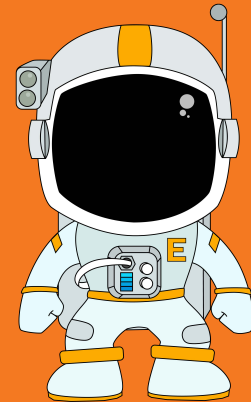


# Counseling and Career Development

A Division of  OKLAHOMA  
CareerTech



## GUIDE FOR **Elementary Career Fairs**



# WORK-BASED LEARNING **TOOLKIT**

This Guide is Recommended for 5th Grade Students that have completed the Galaxy career exploration platform and have completed a Holland or RIASEC assessment.





# TABLE OF CONTENTS

## **Developing Career Fairs**

Introduction.....	3
Industry Partner Checklist Career Fairs.....	4
Student Checklist for Career Fairs .....	5
Teacher Checklist for Career Fairs.....	6
Implementing a Career Fair .....	7
Before the Career Fair.....	8-12
During the Career Fair.....	13
After the Career Fair .....	14
Tools.....	15-26



# INTRODUCTION

## Developing Career Fairs

This guide will help you locate and arrange tours and field trips learning opportunities that best fit students' individual career and academic plans.

### What are Career Fairs?

Career fairs are career awareness activities that expose students to a wide range of careers. These events typically bring multiple employers into one large space in which each exhibitor has a table or booth at which to showcase options for students.

When you are planning a career fair, your best contacts will be at your local Chamber of Commerce. They will have industry contacts with in the human resources office, but you might be able to use your contacts with the colleges to make contact with industry. Depending on the age of the student the industry contact may need a little guidance on the type or range of information to have available for students.

The students' primary roles are to interact with adults and ask questions that will help focus their future career exploration activities. They may also collect brochures or hands on activities that can be used to stimulate family and school discussions about education and career planning.

### Career Fair Recommendations

Career fairs are typically offered to students in fifth through 12th grades. Expectations for student outcomes and the content presented by employers should be relevant to the age of participating students. Fairs attended by elementary and middle school students should offer broad information about careers, while fairs attended by high school students should provide more detailed information about specific careers and the education and other requirements for them.

A career fair might be planned for a single school or for multiple schools in a region. A larger fair would be a more efficient way for employers to reach more students, but it would require a larger

venue and transportation for students. In rural areas, a fair for multiple schools would require transportation over longer distances. The WBL coordinator should weigh the trade-offs before deciding whether to plan a single regional fair, a fair for a few schools in the same area or one for each school.

Career fairs typically last from several hours to a full day; some extend into the evening to facilitate attendance by parents. The format can vary based on the age of participating students and the context in which the fair is offered. Some fairs include breakout sessions that highlight specific careers, education/training programs or industry trends, while others simply host a broad array of employer representatives. Often, students are scheduled to arrive at the fair in shifts to prevent overcrowding and to provide each group time to interact with the exhibitors.



# INDUSTRY PARTNER CHECKLIST

for Career Fairs

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful fair.

## ***Before the Fair***

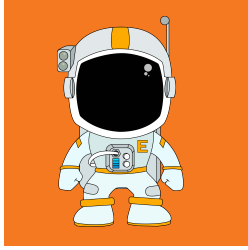
- Fill out the **Career Fair Participation Form** and return it to the WBL coordinator.
- Speak or meet with the WBL coordinator to discuss plans for your booth and details about arrangements, including tips for making your exhibit interesting and informative for the students.
- Identify one or two representatives to attend the fair and staff your exhibit. It can be helpful if they are parents of adolescents or have facilitated similar discussions because they are likely to be more comfortable interacting with students.
- Bring brochures or other handouts with information students can take home to share with their families. Please try to bring enough for all of the students and some extras for their teachers.
- Check with the WBL coordinator if you are considering an extra-large display.
- The most effective career fair booths provide hands-on, interactive opportunities for students to see, touch or engage in other ways. Some participants bring tools, models or games. Please discuss your plans with the WBL coordinator, as he/she needs to make sure your display does not exceed the available space and is safe for students.

## ***During the Fair***

- Employer representatives should be prepared to talk about their industries and organizations, career opportunities available, the preparation it takes to pursue them, hiring requirements and compensation.
- Students will be prepared with information about your organization and questions to ask.

## ***After the Fair***

- Complete and return the **Career Fair Employer Evaluation**.



# STUDENT CHECKLIST

## for Career Fairs

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful fair.

### ***Before the Fair***

- Complete the Galaxy grade level planets and activities.
- Complete a Holland assessment that shows your career interest.
- Research the industry that will be at the fair.
- Assess how a career fair can support your Pre-ICAP goals.
- Find out how to dress and act appropriately at the fair.
- Fill out and get signed **Student Registration and Parent/Guardian Permission Form for Career Fair**. [only needed if fair is off campus]
- Turn in signed permission form.
- Have other instructors sign and fill out **Teacher Permission Form for Class Absence**.
- Develop questions for the industries to make connections between academics and completion of Pre-ICAP.
- Know the schedule of events for the day and which events you need to attend.

### ***During the Fair***

- Pay close attention to your time and the number of booths or sessions you need to attend. Do not get stalled at one booth playing a game and forget to fulfill your obligations for the day.
- Take only materials that are related to your career interest.
- Think about what else you need to know to determine if careers in this industry are for you.
- Listen carefully as other students are asking questions so as not to repeat questions. Take notes to document the experience

### ***After the Fair***

- Use your notes for individual and group reflection exercises.
- Participate in classroom activities that will help you think about the value of the career fair.
- Write thank you-notes to the industries that you visited. Electronic methods are acceptable.
- Discuss the next step in learning about careers and your Pre-ICAP process.
- Complete a **Career Fair Student Evaluation**.



# TEACHER CHECKLIST

## Career Fairs

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful fair.

### ***Before the Fair***

- Use the sample emails in this guide to reach out to Chamber of Commerce and industry to invite participation.
- Follow up emails with contact phone calls.
- Use student interest assessments to select appropriate businesses for the fair based on students' Pre-ICAPs and your district course curriculum.
- Establish and confirm logistics for hosting the fair. If off site make students aware of proper behavior
- Collect signed permission forms.
- Prepare students to maximize their learning by researching industries that will be attending. Help students develop plans for the fair based on their Holland assessments. Help them develop questions for industry representatives based on their Pre-ICAPs.

### ***During the Fair***

- Ensure that students receive instruction on the schedule of the day.
- Arrange for students to experience the fair without overwhelming the industries.
- Make sure that the students know the information they need to be collecting during the fair.
- Prepare students to maximize their learning by having the forms for them to fill out at the fair.

### ***After the Fair***

- Provide individual and group reflection exercises.
- Help students make connections among academics and industry.
- Have students write thank you-letters to industries they saw at the fair.
- Support students in determining the next step in learning about careers and their Pre-ICAPs.
- Use employer/student feedback to make continuous improvement.
- This experience along with the documentation could be used to document Pre-ICAP Work-Based Learning activities. Make sure to forward documentation to the district ICAP coordinator.



