other career exploration activities.

We welcome your industry insight through participation in the design and implementation of our work-based learning program. I would love to get on your calendar for 15 minutes of your time.

Could you confirm if you are available for a virtual meeting on \_\_\_\_\_(day) @ \_\_\_\_\_am or \_\_\_\_\_pm so I can introduce you to this great opportunity to connect with youth?

Thank you in advance for your time, and we are looking forward to a fruitful partnership!

(Add signature)



# Universal WBL Tools

Elevator Pitch Factsheet

Elevator Pitch Classroom Activity

Developing Your Elevator Pitch Worksheet

Writing A Resume Handout w/Samples

Sample Resume for Students

What Every Worksite Supervisor Should Know



## The Elevator Pitch

An elevator pitch (elevator speech) in regards to internship and job searching includes a 30 – 60 second overview of an individual's knowledge, skills, and accomplishments. The term comes from the time it takes to complete a normal elevator ride from the top to the bottom floor. An "elevator pitch" is an opportunity to get your point across in a timely manner; namely, who you are, what you've accomplished, and where you hope to go in the future.

Your elevator pitch should be a to the point, carefully planned and practiced message about your professional self that anyone will be able to understand in 60 seconds or less.

Elevator pitches can help you get your foot in the door with potential employers and helps you figure out how to market yourself by defining your skills and what makes you valuable.

Crafting your Elevator Pitch:

Your elevator pitch should include:

- Who you are
  - Name, school, what you are studying
  - Think about the most memorable thing you can say that will immediately make the other person want to get to know you
- Your Goals
  - Education Goals
  - Career goals
- Your Experience
  - “Last summer I worked with...”
- Your skills and assets
  - What you offer / bring to a company
  - How you could benefit an organization

### You Tube Resources:

[How to perfect the Elevator Pitch](https://www.youtube.com/watch?v=y1Y02_oZP8U) video from Howcast  
[https://www.youtube.com/watch?v=y1Y02\\_oZP8U](https://www.youtube.com/watch?v=y1Y02_oZP8U)

**Take a look at college student Jonathan Butler's 30-second elevator speech!**  
<http://www.youtube.com/watch?v=uueccA2yOcs>

**Here's a spin on the 30-second elevator pitch**  
<http://www.youtube.com/watch?v=AX17zjVt8WQ&feature=related>

**A student nails it in 30 seconds (and in an elevator!)**  
[http://www.youtube.com/watch?v=h86\\_LqgOLW8&feature=related](http://www.youtube.com/watch?v=h86_LqgOLW8&feature=related)

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Adapted from:

Computer Science for All: Pathfinders Career Readiness Curriculum, NYC Department of Education, 2016-17  
Developing a 30 Second Pitch, Scholars at Work, Workforce 1, 2012

## Classroom Activity

### Crafting the Perfect Pitch

Activity: Crafting the Perfect Pitch

1. Review the Elevator Pitch Fact Sheet
2. Distribute the Developing Your Elevator Pitch Worksheet
3. Discuss the questions listed on the worksheet
4. Have each student create a draft of their elevator pitch
5. Have students share their pitch with others and receive feedback in pairs or small groups
  - Discussion prompts:
    - Does it cover all the key components of an elevator pitch?
      - Quick Introduction
      - Goals
      - Experience
      - Skills and Assets
  - What was good about the pitch?
  - Was it concise? (30 seconds or less?)
  - Any suggestions to make it even better?)
6. Have students rewrite their pitch using the feedback received
7. Repeat steps 5 and 6
8. Have students save and practice their pitch

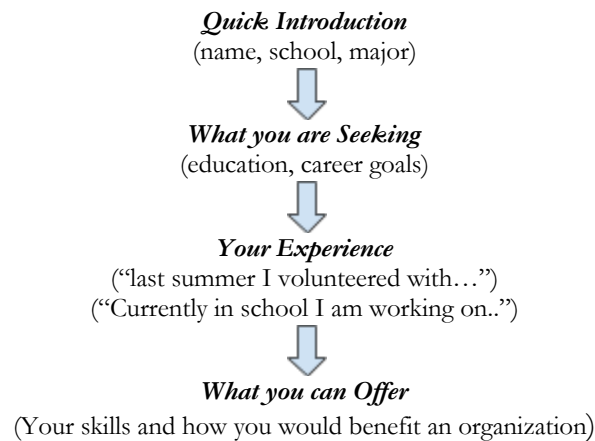
Adapted from Computer Science for All: Pathfinders Career Readiness Curriculum, NYC Department of Education, 2016-17

## Developing your Elevator Pitch

**Think about:**

- Which of your previous activities (home, school), provided you with experience relevant to what you hope to do in your career?
- What courses have you taken that gave you an understanding of the industry you are pursuing?
- What experiences have you had through school or on your own that helped you learn about careers in the industry?
- What are your strongest skills?
- What can you say yourself that will set you apart from other young people? In other words, what makes you memorable or special?

**Remember:**



**Tip: Keep it Simple and Short (30 seconds)**

**Example:**

Hello, My name is Nichole Jackson. I am currently a senior at Boys and Girls High School. I am looking for an entry level position in the transportation industry.

I am very outgoing, able to work independently and work well in situations where I am under pressure, as demonstrated in my last job as a cashier at a busy store. As a cashier, I was able to accurately handle money and interact positively with a lot of different people.

I am fluent in Spanish and have good attendance at school, which shows that I am dedicated. I am looking to pursue a career in the transportation and would like to start as a Ticket Agent. I know that my skills and experience will make me a great candidate for the job

**Write Your Elevator Pitch:**

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Adapted from:

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Developing a 30 Second Pitch, Scholars at Work, Workforce 1, 2012

## Writing a Resume

Review the sample resumes attached to this document. When you've analyzed them, it's time to write your own. You can update your resume each semester during high school, and use it when you apply for any volunteer positions, when you apply for an internship, and when you apply for a job. You will want to include all of your relevant skills and experience. Follow the steps below to create your resume. Read through all of the steps before you get started. As you work, you may want to reference the sample resumes for ideas. Make sure that your resume meets or exceeds the assessment criteria provided at the end of Step 5 of this assignment sheet.

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### Step 1: Set Up Your Document

An easy way to create a resume with good formatting is to use a Microsoft Word template that is designed for a resume. Your teacher can help you locate the template when you open Word on your computer. It's important to save your resume on a flash drive or online platform, like an electronic portfolio that you can access. You will continue to add information to your resume each semester as you gain more experience and skills. When you send your resume to a business partner or interviewer, they may be receiving resumes from multiple candidates and you want to make it easy for them to keep organized. Save your resume document with a straight-forward file name like Name\_School\_Date.

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### Step 2: Organize the Content of Your Resume

Your resume should include these sections:

- **Contact Information:** Your name, mailing address, email address, and phone number should be listed at the top of the page. Use an appropriate email address—something businesslike and easy to understand, not [cooldude09@yahoo.com](mailto:cooldude09@yahoo.com).
- **Objective:** Start your resume with an objective, which should include your career interests or skills you want to develop. Think about what type of job or internship you're interested in pursuing. Your objective should give potential employers information about the type of work you want. Setting an objective will also help you focus on the best information to include in your resume.
- **Education:** Give the name and location of your high school, what grade you're in, your GPA, and relevant coursework, or courses that match your future goals.
- **Experience:** List your work experience. Begin with any paid relevant work experience you have, and then list your volunteer work experience. List your work experience in chronological order, from most recent to least recent.

List the name of the employer, the city and state in which the employment occurred, your title while employed if you had one, and the dates of employment in a month and year format.

Under each job, use one or two bullets to describe your accomplishments during the job. Begin each bullet with an action-oriented word. For example, instead of "Was asked to create financial educational materials," use "Created and distributed financial educational materials to community members."



- **Activities, Honors, Skills, Achievements, and Qualities:** Following your work experience, include additional information that makes you a good candidate for a job or internship. Consider the following:
  - List community service, extracurricular, athletic, or academic activities that say something relevant about you. For example, if you were on the football team, you are showing that you are willing to work hard, put in the practice, and be part of the team; most jobs would require these qualities in an employee.
  - List honors or awards you have received.
  - List special skills that you have, such as speaking another language or being proficient in computer programs, like Microsoft Excel or PowerPoint.
  - List specific finance or business-related achievements that show your commitment to a career in finance, such as your work on your culminating project.
  - List personal qualities that make you stand out, such as being energetic, ambitious, or compassionate.

### Step 3: Set Up the Format of Your Resume

Keep the length to one page. Two- and three-page resumes are standard for experienced job-seekers, but high school student resumes should be short.

Make the resume easy to read and visually appealing. Use a resume template, and keep to the standard fonts, colors, and font sizes. Always use bullet points to highlight your accomplishments.

If you are printing your resume, use standard 8.5” x 11” white paper.

If you are submitting your resume electronically, save your Word file as a PDF. This ensures that the formatting doesn’t look different on someone else’s computer.

### Step 4: Focus on Clarity, Detail, and Language

Be sure that the information you include is relevant to the internship or job for which you are applying. For example, if you are applying for an internship with an accountant, include experience that you’ve had working with numbers or financial records, such as volunteering in the business office of your local SPCA.

Be specific as you describe your responsibilities and accomplishments. For example, instead of writing “Used computer and cash register,” write, “Entry of information into computer database, as well as handling of customer payments.”

Use action words to describe your accomplishments. (Consult the list of action words at the end of this assignment sheet.) For example, instead of saying “Did tasks for lead bookkeeper,” say “Assisted lead bookkeeper with gathering and tallying of weekly expenses.” The word “did” doesn’t say much about you as a candidate, but the action word “assisted” shows that you are helpful, responsible, and able to follow directions. Action words say more about your abilities.

It is standard on resumes *not* to use complete sentences to describe your accomplishments. So, instead of using “I created a program,” use “Created a program.”

Write out numbers from one through nine; use numerals for 10 and up.



Informal abbreviations, such as AKA, are inappropriate on a resume. However, it is acceptable to use abbreviations commonly used in the finance field. For example, instead of writing out Certified Public Accountant, it is acceptable to say CPA.

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## Step 5: Review Your Resume

Check, and then double check, the spelling and grammar on your resume. When you submit your resume to a potential employer, it should be “squeaky clean.” A small oversight, such as a missed period or misspelled word, will stand out to the employer. Employers may see these errors as an indication that you don’t pay attention to detail.

Ask someone you trust to proofread your resume. Ideally, the person will have some experience creating resumes and can not only check for spelling and grammar errors but can also offer suggestions about how you present your accomplishments. You may wish to show the person this assignment sheet to use it as a guide to make sure that you’ve covered all of the important topics.

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### Make sure your resume meets or exceeds the following assessment criteria:

- The resume includes relevant experiences and education. It communicates why you are a great candidate for a volunteer position, internship, or job in the field.
- All information on the resume is accurate and complete. The email address is appropriate.
- Appropriate action words are used to describe accomplishments.
- The Microsoft Word template is used to design the resume effectively on one page. Sections are easy for the reader to identify, and all information is easy to follow.
- The completed resume is neat and uses proper spelling and grammar.