# IMPLEMENTING

## a Career Fair

### **Select appropriate industries for fair.**

Successful career fairs require collaboration, communication and preparation by multiple stakeholders. The process involves identifying planning and implementation partners; selecting an appropriate venue; developing and funding a budget; recruiting employer exhibitors; making logistical arrangements; collaborating with teachers to prepare students to learn and participate; and preparing employer representatives to communicate effectively with students.

The work involved in planning a career fair, whether it is for one school or several districts, can extend over several months. As noted in the introduction, you should take the following steps when you are organizing a college and career fair.

1. Identify the partners needed to assist with implementation. Typically, these will be district and school staff, representatives of employers or employer associations representatives.
2. Consult with district and school staff to determine the scope of the fair (one school, one district or multiple).
3. Working with school partners, identify a few options for the date of the fair and venues at which it could be held.
4. Draw up a tentative budget, which may include facility rental; equipment rental (e.g., tables, chairs and audiovisual or other equipment); transportation; and refreshments. Develop a strategy for securing the necessary funds (e.g., school or district budget, fees from exhibitors, sponsorships, chamber partners or local philanthropies).
5. Solicit student, teacher and counselor input on specific employers, careers that are of greatest interest. Use this information to develop an invitation/recruitment list for the fair.
6. Recruit employers and colleges to participate in the fair. Employer and college recruitment can be slow and time-consuming; you should start early.
7. Arrange student transportation unless the fair will be held at a single school for only the students who attend that school.
8. Prepare students for the fair.
9. Prepare exhibitors for the fair and make sure that their needs are met.
10. Hold the fair and document it with photos, as appropriate.
11. Provide structured opportunities for students to reflect on their experiences.
12. Obtain evaluations from students and exhibitors.



# BEFORE

## the Career Fair

The WBL coordinator should refer to the overall WBL plan (see the introduction) if there is one to ensure that the scheduling of the college and career fair is coordinated with the implementation of other WBL activities planned for the district or school. Employers and school staff will appreciate it if the WBL coordinator initiates contact for the fair in that larger context.

The WBL coordinator is assumed to be the individual responsible for completing or assigning all the tasks listed below, except where noted otherwise.

### **SIX MONTHS** before the career fair.

- Create a planning team. Members might include district or school staff; employers in the private, public and nonprofit sectors; representatives of employer associations; and Chamber of Commerce representatives. This team will plan the event; assign responsibilities for various tasks associated with the fair; develop a budget and secure resources to fund it; determine who will staff the event; and participate in any follow-up necessary after the fair. The planning team should meet regularly (in person or by conference call) to make sure everyone is well-informed and on track. More frequent communication will take place among team members with respect to specific tasks.
- In partnership with school staff (e.g., counselors, career advisers, teachers and administrators), determine which students, classes or schools will participate in the fair.
- Determine whether providing breakout sessions for more in-depth presentations by some exhibitors is desirable.
- Based on the anticipated attendance, the number of likely exhibitors and whether space is needed for breakout sessions, identify potential locations for the fair. The WBL coordinator should then follow up to investigate costs, availability, capacity and other factors that would influence the choice of location. The location should provide an open space for exhibitor booths or tables. Spaces for breakout sessions should be nearby and large enough to accommodate special presentations for 15 to 30 students at a time.
- After consulting school calendars and checking with key employers and colleges, set a date for the fair and reserve the location. Assign specific tasks to specific team members, along with milestones and deadlines.
- Work with school staff to determine how they will obtain parent/guardian permission for students to register and participate in the fair and teacher permission to be absent from classes. Examples are provided in the resources section, but the school should use the same forms it uses for field trips and the same process and deadlines for distributing and collecting the forms. The forms may need to be modified to include a release for photographic documentation of the fair.
- Consult with teachers, counselors and career advisers to identify which employers and colleges are likely to be of greatest interest to students. These are the participants who will be targeted for the most vigorous recruitment and, if space for the fair is limited, will get priority for exhibit space. Send a save the date communication to these high-priority employer and college contacts.
- Use the WBL database and other sources (e.g., organizations like chambers of commerce, economic development agencies, workforce development boards, state departments of labor or commerce, and the personal networks of district and school staff members) to identify other employers to target.
- Solidify the final budget and secure funding commitments.



# BEFORE *(continued)*

## the Career Fair

### **FOUR MONTHS** before the career fair.

- Begin outreach to employers, especially those identified to be of greatest interest to students, to build awareness of the upcoming fair and generate interest. Review the employer outreach section of the introduction for useful tips.
  - Start with high-priority employers and others that have had successful experiences with WBL activities or have been well-received at past career fairs. A sample invitation email is included in the resources section.
  - Meet with representatives of chambers of commerce, other industry and trade associations and service clubs to talk about the fair and ask them to encourage their members to participate. Provide whatever information they need (e.g., newsletter article or draft email to members) to make it easy for them to help. The sample outreach materials in the resources section can be adapted for this purpose. The WBL coordinator might offer to attend a meeting to provide additional information about plans for the fair.
  - Send information home with students for parent awareness and recruitment of additional employers.
- As employers respond to these contacts, secure their commitments to participate using or adapting the employer participation form in the resources section.

### **THREE MONTHS** before the career fair.

- Follow up on invitations, especially to the employers and colleges of greatest interest to students. Ask employers that have already committed to participating for help in recruiting others, using peer communication such as the example in the resources section.
- Create a participant checklist to help employer representatives plan their exhibits for the fair. The resources section includes a sample that can be adapted to local context and needs.
  - Communicate the schedule for the fair as well as the space and equipment that will be available to exhibitors and offer tips for how to engage with students during the fair. Give examples of hands-on activities or demonstrations that will expose students to work-related tasks.
  - Send the participant checklist to employers that have submitted participation forms. Offer to assist them in planning their exhibits.
- Continue employer outreach as needed until the high-priority exhibitors have responded and the available exhibit spaces are filled.
- Determine transportation needs and how they will be addressed (e.g., bus, parents or others).
- Determine the number of volunteers needed for the fair and identify the responsibilities of each (e.g., assisting in set-up, serving as bus monitors, assisting students as they move through the fair, greeting arriving students and exhibitors, providing refreshments, taking photographs and videos, or helping with clean-up).
- **(Teachers/Counselors)** Introduce students to the career fair and begin to prepare them to get the most out of their participation through career research. Continue the Galaxy experience lessons.



# BEFORE *(continued)*

## the Career Fair

### **TWO MONTHS** before the career fair.

- Begin outreach to employers and colleges, especially those identified to be of greatest interest to students, to build awareness of the upcoming fair and generate interest. Review the employer outreach section of the introduction for useful tips.
- Start with high-priority employers and others that have had successful experiences with WBL activities or have been well-received at past career fairs. A sample invitation email is included in the resources section.
- Meet with representatives of chambers of commerce, other industry and trade associations and service clubs to talk about the fair and ask them to encourage their members to participate. Provide whatever information they need (e.g., newsletter article or draft email to members) to make it easy for them to help. The sample outreach materials in the resources section can be adapted for this purpose. The WBL coordinator might offer to attend a meeting to provide additional information about plans for the fair.
- Send information home with students for parent awareness and recruitment of additional employers.
- As employers respond to these contacts, secure their commitments to participate using or adapting the employer/college participation form in the resources section.