## Resume Tips

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### Format

- Keep the length to one page.
  - Make the resume easy to read and visually appealing.
  - Use standard 8.5" x 11" white paper.
  - Use standard fonts, color, and font size.
  - Check spelling and grammar.
  - Type and proofread the final copy.
  - If submitting the resume electronically, save the Word file as a PDF.
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### Clarity

- Use bullet points to highlight accomplishments.
  - Always include information that will highlight your skills and/or cause your resume to stand out from others.
  - Be sure to include only information pertinent to the job for which you are applying.
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### Detail

- Describe specific responsibilities and highlight accomplishments.
  - Support all accomplishments with specific results. Try to quantify and qualify your accomplishments wherever possible.
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### Language

- Use active language—words such as achieve, analyze, coordinate, direct, establish, evaluate, identify, increase, lead, manage, negotiate, organize, prepare, promote, schedule, supervise, teach, train.
- Avoid using “I” statements. It is standard *not* to use complete sentences to describe accomplishments. So, instead of saying, “I created a program,” use “Created a program.”
- Write out numbers from one through nine; use numerals for 10 and up.
- Abbreviations are usually inappropriate.



## Resume Template

### NAME

Address

Telephone Number

Professional Email Address

### OBJECTIVE:

- The objective should be a very concise and precise statement about the position you are seeking; you may include the type of company where you would like to work.
- **Your objective is optional!!** An objective **may eliminate you** from some positions if it is too general.

### EDUCATION:

- List your high school, and cumulative GPA (if 80% or higher). Do not list elementary or middle schools.
- List courses relevant to the job to which you're applying.

### EXPERIENCE:

- Begin with most recent position first and work backwards.
- Include company name with city and state, position title, description of duties, skills used, accomplishments/results, and dates of employment.
- Use **action words** in position descriptions.
- Use past tense action words if describing a position held in the past.

### ACHIEVEMENTS/ HONORS/AWARDS/ SCHOLARSHIPS:

- List name or title of achievement/honor/award/scholarship.
- If desired, list date achieved, and/or how award was won (like academic performance or commitment to community service.)

### ACTIVITIES/ LEADERSHIP/ COMMUNITY SERVICE:

- List organization and position/office held.
- If desired, use bullet points to highlight key activities and accomplishments.
- If desired, use dates to note when you were involved in an activity.

### COMPUTER SKILLS:

- List software and hardware used and other relevant computer skills.

### SPECIAL SKILLS:

- List if applicable – language fluency or other special abilities. (You can label this section “Language Skills” if that is the only skill you list here.)

### INTERNATIONAL EXPERIENCE:

- List if applicable – study abroad, living abroad, or language fluency.

### CERTIFICATIONS:

- List if applicable – i.e. financial planning or real estate licensure.



## Cover Letter Template

A cover letter is a letter to include with your resume upon application to an employer. It is a letter to introduce you and your background to the employer. It is also a sales letter intended to convince the employer that you have something to offer that makes it worth his/her time to interview you. Be brief and specific. Make the reader want to read your resume.

Date of letter

Individual's Name

Title

Company

Street Address

City, State, Zip Code

Salutation:

**First Paragraph:** Indicate why you are writing, the specific position or type of work you are applying for, and how you learned of the opening.

**Second Paragraph:** Explain why you are interested in the position and the organization; indicate what you can do for the employer. Explain how your academic background makes you a qualified candidate for the position. If you have had relevant experience, point out specific achievements or unique qualifications. Emphasize skills or abilities you have **that relate** to the position for which you are applying.

**Third Paragraph:** Refer the reader to your enclosed resume. Indicate that you desire a personal interview. Repeat your phone number and/or email in the letter and offer to provide any additional information that the person may need. Remember, close your letter with a statement which encourages a response.

Sincerely,

**SIGNATURE**

Type your name

Enclosure



## Verb List for Resumes and Cover Letters

### Management Skills

Administered Assigned Chaired Consolidated Contracted Coordinated Delegated  
Developed Directed Evaluated Improved Increased Organized Oversaw Planned  
Prioritized Produced Recommended Reviewed Scheduled Strengthened Supervised

### Communication Skills

Addressed Arbitrated Arranged Authored Collaborated Convinced Corresponded  
Developed Directed Drafted Edited Enlisted Formulated Influenced Interpreted  
Lectured Mediated Moderated Negotiated Persuaded Promoted Publicized  
Reconciled Recruited Translated

### Research Skills

Clarified Collected Critiqued Diagnosed Evaluated Examined Extracted Identified  
Inspected Interpreted Interviewed Investigated Organized Reviewed Summarized  
Surveyed

### Technical Skills

Assembled Built Calculated Computed Designed Devised Engineered Maintained  
Operated Overhauled Programmed Remodeled Repaired Upgraded

### Financial Skills

Administered Allocated Analyzed Appraised Audited Balanced Budgeted  
Calculated Computed Developed Forecasted Managed Marketed Planned  
Projected Researched

### Creative Skills

Acted Conceptualized Created Customized Designed Directed Established  
Fashioned Founded Illustrated Initiated Instituted Integrated Introduced  
Originated Performed Planned Revitalized Shaped

### Helping Skills

Assessed Assisted Clarified Coached Counseled Demonstrated Diagnosed  
Educated Expedited Facilitated Familiarized Guided Motivated Referred  
Rehabilitated Represented

### Detail Skills

Approved Arranged Classified Collected Compiled Executed Generated  
Implemented Inspected Monitored Operated Organized Prepared  
Processed Purchased Recorded Screened Specified Tabulated Validated

### Accomplishments

Achieved Expanded Improved Pioneered Reduced Resolved Restored  
Transformed



## Student Resume Samples

Review these sample student resumes and think about what makes an effective resume.

### Diego E. Martinez

620 8th Avenue  
New York, NY 10018  
212-555-0098  
d.e.martinez@gmail.com

#### Objective

To procure a summer internship at an accountant's office.

#### Education

New York City High School New York, NY

- Currently at the end of 10th grade.
- 3.0 GPA.

#### Paid Work Experience

##### Cashier (part-time)

MegaMart June 2016 to January 2017 New York, NY

- Worked in high-paced environment.
- Assisted manager in cash register auditing procedures.
- Entrusted with key to close store at night.