---

### **ONE MONTH** before the career fair.

- Continue employer outreach and obtain additional commitments, as needed.
- Maintain contact with participants and continue to offer assistance with planning their exhibits. Gather information on any space or other requirements (e.g., electrical outlets, internet access) to make sure that they can be provided.
- Recruit staff and volunteers for the day of the fair. They may be school staff, parents, college students or even high school students (as long as they still have time to participate in the fair).
- Develop student deliverables for participation in the fair. These may include passports to the future (see sample in the resources section) to be stamped by employer representatives or other tools that encourage student engagement and facilitate tracking of students during the fair.
- Reach out to local media outlets that might cover the fair. These could include local and regional newspapers, radio and television news programs and/or school publications.
- Have schools distribute required student registration, parent/guardian permission and teacher permission for class absence forms and a list of participating employers to students. Include an invitation for parents/guardians to participate, if possible. School staff should determine the deadline for return of permission forms.
- **(Teachers/Counselors)** Continue student preparation activities:
  - Have students conduct research on participating employers and colleges, with a special focus on those that align with their individual career interests.
  - Introduce students to informational interviews to help them interact effectively with employer and college representatives.
  - Help students develop questions to ask employer and college exhibitors. For example, students might ask employer representatives about their job responsibilities, skill requirements and what they like and dislike about their jobs. The students might ask college representatives about entrance requirements, costs and the availability of programs related to specific careers. Continue the Galaxy experience lessons.



# BEFORE *(continued)*

## the Career Fair

### **TWO WEEKS** before the career fair.

- Touch base with employer participants to answer questions and confirm all logistical information.
- Create and finalize a floor plan or diagram for the fair, assigning booths or tables to participants.
- Finalize assignments for staff and volunteers and define expectations for each assignment. It may be helpful to designate task leaders for jobs like set-up and clean-up.
- Confirm transportation plans.
- Confirm site preparation arrangements, including parking, tables, chairs, refreshments (if any), storage (for coats and exhibitor materials), table decorations (if any), internet access (if required), electrical outlets, etc.
- **(School staff)** Finish collecting registration, parent/guardian permission and class absence forms.
- **(Teachers/Counselors)** Continue preparing students for the fair by reviewing participating employers as well as past Galaxy lessons.

---

### **ONE WEEK** before the career fair.

- Reconfirm details for participating employers and colleges. Include information on how to contact the WBL coordinator and other key staff before and during the fair.
- Secure or create directional signs and decorations (e.g., balloons outside the doors to the event and signs with the agenda for the day and locations of specific exhibitors and breakout sessions).
- Review the fair logistics with the planning team, staff and volunteers and make any needed adjustments. Make plans for communication on the day of the fair, using mobile phones or walkie-talkies.
- Remind media outlets that the fair is coming up, so they can plan coverage assignments. Make sure the media have an on-site contact (typically the WBL coordinator, but perhaps a district media relations person) to guide them to the most newsworthy exhibits.
- **(School staff)** Determine how to handle students who did not secure parent/guardian permission or class absence forms by the due date (e.g., attend a study hall or have special assignments for the time when other students will be at the fair).
- **(Teachers/Counselors)** Continue student preparation activities:
  - Discuss appropriate student behavior and attire for the fair.
  - Distribute and review the questionnaires or forms students will be completing during the fair. (See resources section for sample.)
  - Create and distribute schedules for the fair, including transportation arrangements. In some instances, schedules may be customized based on students' selections of employer and/or college representatives they wish to meet and breakout sessions they want to attend. Schedules should be shared with the WBL coordinator and others involved in implementation.
  - Address any questions or concerns that students (or their parents) may have or refer them to the WBL coordinator.



## BEFORE *(continued)* the Career Fair

### **ONE DAY before the career fair.**

- Send a final confirmation email to exhibitors, including logistical and contact information.
- Send a reminder to media outlets with specifics on location, schedule, notable exhibitors, what will be happening and whom to contact on site.
- If possible, begin to set up for the fair, including technology resources, registration tables, directional signs, decorations, booths or tables and breakout session rooms.
- **(Teachers/Counselors)** Distribute the final list of participating employers and colleges, the locations of their exhibits, breakout session assignments and a passport to the future or other tool to document the exhibits the students visit. *(See sample passport to the future in resources section.)* Extra copies should also be available at the fair.



# DURING

## the Career Fair

### **DAY OF the career fair.**

- Complete set-up work. Allow ample time to be ready before the start of the fair. Walk the space to identify and correct any problems.
- Gather staff, organizers, and employer and college representatives to share logistical information, introduce key contacts and answer questions. Include details about post-fair clean-up as determined during planning process.
- Ensure that all students have transportation and that attendance is taken at the fair or on the bus to and from the fair.
- Greet media representatives and guide them to potential points of interest.
- Ensure that the assigned staff and volunteers perform the clean-up tasks assigned to them and that the space is left as specified in the rental contract.
- As employer representatives are leaving, thank them for participating and give them evaluation forms (sample in resources section) to complete. Follow up by emailing the form.
- **(School staff)** Distribute evaluation forms to students as they leave the fair or on the bus.
- **(On-site staff and volunteers)** Direct students to appropriate booths or breakout sessions, maintain the schedule, answer questions, and document the fair with photos.



# AFTER

## the Career Fair

### **ONE DAY TO ONE WEEK AFTER the career fair.**

- Send thank-you emails to employer and college representatives along with a reminder to return their evaluation forms; include a few highlights from student comments, photos and media coverage.
- Collect and review evaluations completed by students, employer representatives and college representatives.
- If negative feedback is obtained from evaluations, gather additional information and take appropriate action promptly. Capture this information for use in planning future fairs.
- Conduct a debriefing session with the planning team. Share all evaluation results and capture lessons learned for future college and career fairs.
- Follow up with media representatives who did and did not attend. Media outlets that did not attend may still publish news from the fair. Collect news coverage and distribute to participants. Also share any media coverage with school districts, schools and other partners. This information can be used for outreach in subsequent years.
- Follow up with any employers representatives who expressed interest in further participation in WBL activities.
- **(Teachers/Counselors)** Conduct reflection activities in classes and compile students' written reflections for dissemination.



# TABLE OF CONTENTS

## Tools for Career Fairs

### **WBL Coordinator**

- Industry Partner Checklist for Career Fairs.....16
- Student Checklist for Career Fairs .....17
- Teacher Checklist for Career Fairs.....18
- Sample Email to Employers from WBL Coordinator .....19
- Sample Email for Employers to Forward to Others .....20
- Career Fair Participation Form .....21

### **Participants [Employers]**

- Career Fair Employer Evaluation .....22

### **School**

- Student Registration/Parent Guardian Permission for Career Fair .....23
- Teacher Permission Form for Class Absence .....24

### **Student**

- Passport to the Future .....25
- Career Fair Student Evaluation .....26

### **Event Materials**

- Galaxy / Holland Planet Signs .....27

### **Personalization of Tools Instructions**

The tools are designed so that your school or organization can insert your logo and contact information into the header and footer. The tools themselves are fillable forms that are separate documents that can be uploaded to other sources to be filled out by students and workplace partners.



# TOOLS

## Industry Partner Checklist for Career Fair

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful fair.

### ***Before the Fair***

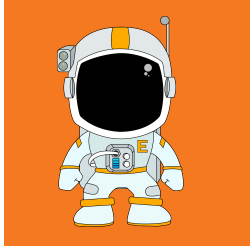
- Fill out the **Career Fair Participation Form** and return it to the WBL coordinator.
- Speak or meet with the WBL coordinator to discuss plans for your booth and details about arrangements, including tips for making your exhibit interesting and informative for the students.
- Identify one or two representatives to attend the fair and staff your exhibit. It can be helpful if they are parents of adolescents or have facilitated similar discussions because they are likely to be more comfortable interacting with students.
- Bring brochures or other handouts with information students can take home to share with their families. Please try to bring enough for all of the students and some extras for their teachers.
- Check with the WBL coordinator if you are considering an extra-large display.
- The most effective career fair booths provide hands-on, interactive opportunities for students to see, touch or engage in other ways. Some participants bring tools, models or games. Please discuss your plans with the WBL coordinator, as he/she needs to make sure your display does not exceed the available space and is safe for students.

### ***During the Fair***

- Employer representatives should be prepared to talk about their industries and organizations, career opportunities available, the preparation it takes to pursue them, hiring requirements and compensation.
- Students will be prepared with information about your organization and questions to ask.

### ***After the Fair***

- Complete and return the **Career Fair Employer/College Evaluation**.



# TOOLS

## Student Checklist for Career Fair

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful fair.

### ***Before the Fair***

- Complete the Galaxy grade level planets and activities.
- Complete a Holland assessment that shows your career interest.
- Research the industry that will be at the fair.
- Assess how a career fair can support your Pre-ICAP goals.
- Find out how to dress and act appropriately at the fair.
- Fill out and get signed **Student Registration and Parent/Guardian Permission Form for Career Fair**. [only needed if fair is off campus]
- Turn in signed permission form.
- Have other instructors sign and fill out Teacher Permission Form for Class Absence.
- Develop questions for the industries to make connections between academics and completion of Pre-ICAP.
- Know the schedule of events for the day and which events you need to attend.

### ***During the Fair***

- Pay close attention to your time and the number of booths or sessions you need to attend. Do not get stalled at one booth playing a game and forget to fulfill your obligations for the day.
- Take only materials that are related to your career interest.
- Think about what else you need to know to determine if careers in this industry are for you.
- Listen carefully as other students are asking questions so as not to repeat questions. Take notes to document experience.

### ***After the Fair***

- Use your notes for individual and group reflection exercises.
- Participate in classroom activities that will help you think about the value of the career fair.
- Write thank you-notes to the industries that you visited. Electronic methods are acceptable.
- Discuss the next step in learning about careers and your Pre-ICAP process.
- Complete a **Career Fair Student Evaluation**.



# TOOLS

## Teacher Checklist for Career Fair

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful fair.

### ***Before the Fair***

- Use the sample emails in this guide to reach out to Chamber of Commerce and industry to invite participation.
- Follow up emails with contact phone calls.
- Use student interest assessments to select appropriate colleges and businesses for the fair based on students' Pre-ICAPs and your district course curriculum.
- Establish and confirm logistics for hosting the fair. If off site make students aware of proper behavior.
- Collect signed permission forms.
- Prepare students to maximize their learning by researching industries that will be attending. Help students develop plans for the fair based on their Gaxaxy career exploration and Holland assessment. Help them develop questions for industry representatives based on their PreICAPs.

### ***During the Fair***

- Ensure that students receive instruction on the schedule of the day.
- Arrange for students to experience the fair without overwhelming the colleges and industries.
- Make sure that the students know the information they need to be collecting during the fair.
- Prepare students to maximize their learning by having the forms for them to fill out at the fair.

### ***After the Fair***

- Provide individual and group reflection exercises.
- Help students make connections among academics and industry.
- Have students write thank you-letters to colleges and industries they saw at the fair.
- Support students in determining the next step in learning about careers and their Pre-ICAPs.
- Use employer and student feedback to make continuous improvement.
- This experience along with the documentation could be used to document Pre-ICAP Work-Based Learning activities. Make sure to forward documentation to the district ICAP coordinator.



# TOOLS

Email to Employers from WBL Coordinator – *SAMPLE*

Good Morning,

My name is John Doe, and I work for the XYZ (district or school). We are planning a career fair for students (and parents, if applicable) from (names of schools) and are seeking employer representatives to showcase their organizations at the fair. Employers will be asked to provide information about the careers available in their industries.

Career fairs are very helpful to students as they build awareness of career options and plan the next steps for career exploration. They are part of a broader continuum of work-based learning opportunities that expose students to real-world careers. These activities help students set education and career goals and learn what it takes to prepare for the careers that interest them.

Here are some specifics about the college and career fair:

- (Date) from X:XX a.m. to X:XX p.m.
- ## #th and #th grade students from (schools)
- Location
- ## exhibit spaces available

Because of strong student interest in your (organization, industry or occupation), we are especially interested in making sure that you reserve an exhibit space while it is still available. If you are willing to participate in the fair, we can work out the details together. Please contact me at (phone number) or (email) if you are interested. I have enclosed a participation form you can use to confirm your intentions.

If you are unable to participate in this year's fair but would like to learn about other opportunities to work with students by being a guest speaker, please contact me at your earliest convenience.

Thank you,

**John Doe**  
John Doe, Title  
XYZ District or School  
Contact information



# TOOLS

Email to Employers to Forward to Others – *SAMPLE*

Good Morning,

My name is Jane Doe, and I lead the marketing and communications department for (Blue Star Telephone Company). (Blue Star) has been working with students from (XYZ district or school) for (how long?) and would like to encourage you to participate in a career fair for local students. We've found these fairs to be rewarding experiences for our employees as well as a good form of early recruitment for (Blue Star).

XYZ school district (or school name) is seeking employers to exhibit at the fair to help build student awareness of potential careers in your industry. This year's fair will take place on (date) from X:XX a.m. to X:XX p.m. at (location). Participating in the fair represents a significant investment of your time, but it will be very valuable to students as they make choices about their future education and careers. It also will provide favorable exposure for your organization and the opportunities it offers. For more information, please see the attached participation form or contact (WBL coordinator name, email and phone). (WBL coordinator name) will be happy to work with you to plan an interesting exhibit that will engage students and parents, showcase your organization and provide a positive experience for your employees.

If you have questions, please feel free to contact (WBL coordinator name) or me at any time.

Thank you,

Jane Doe, Title  
Organization  
Contact information



# TOOLS

## Career Fair Participant Form

(WBL coordinator to fill in own name and contact information)

XYZ district or school is hosting a college and career fair for #th and #th grade students from (school names) to learn more about potential careers and postsecondary education options. College and career fairs are an important component of a multiyear program that helps students learn about potential career opportunities and set goals for their future education and career preparation. (Name), the work-based learning (WBL) coordinator who is leading the planning for the fair, will be happy to work with you to plan an interesting and engaging exhibit.