#### Volunteer Work Experience

New York Homeless Shelter November 2016 to present New York, NY

- Assist in organization of food during food drives.
- Perform clerical work, as assigned.

#### Extracurricular Activities

Treasurer, New York City High School Student Council September 2016 to present

#### Finance Achievements

Academy of Finance Student of the Year, 2017.

Designed and created a pamphlet to inform teens about a financial intermediary.

#### Relevant Skills

Mathematics: Outstanding accuracy with counting; highly proficient with calculators

Computers: First rate with spreadsheet applications; proficient with MS Word and Excel



### Jillian Rose Hoff

96 #3 Sunny Way, Miami, Florida 33114

(305) 555-9990

Jillian\_Hoff@yahoo.com

#### Objective

Seeking a summer position as a bookkeeper or bookkeeper's assistant in the Miami area.

#### Education

Valley High School, Miami, Florida

- 4.0 GPA.
- Coursework includes AP Calculus, Principles of Finance, Principles of Accounting.

#### Volunteer Work Experience

##### Miami ASPCA

September 2015 to present

- Assist in feeding and cleaning of animals.
- Scan and organize files related to animal adoptions.
- Entry of information into computer database, as well as handling of customer payments.

#### Activities

- President, Valley High Robotics Club
- Member, Florida Students' Association for Business Students
- Treasurer, Valley High Mandarin Language Club
- Member, Valley High Girls' Softball Team

#### Computer and Language Skills

MS Office (Word, Excel, PowerPoint, Outlook); Windows XP/Vista; HTML; QuickBooks

Conversational Mandarin





## Maya Jackson

723 Main St., Ventura, CA  
(805) 555-2233  
Maya.Jackson89@gmail.com

### Objective

To procure an afterschool or summer internship in financial planning.

### Education

King High School, Ventura, CA

- Currently in 10th grade; 3.05 GPA.
- Member of Academy of Finance.
- Coursework includes Principles of Finance, Financial Planning, and Financial Services.

### Volunteer Work Experience

#### Martin Center for Financial Planning

June 2016 to August 2016

- Financial advisor internship.
- Created and distributed financial educational materials to community members.
- Assisted financial advisor in tracking client's assets, as well as promoting bank accounts and retirement plans.

### Athletic and Academic Activities

- Co-Captain, King High Girls' Soccer Team
- Member, Ventura Teen Long-Distance Running Club
- Co-Chair, King High Debate Club

### Awards and Honors

- High School Girls' Soccer Championship for Ventura County, 2016
- Honorary Mention in Southern California High School Debates, 2016

### Finance Achievements

- Designed and created a slideshow and brochure about the benefits of investing in stocks and bonds that was presented at a financial literacy fair.
- Developed basic accounting skills, including creating and analyzing financial statements.

### Relevant Skills

Good listener; able to explain complex financial topics to general public.

Adapted from original material created by NAF. Used with permission.

**Sample Resume for High School Students**

**Jane Doe**  
 12 Snelling Avenue  
 St. Paul, Minnesota 55116  
 (651) 555-1111  
 jane.doe@spps.org

**Education** Highland Park Senior High, class of 2008 (3.8 GPA)

**Experience**

St. Paul Public Library—University Branch (June 2005–present)

- Maintained library database on checked-out materials.
- Coordinated volunteer program for Story Time.
- Organized card catalog to incorporate new materials.

National Honor Society (2003–present)  
 Participated in several volunteer activities, including: building a house for Habitat for Humanity (50 hours), collecting food for the St. Paul Food Shelf (80 hours), and organizing the Honor Society Induction Ceremony.

**Activities**

- National Honor Society (2003–present)
- French Club (2002–present)
- Cross Country (2002–present)
- Piano lessons (10 years)

**Awards**

- A Honor Roll, 8 quarters
- Outstanding French Student, 2004
- Volunteer of the Year, 2005

**References**  
 Available upon request.

**Contact Information:** should be at the top of your resume—include name, address, phone number, and e-mail (if you have it). Separate it out by centering it and making it bold. If you have a college address separate from a home address, use both.

**Education:** include graduation date and GPA if it is 3.0 or higher.

**Formatting Experiences:** (2 options)

1. Heading line (include title and dates) followed by bulleted list—see Work Experience as example.
2. Heading line (include title and date) followed by narrative list—see Volunteer Experience as example.

**Writing About Experiences**  
 Regardless of style, begin each phrase/sentence/ bullet with an active verb. See the examples to the left: maintained, coordinated, organized, participated...see back of page for more examples.

**Headings** The expected headings would be: education, experience (work or volunteer), but the others are up to you. Use the ones that work best. Other possibilities: skills, additional experience, related experience, leadership experience, research experience, writing experience, computer experience, objectives, leadership, related coursework, work experience, volunteer experience, anything that fits your particular qualities.

**General Formatting** You should have 1 inch margins, major headings (like 'Education') on the left, then indent with additional information below—for example, notice how National Honor Society is lined up below St. Paul Public Library. Use a traditional font (New York, Arial, just not cursive...) at 12 point size. It should all fit on one page. Remember, it needs to be easy to read—keep it simple and organized!

- Other things to remember:
- proofread, proofread, proofread!
  - Check for punctuation and spelling.
  - Check for format and style consistency.
  - Show your resume to a friend.
  - Use resume weight paper (available in copy centers).
  - Pick a light, neutral color, like white or ivory.
  - Laser print it or have it done at the copy center.
  - Get matching envelopes and paper for cover letters.



## Sample Resume for High School Students

**Action Verbs:** Read the list of action verbs below, checking those skills you have demonstrated through internships, part-time or summer jobs, coursework, leadership experience, or community service. Try to incorporate some of these action verbs in the descriptions of your experiences on your resume. This is by no means an exhaustive list.

### Management Skills

administered  
analyzed  
assigned  
chaired  
consolidated  
contracted  
coordinated  
developed  
directed  
evaluated  
executed  
improved  
increased  
organized  
oversaw  
planned  
prioritized  
produced  
recommended  
reviewed  
scheduled  
strengthened  
supervised.

### Communication Skills

arranged  
authored  
collaborated  
convinced  
developed  
directed  
drafted/edited  
formulated  
interpreted  
mediated  
moderated  
negotiated  
persuaded  
promoted  
publicized  
reconciled  
recruited  
translated  
wrote

### Research Skills

clarified  
collected  
critiqued  
diagnosed  
evaluated  
examined  
extracted  
identified  
inspected  
interpreted  
interviewed  
investigated  
organized  
reviewed  
summarized  
surveyed

### Technical Skills

assembled  
built/calculated  
computed  
designed  
devised  
engineered  
fabricated  
maintained  
operated  
overhauled  
programmed  
remodeled  
repaired  
solved  
upgraded

### Teaching Skills

adapted  
advised  
clarified  
coached  
communicated  
coordinated  
demystified  
developed

enabled  
encouraged  
evaluated  
explained  
facilitated  
guided  
informed  
instructed  
persuaded  
set goals  
stimulated  
trained

### Financial Skills

allocated  
analyzed  
appraised  
audited  
balanced  
budgeted  
calculated  
computed  
developed  
forecasted  
managed  
marketed  
projected  
researched

### Creative Skills

acted  
created  
customized  
designed  
developed  
directed  
established  
founded  
illustrated  
initiated  
instituted  
integrated  
introduced  
invented

originated  
performed  
planned  
revitalized  
shaped

### Helping Skills

assessed  
assisted  
clarified  
coached  
counseled  
demonstrated  
diagnosed  
educated  
expedited  
facilitated  
familiarized  
guided  
motivated  
referred  
rehabilitated  
represented

### Clerical or Detail Skills

approved  
arranged  
catalogued  
classified  
collected  
compiled  
dispatched  
executed  
generated  
implemented  
inspected  
monitored  
operated  
organized  
prepared  
processes  
purchased  
recorded



## The Work and Learning Process What Every Worksite Supervisor Should Know

There are many ways to supervise people and get a job done. There are many ways to teach people new skills. Supervising a learning-rich task requires a supervisor who is more of a coach than a boss. Supervisors must ask themselves the following eight questions:

- **What work needs doing that is of value to the organization?**  
Make sure that the project and its tasks have some real benefit to the company. People know when they are doing make-work. Real goals foster real effort. Real accomplishments foster and raise higher self-esteem.
- **How will student workers be directed to do the task?**  
The key here is to offer advice rather than answers. That advice usually comes in the form of a question, which facilitates the youth and young adult to arrive at his/her own conclusions. As an expert, we want to share all of our knowledge in our particular discipline. However, the best way for young people to learn is through exploration. This does not mean that answers are never given. However, in most cases, there are multiple options, multiple solutions, and multiple answers. The responsibility is to coach the youth and young adults to find solutions...not give a solution.
- **What should the young workers learn?**  
In addition to learning the skills they need to accomplish the project at hand, youth and young adults are learning skills that are applicable to a broad range of jobs. Encourage young people to think about what other ways they might use the skills they are practicing at the moment. Ask young people to tell each other and supervisors what skills they think they are learning.
- **How will they best learn it?**  
We know from research that people learn best in an authentic context, that is, they learn skills by using the skills, and by reflecting on what they have done. As youth and young adult workers progress through their work, have them reflect on their work and learning in a journal, in group discussions, and on their own.
- **What is the supervisor's role in this process?**  
There are at least two roles: the overseer and the coach. The overseer makes sure that the work gets done, and the young people understand the consequences if it does not. It is important that both the supervisor and the youth and young adult agree on clearly articulated expectations. The second role is much more complex, and one that we suggest is a critical element to the success of both the supervisor's and young person's work experience. In the role of coach, adults encourage young people through the process of what they are doing and encourage young people through the process of what they are doing and learning. The coach prods young workers to learn from and improve their performance. The coach asks questions to encourage young people to think about possible solutions rather than giving answers. If you give them answers, they will learn not to find their own. If you give them thoughtful questions, they will learn to seek and find the information they need to produce solutions.

Adapted from Work-Based Learning: Learning to Work; Working to Learn; Learning to Learn, Strumpf, Center for Strategic Change



# Program Fact Sheets

Employer Participation Options

Work-Based Learning Resources and Guidelines  
2021-2022 School Year:

Includes descriptions and links to:

NYC DOE WBL Internship Guidelines

NYC DOE CTE In-Person and Virtual Guidelines

NYC DOE CTE WBL Scope and Sequence

NYC DOE CTS (CTE Tracking System)

New York State Education Department WBL Handbook

USDOL Internship Fact Sheet





## Employer Participation Options

### Why Work-Based Learning?

There are One Million middle skills jobs in New York City and 46% of New Yorkers lack the skills to fill them. These are occupations that require education after high school but not a four-year degree. Work-based learning activities that help students make informed choices, plan their educational pathway and provide actionable steps to take after high school are vital to student achievement and ultimately a positive connection to the labor force.

The NYC Department of Education’s approach in supporting students in career-related programs of study is the deliberate focus on the three facets of student achievement needed for success in the labor force: the acquisition of academic, technical and core employability skills. Regardless of industry, employers consistently underscore that students must have experience and mastery in all three areas, with a growing priority on the development of employability skills. Alongside efforts to enhance the rigor and effectiveness of classroom instruction, the approach requires new ways to deliver authentic workplace experiences such as Career Days, Workplace Tours, Mock Interviews and Internships in partnership with employers. In some cases, these experiences can be delivered virtually with employer partners visiting remote classrooms or connecting with students over online platforms.

Quality Work-Based Learning includes virtual options for most activities. Virtual WBL activities promote “live” student contact with adult professionals and front-line workers via the use of technology. Other virtual activities are generally simulations that provide students with employer exposures through recordings, online research and related classroom activities.