### Fair details:

- (Date) from X:XX a.m. to X:XX p.m. (Exhibitor arrival for setup and briefing one hour before fair)
- (Location)
- ### #th and #th grade students
- Each booth for exhibitors will have a table to provide information, demonstrations, hands-on experiences, handouts or other features that will engage students.
- If you have any equipment, electrical power or internet access needs, please list them below.

Please complete the following information and return it via email by (date). We will confirm receipt and send you more information about the fair. I will contact you to discuss plans for your booth.

Employer:	
Industry/education programs:	
Main contact name:	
Phone: (     )     )	Email:
Logistical needs (electrical outlet, internet access, etc.):	
Other comments:	
Signature:	WBL coordinator name, phone and email:

*Your support of career awareness and exploration activities like this fair is a valuable complement to classroom learning and can make a real difference in the lives of our students. **Thank you!***

# TOOLS

## Career Fair Employer Evaluation

Thank you for taking the time to participate in the (date or location or other identifier) fair. Your support of this activity provides students with opportunities to make better informed decisions about their futures. Your feedback is valuable to ensuring high-quality experiences for you, other career fair exhibitors and our students. Please take a few minutes to complete this form and return it to the fair coordinator.

Name:	Phone number: (     )
Title:	Email:
Organization/ Institution:	Industry:

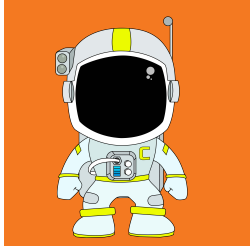
Please evaluate the fair in each of the following areas.

LOGISTICS				
Communication about the fair and expectations expectations	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Ease of participation	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Fair coordination	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Fair layout	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Fair schedule	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
STUDENTS				
Students were prepared with questions	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Students were professional	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
OVERALL EVALUATION				
Career fair experience	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable

Would you be willing to participate in future fairs?

Would you be willing to participate in other work-based learning activities, such as guest speaker presentations, workplace tours? Please note any that are of interest in the comment section below. Someone will contact you to follow up.

Please use the space below to provide comments about the fair. Please be sure to suggest ways to make future fairs more convenient and productive for exhibitors.



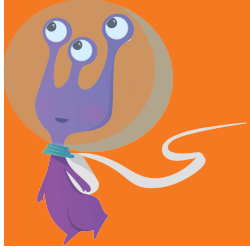
# TOOLS

## Student Registration and Parent/Guardian Permission Form for Career Fair

(Only needed if fair location is off campus. The top part should be completed by the WBL coordinator, except for student and parent names.)

Both the student and the parent or guardian should review the expectations outlined in this form. A signature on this form not only signifies permission, but also a commitment to fulfill the expectations. **This form must be signed and returned to (whom, where) by (due date), or the student will not be able to participate in the fair.**

Student name:	Parent/guardian name:
Date of fair:	Location of fair:
Hours of fair:	
Meeting place and time for departure and return:	Transportation arrangements:
School contact name, phone and email:	Work-based learning coordinator name, phone and email:
<p>Expectations for students:</p> <ol style="list-style-type: none"> <li>1. Participate in classroom lessons to prepare for fair.</li> <li>2. Obtain signatures and assignments from teachers for all classes that will be missed.</li> <li>3. Arrive on time on the day of the fair.</li> <li>4. Adhere to the dress code discussed in class.</li> <li>5. Demonstrate appropriate workplace behavior.</li> <li>6. Listen to and ask questions of the employer representatives participating in the fair.</li> <li>7. Get your passport to the future stamped or signed at each exhibit you visit.</li> <li>8. Participate in post-fair reflection activities.</li> <li>9. Complete an evaluation of the fair.</li> <li>10. Complete all assignments from any missed classes.</li> </ol>	
<p>Expectations for parents or guardians: Please check boxes to indicate your understanding and acceptance of each item.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support student's participation and fulfillment of the above expectations.</li> <li><input type="checkbox"/> Give permission for student to participate, understanding that the (name of district) bears no responsibility for health, accident or transportation insurance while the student is away from school to attend the fair.</li> <li><input type="checkbox"/> Give permission for the student to be photographed during the fair.</li> <li><input type="checkbox"/> Parents are welcome to visit the fair. Please register at the entrance if you decide to come.</li> </ul>	
Student name:	Parent or guardian name:
Student signature:	Parent signature:



# TOOLS

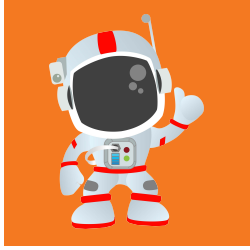
## Teacher Permission Form for Class Absence

(Only include periods that students will miss)

You are excused from (part of day or full day) of school on (date) to participate in a career fair at (location). There are certain procedures that must be followed for this to happen. All teachers whose classes you will miss must be informed, and you must obtain all assignments for the day of the tour. It is up to your individual teachers to decide when the assignments you miss will be due.

**This form must be completed with all teacher signatures and turned in to (whom) *by the established deadline* in order for you to be excused from class. Students will not be permitted to attend the career fair if they have not submitted completed permission forms.**

Student name:	Date of fair:
Period 1 teacher signature:	Assignment:
Period 2 teacher signature:	Assignment:
Period 3 teacher signature:	Assignment:
Period 4 teacher signature:	Assignment:
Period 5 teacher signature:	Assignment:
Period 6 teacher signature:	Assignment:
Period 7 teacher signature:	Assignment:



# TOOLS

## Passport to the Future

(Add pages as needed, so that students can make notes on all exhibits and write questions they created before fair.)

Write your Holland scores in the boxes below and make sure you visit the high score first. Each booth will have a RIASEC planet to help you locate where to go first. As you move through the career fair and talk to representatives at each exhibit, write the name of each employer you visit in one of the boxes below and ask a representative to sign or stamp it. You may use this form to make notes about memorable employers.

Student name:	Date of fair:
School:	

Exhibits visited:

R: _____	I: _____
A: _____	S: _____
E: _____	C: _____

*Additional questions on back of paper.*



# TOOLS

## Career Fair Student Evaluation

Thank you for participating in the career fair. Your feedback is important. Please complete the form and return it to your teacher.

Student name:	Date of fair:
School:	

Please evaluate the experience in each of the following areas:

<b>BOOTHS</b>				
Booths were hands-on and interesting.	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Representatives described their organizations in detail.	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Representatives were friendly.	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
<b>BREAKOUT SESSIONS (if applicable)</b>				
Breakout sessions were helpful.	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Comments about breakout sessions.	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
<b>OVERALL EVALUATION</b>				
The fair helped me learn more about careers and education programs.	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Career fair experience.	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable

Would you recommend other students attend a similar fair? Explain.

Did the fair help you decide which career(s) you are interested in learning more about or careers in which you are not at all interested? Explain why.

What was the most interesting exhibit you visited and why?

What was the least interesting exhibit you visited and why?

Please provide additional comments below.