### What are the benefits of my company’s participation?

Partnering with the New York City schools offers an effective and appropriate vehicle for employers to help build and retain their future workforce. By opening their place of business to students and providing them with high-value Work-Based Learning opportunities, employers are able to expose students to their business and industry and benefit from productive student work. You can observe potential future employees in a “long-term interview” context and participate in shaping your future workforce by connecting with teachers and participating in the classroom. Students also provide access to a customer resource and a fresh point of view.

Your workplace benefits from a more productive and engaged workforce and by helping build leadership and supervisory skills among your current workers. Partnering with the Career Pathways effort provides a win-win opportunity for companies to support and develop highly skilled and productive employees. It also helps build awareness of your company’s role in the community and offers a public relations benefit.

### Why is this important for students, schools and my community?

- **It fast tracks students to their personal career goals.** Students pursue their education focused on their long-term goals. They graduate with a high school diploma, direct workplace experience with partner employers and a firm foundation for entry into the workforce or future educational and training opportunities.

- **It promotes better outcomes for schools and increases high school graduation and college completion rates.** This approach helps schools deliver a 21<sup>st</sup> century education. The school structure provides multiple pathways for students, incentives for project-based and applied learning, and opportunities for cross-disciplinary integration in the classroom. It offers students the chance to explore a career path while preparing them to become contributing members of their community. And it expands the school’s awareness of the economy and increases educator knowledge of area businesses and jobs as well as an understanding of the challenges industry faces.
- **It strengthens communities.** It helps align education, workforce and service systems to promote a strong economic future and build an engaged citizenry. It provides a robust local talent pipeline and helps the local economy grow and retain a workforce.

### How can my company participate?

There are many ways in which you can partner with us. While employer involvement in each of the following activities is critical to our success, employer partners are not expected to participate in all activities. Work-based learning coordinators or our intermediary partners work with you to help select the activities that make the most sense for your business. Here are some options to consider:

- Serve on an Industry Commission
- Help us map the skills needed for high demand occupations in your industry
- Provide Work-Based Learning opportunities for students. These may include:
  - **Guest Speaker** – A group of students listen to a presentation to learn about the speaker’s organization, careers and industry and ask questions to help them consider whether they might like to pursue an opportunity in the industry.
  - **Career Day** – Business partners from a variety of companies come together at a school to share information about their company, their job and the education and skills required for success in careers in the industry.
  - **Career Mentoring** – A student is matched one-on-one or in small groups with an adult professional to explore potential careers and related educational issues.
  - **Workplace Tour** – Small groups of students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress. Teachers also benefit from exposure to the workplace.
  - **Informational Interview** – A student formally interviews an employer partner about his or her industry, educational and career path and chosen profession.
  - **Job Shadowing** – A student is paired with an employee of a host company and follows that employee during much of a regular workday. A job shadow provides students the opportunity to experience the workplace, understand the various roles and duties of a particular occupation, learn about the business, connect with a working adult and observe work in progress.
  - **Mock Interview** – Students are paired one-on-one with a business partner who interviews each student as if he/she were being interviewed by an employer for a paid internship or job.



- **Workplace Challenge** – Small groups of students (four to six per team) are engaged in a problem-solving exercise issued by an employer in consultation with a school teacher.
- **Internship** – A student has the opportunity to learn by doing real work and being productively engaged in the workplace. Students may work individually, in teams, work on a project, or rotate through a number of departments and job functions.
- **Work Experience** – An opportunity for a student to develop and demonstrate professional and occupational skills by addressing a core business function and doing productive work with an employer.

#### We make it easy for you to get involved.

We offer strategies and support to limit the burden on employers and increase the educational value of these experiences for students. All workplace experiences are highly structured and supported by staff. While the full range of authentic work-based learning experiences is provided to every student, employer partners provide those opportunities that are a good fit with their business.





## Work-Based Learning Resources and Guidelines

### NYC DOE WBL Internship Guidelines

The NYC DOE's Work-Based Learning (WBL) opportunities include authentic learning experiences that allow students to explore their career goals, abilities, and interests while applying their academic and technical knowledge and skills in a real-world setting. For the 2021–22 school year, and aligned with [New York State Education Department \(NYSED\) guidelines](#), the majority of the DOE's work-based learning, including internships, will take place virtually. Review [these guidelines](#) for virtual, in-school, and off-site WBL allowances. Please note that in alignment with the DOE's [COVID-19 Vaccination Requirement](#), all non-DOE personnel, such as community-based organization staff or intermediary providers supporting students with WBL on-site as they perform virtual or in-person work, must show proof of COVID-19 vaccination to enter a NYC DOE building. [Fall 2021- 2022 Work-Based Learning \(WBL\) and Student Internship Guidelines](#) (Updated January 2022)

### NYCDOE CTE In-Person and Virtual Guidelines

In light of COVID-19, the Office of Postsecondary Readiness (OPSR) and CTE has outlined the processes, policies, and practices to ensure that high school students receive high quality work-based learning experiences, including virtual internship that balances student's learning, safety and privacy. The New York State Education Department upholds continued use of virtual work-based learning, including internships, the 2021-22 school year. The majority of DOE Work-Based Learning will be virtual in the 2021-22 school year to ensure continued student access to these opportunities while managing student health and safety implications. Regardless of internship modality (virtual, in-person, hybrid), all non-DOE personnel such as Community Based Organizations, Intermediary Providers, etc., providing support for WBL and internship programming must show proof of COVID-19 vaccination to enter a DOE building.