# EVENT MATERIALS

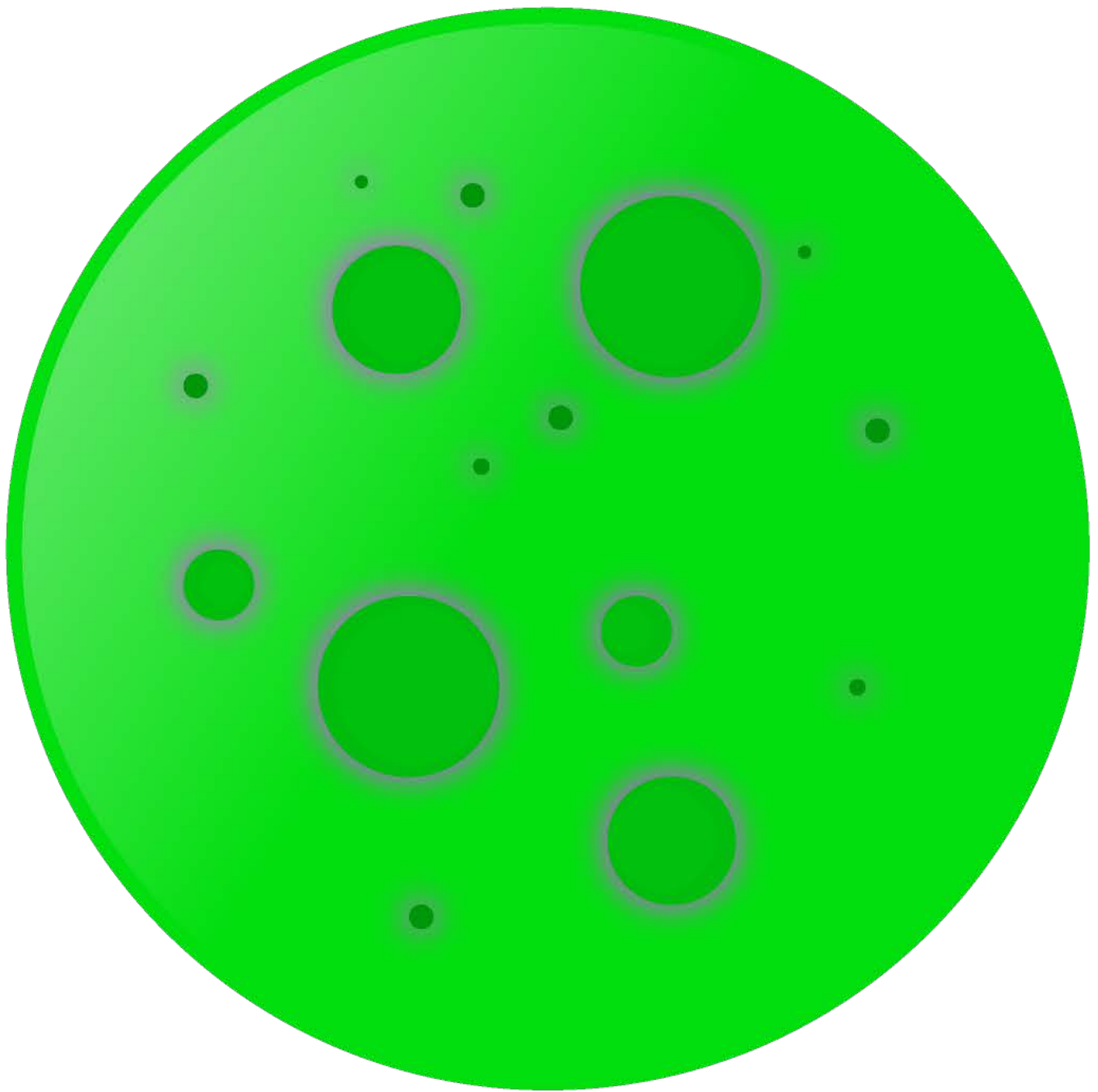
## for Career Fair

### EVENT DAY Galaxy Holland Planet Signs for Exhibitors

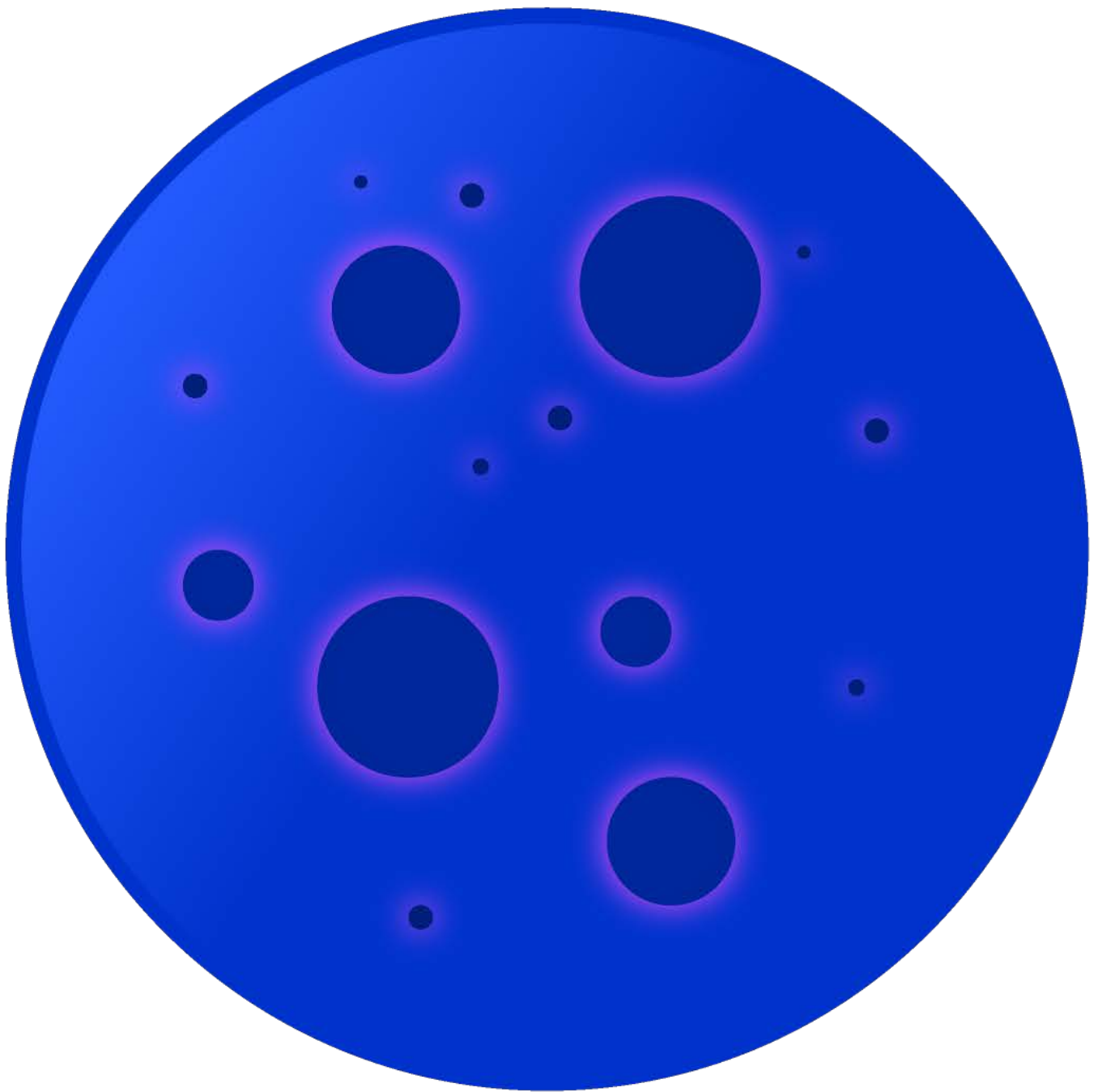
- Industry's can be grouped by their major employment area found in the Holland Theory of Vocational Choice
- The following 6 pages are the planet signs that correspond to the 6 Holland areas.
- Signs can be used at each booth and to designate areas that students need to visit to match their own assessment.