[CTE In-Person Internship Overview School Year 2021-22](#). (Updated September 2021)

[CTE Virtual Internship Overview School Year 2021-22](#) (Updated September 2021)

### NYC DOE CTE WBL Scope and Sequence

The CTE WBL Scope & Sequence was created for the use of school staff working to prepare students for postsecondary success and provides guidance around the Work-based Learning activities that will support the career exposure, skills development and work preparation of students beginning in High School through their CTE program. The document can support the alignment of the Work-Based Learning components based on phase and grade level in compliance with NYSED guidelines leading to the 54 hours of approved WBL experiences for CTE concentrators. It will also provide a framework with which to plan the Work-based Learning activities for the year, taking into consideration the different needs students may have and the employability skills they should acquire as they move through the continuum.

### CTE WBL Scope & Sequence



## NYCDOE CTS (CTE Tracking System)

CTS is the Comprehensive Web Based Interface that NYCDOE CTE staff can track a student's Career Readiness and Work Based Learning benchmarks throughout their time as a NYCDOE High School Student. The CTE Tracking System (CTS) will serve multiple purposes for NYCDOE High Schools including:

- Providing a single location for schools to track career readiness activities without need for additional tracking systems
- Reducing/Eliminating the necessity of schools to keep paper records of student career readiness activities
- Providing a comprehensive system that will allow NYCDOE Central office to effectively track student participation in and completion of career readiness benchmarks and provide accurate data to funders and stakeholders (i.e. Perkins, City Council, Etc.)
- Handle the allocation of funds and payout scholars for enrolled experiences

[CTS Handbook Link](#)

## New York State Education Department WBL Guidelines and Manual

The New York State Work-Based Learning Manual serves as a guide for all registered work-based learning programs approved by the NYSED. Both registered and un-registered work-based learning programs provide valuable experience for students and may allow students to earn elective credit and/or paid work experience. The Handbook also guides school districts in choosing the correct registered work-based learning program that accommodates their students' work-based learning experiences and details the critical elements of those work-based learning activities.

[New York State Education Department \(NYSED\) guidelines](#)

[New York State Education Department Work-Based Learning Manual](#)

## NYC DOE WBL Activity Grid

The WBL Activity Grid is a tool created by the NYC DOE CTE team to guide schools in creating and documenting the Work-Based Learning activities and experiences for CTE concentrators during their high school tenure. The grid outlines those elements that should be included to make them NYSED acceptable, provides examples of quality practices and instruction in terms of documentation in the CTE Tracking System. We encourage schools to refer to this as well as the NYSED WBL Handbook as they build and support WBL opportunities.

<https://docs.google.com/spreadsheets/d/1W3IMGepgyMFsrCrd9WZzZ1b9sTn9vFE-6gtuhocR87I/edit#gid=51677709>

## CareerReady NYC

DOE CTE is partnered with the NYC Department of Youth and Community Development through CareerReady SYEP, a program that offers participating CTE high schools guaranteed SYEP work experience slots and the opportunity to build strong connections between participating students' year-round academic learning and their summer work and enrichment experience. In addition, the program provides explicit connections to high quality postsecondary counseling and planning in the upcoming school year. Ongoing



professional development and technical assistance that supports high quality WBL experiences and placements that are aligned with CTE content areas.

CareerReady NYC is a long-term policy framework developed in partnership between City government, employers, educational institutions, and nonprofit organizations to support young New Yorkers with the educational foundation, work experiences, and essential skills needed to achieve career success and economic security. CareerReady NYC aligns the components of the "public talent pipeline"—K-12 public schools, publicly administered workforce programs, and the CUNY system—within a coordinated system of academics, work-based learning experiences, and comprehensive supports. Developed by a working group of City administrators, educators, employers, funders, and service providers, CareerReady NYC will furnish young New Yorkers with the skills, credentials, and experiences to thrive in the world of work, while ensuring a robust pipeline to fill the talent needs of local employers and fuel the city's economic growth.

Web Page:

<https://www1.nyc.gov/site/youthemployment/initiatives/careerready-nyc.page>

Career Readiness Framework:

<https://www1.nyc.gov/assets/youthemployment/downloads/pdf/careerreadynyc-career-readiness-framework.pdf>

## **Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act**

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to “for-profit” private sector employers.

### **Background**

The Fair Labor Standards Act (FLSA) defines the term “employ” very broadly as including to “suffer or permit to work.” Covered and non-exempt individuals who are “suffered or permitted” to work must be compensated under the law for the services they perform for an employer. Internships in the “for-profit” private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the “for-profit” private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.\*

### **The Test For Unpaid Interns**

There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation. The Supreme Court has held that the term “suffer or permit to work” cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act’s minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA’s definition of “employ” is very broad. Some of the most commonly discussed factors for “for-profit” private sector internship programs are considered below.

### **Similar To An Education Environment And The Primary Beneficiary Of The Activity**

In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer's actual operations, the more likely the internship will be viewed as an extension of the individual's educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer's operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA's minimum wage and overtime requirements because the employer benefits from the interns' work.

### **Displacement And Supervision Issues**

If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer's regular workforce, this would suggest an employment relationship, rather than training.

### **Job Entitlement**

The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

### **Where to Obtain Additional Information**

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

**For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).**

**U.S. Department of Labor**  
Frances Perkins Building  
200 Constitution Avenue, NW  
Washington, DC 20210

**1-866-4-USWAGE**  
TTY: 1-866-487-9243  
[Contact Us](#)

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\* The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.



## NYC Department of Education WBL Toolkit Sources

The contents of this toolkit draw heavily on WBL Toolkits created by New Ways to Work with the State of California, the Kansas City, Kansas Schools, Earn & Learn East Bay, and NYS P-TECH. NAF.