#### ○ The 6 Holland Work Environments

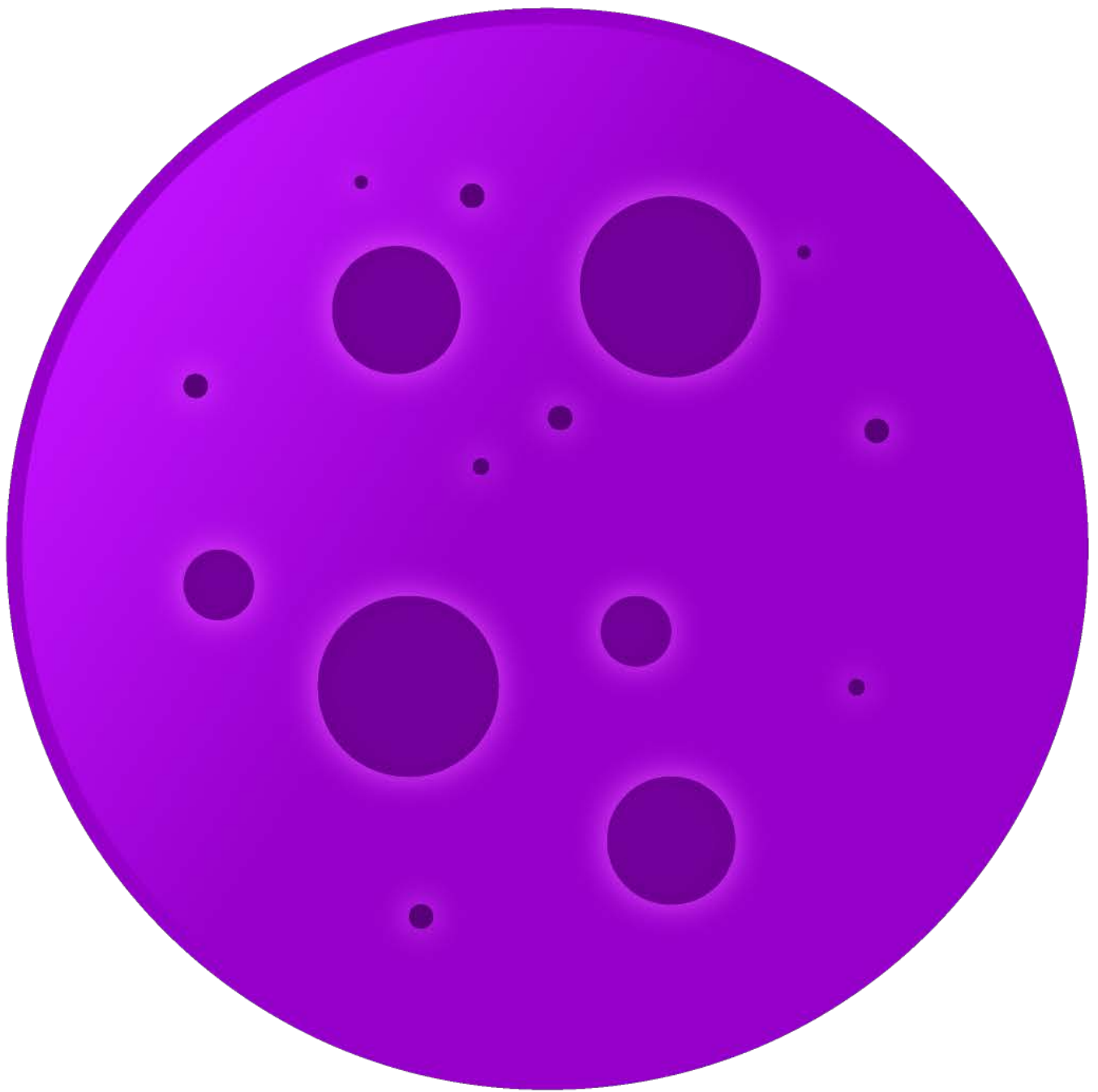
- **Realistic (The "Doers"):** Environment: Hands-on, practical, and physical. Work often takes place outdoors or involves operating machinery, tools, and equipment. Values: Tangible results, physical skill, and mechanical competence. Common Careers: Engineers, mechanics, tradespeople, and agriculture.
- **Investigative (The "Thinkers"):** Environment: Academic, scientific, and analytical. Focuses on ideas, abstract problem-solving, and research. Values: Precision, curiosity, and intellectual pursuits. Common Careers: Scientists, researchers, programmers, and mathematicians.
- **Artistic (The "Creators"):** Environment: Free, unstructured, and imaginative. Focuses on self-expression and creative thinking. Values: Originality, aesthetics, and creativity. Common Careers: Writers, designers, musicians, and artists.
- **Social (The "Helpers"):** Environment: People-oriented and supportive. Centers on communication, teaching, and improving others' well-being. Values: Empathy, cooperation, and social service. Common Careers: Teachers, nurses, counselors, and social workers.
- **Enterprising (The "Persuaders"):** Environment: Fast-paced and business-oriented. Centers on leading people, making decisions, and managing projects. Values: Leadership, financial success, and ambition. Common Careers: Salespeople, entrepreneurs, politicians, and business executives.
- **Conventional (The "Organizers"):** Environment: Rule-oriented, highly structured, and data-driven. Focuses on organization, clerical tasks, and detail management. Values: Accuracy, order, and stability. Common Careers: Accountants, administrative assistants, bank tellers, and data analysts.