### New Ways to Work

*The Quality Work-Based Learning Toolkit: California, 1998*  
*Quality Work-Based Learning Toolkit: Kansas City, Kansas Public Schools, 2003*  
*Creating Quality Work-Based Learning, 2016, 2018*  
*Earn & Learn East Bay Work-Based Learning Toolset, 2017. 2020*  
*Work-Based Learning Toolkit: NYS P-TECH, 2017*  
*Online Practices Guidance, 2021*

### Grant Associates, Inc.

*Career Day Toolkit, with NYC Dept. Education, 2013*  
*Career Fair Tips (for Students)*  
*CTE Industry Scholars Program: Career Days, 2017*  
*CTE Industry Scholars Program: Worksite Tours, 2017*  
*Employer Tour Overview*  
*Interview Quiz, with NYC CTE*  
*Interviewing Skills: How to Have a Successful Interview, with NYC Department of Education*  
*Planning a Career Day Event, with NYC Dept. Education, 2013*  
*Remote and Virtual WBL Suggested Standards*  
*Provider Guide: The Workplace Challenge*

### NYC Department of Education

*Career Month Site Coordinator Toolkit, Office of Post-Secondary Readiness, 2017*  
*Elements of an Internship, 2013*  
*Pre-Internship Site Visit Form*  
*Internship Host Application*  
*CTE Internship Application*  
*Internship Timesheet*  
*Internship Mid-Term Worksite Visit Form*  
*WBL Training Plan and Evaluation Tool*  
*WBL Training Plan and Evaluation Tool Guide*  
*Internship Supervisor Handbook*  
*Internship Student Research Activity*  
*Intern Orientation to the Workplace*  
*Internship Student Reflection*  
*CareerReady Work Learn\_Grow\_Remote Internship Industry Partner Guide*

### New York State Education Department

*NYS ED Work-Based Learning Manual, 2012*  
*Work-Based Learning Hours for CDOS*  
*NYSED Work-Based Learning Program Fact Sheet*  
*NYSED Remote and Virtual WBL Updated Guidance*  
*NYSED Virtual and Remote Resources for Work-based Learning*





## NAF

*Career Fair Interest Preparation Activity*, 2015  
*Career Fair Notes*, 2015  
*Career Fair Overview*, 2015  
*Career Fair Planning Timeline*, 2015  
*Career Fair Preparing Students*, 2015  
*Career Fair Student Reflection*, 2015  
*College and Career Readiness Skills*, 2015  
*Finding and Maintaining Paid Internships*, 2015  
*Guest Speaker Overview*, 2015  
*Guide to Career Days*, Innovate Tulare-Kings, Adapted from WBL Resources, Regional School Districts Resources, and “Launch Path: Playbook” Developed by Linked Learning Alliance & Foundation for California Community Colleges, 2016.  
*Guide to Internships*, Innovate Tulare-Kings, Adapted from WBL Resources, Regional School Districts Resources, and “Launch Path: Playbook” Developed by Linked Learning Alliance & Foundation for California Community Colleges, 2016.  
*Guide to Worksite Tours*, Innovate Tulare-Kings, Adapted from WBL Resources, Regional School Districts Resources, and “Launch Path: Playbook” Developed by Linked Learning Alliance & Foundation for California Community Colleges, 2016.  
*High Quality Paid Internships*, 2015  
*How to Write a Resume*, 2015  
*Informational Interview Overview*, 2015  
*Intern Orientation Icebreaker*, 2015  
*Intern Orientation to the Workplace*, 2015  
*Intern Weekly Check-In Meeting*, 2015  
*Internship Employer Profile*, 2015  
*Internship Planning Timeline*, 2015  
*Internship Preparing Students*, 2015  
*Internship Reservation Form*, 2015  
*Internship Student Agreement*, 2015  
*Internship Student Interest Form*, 2015  
*Internship Student Reflection*, 2015  
*Internship Student Research Activity*, 2015  
*Internship Work and Learning Plan*, 2015  
*Job Shadow Overview*, 2015  
*Mock Interview Application*, 2015  
*Mock Interview Overview*, 2015  
*Mock Interview Planning Timeline*, 2015  
*Mock Interview Professional Dress Guidelines*, 2015  
*Mock Interview Questions*, 2015  
*Mock Interview Rating Sheet*, 2015  
*Mock Interview Sample Job Description*, 2015  
*Mock Interview Student Preparation and Tips*, 2015  
*Mock Interview-Student Reflection*, 2015  
*Mock Interview Student Resume and Cover Letter*, 2015  
*Preparing Students for a Mock Interview*, 2015  
*Student Internship Consent Form*, 2015  
*Sub-BA Business & Finance Jobs in New York City: A Deeper Dive*, Labor Market Information Service,  
*Work-Based Learning Evaluation – Business Partner*, 2015  
*Work-Based Learning Evaluation – Student*, 2015  
*Worksite Tour Checklist and Tips*, 2015  
*Worksite Tour Host Checklist and Tips*, 2015  
*Worksite Tour Host Profile*, 2015  
*Worksite Tour Overview*, 2015  
*Worksite Tour Planning Outline*, 2015



*Worksite Tour Preparing Students*, 2015  
*Worksite Tour Research Activity*, 2015  
*Worksite Tour Sample Agenda*, 2015  
*Worksite Tour Student Guidelines*, 2015  
*Worksite Tour Registration & Permission Form*, 2015  
*Worksite Tour Student Reflection*, 2015

## Others

*Career Day Planning Guide*, Career Services Division, Oklahoma Department of Vocational and Technical Education, August 2015  
*How to Conduct a Mock Interview*, [web.stanford.edu](http://web.stanford.edu)  
*Intern Weekly Journal*, Young & Rubicon  
*Job Interview Questions and Answers*, [thebalance.com](http://thebalance.com)  
Job listings, [greenkeyllc.com](http://greenkeyllc.com), 2017  
Job listings, [indeed.com](http://indeed.com), 2017  
Job listings, [rfcuny.org](http://rfcuny.org), 2017  
*Legal Guide to Labor Laws and Safety*, CareerSmarts, 2013  
*MHA Labs Skill Building Blocks*, <http://mhalabs.org/skill-building-blocks/>.  
*Mock Interview*, [everydayinterviewtips.com](http://everydayinterviewtips.com)