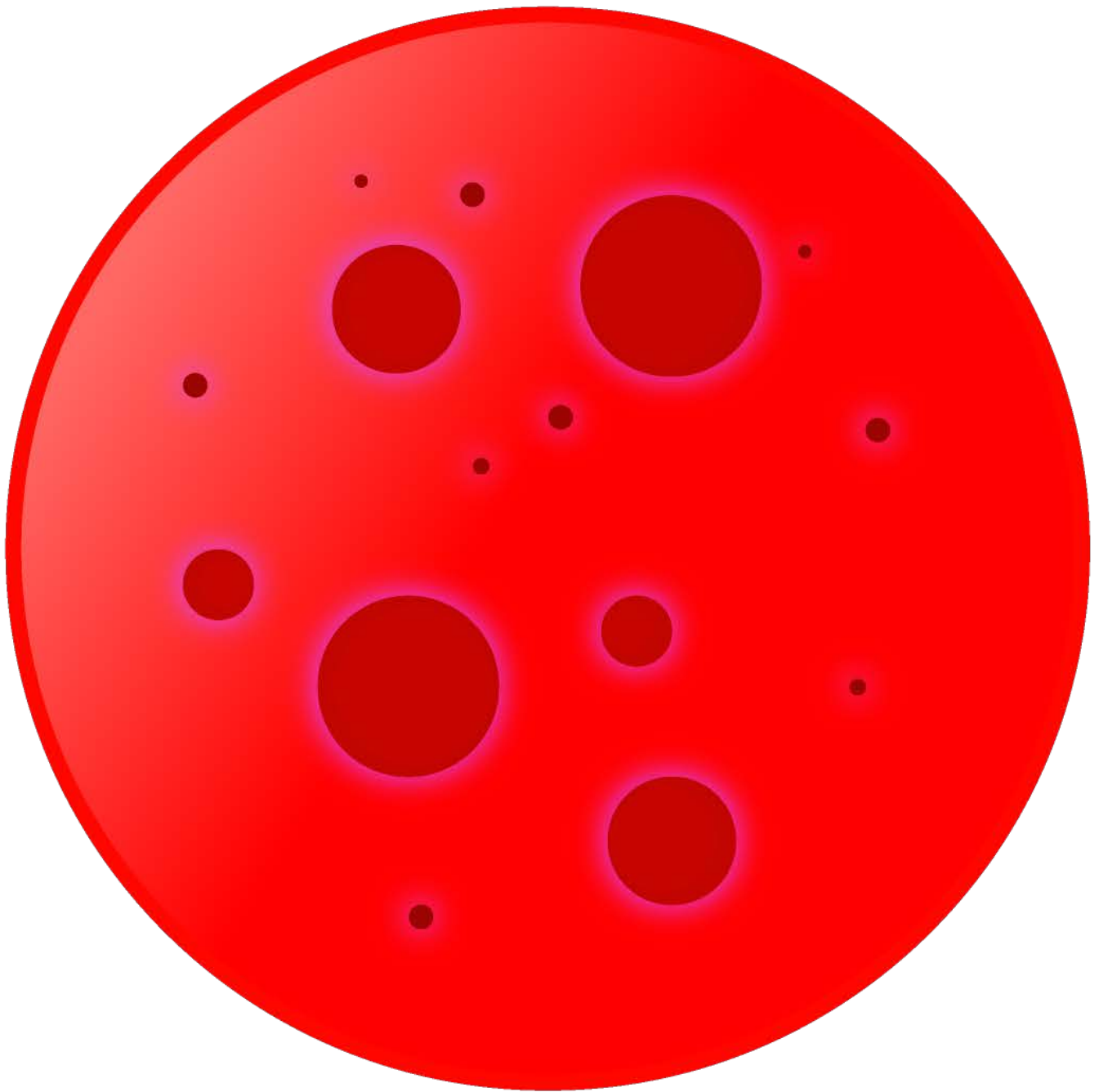
**Planet R**  
**Realistic**  
**The “Doers”**



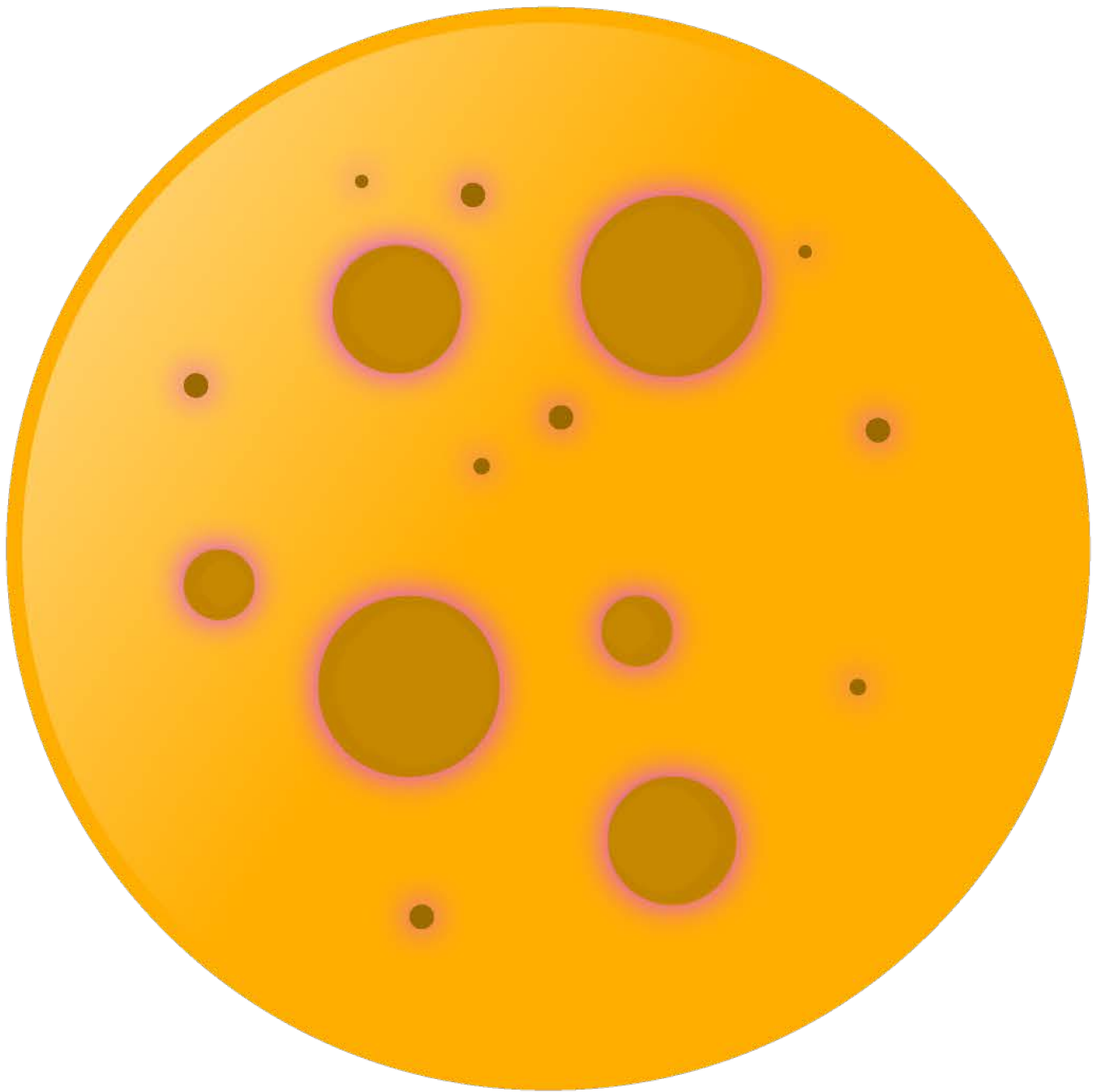
**Planet I**  
**Investigative**  
**The “Thinkers”**



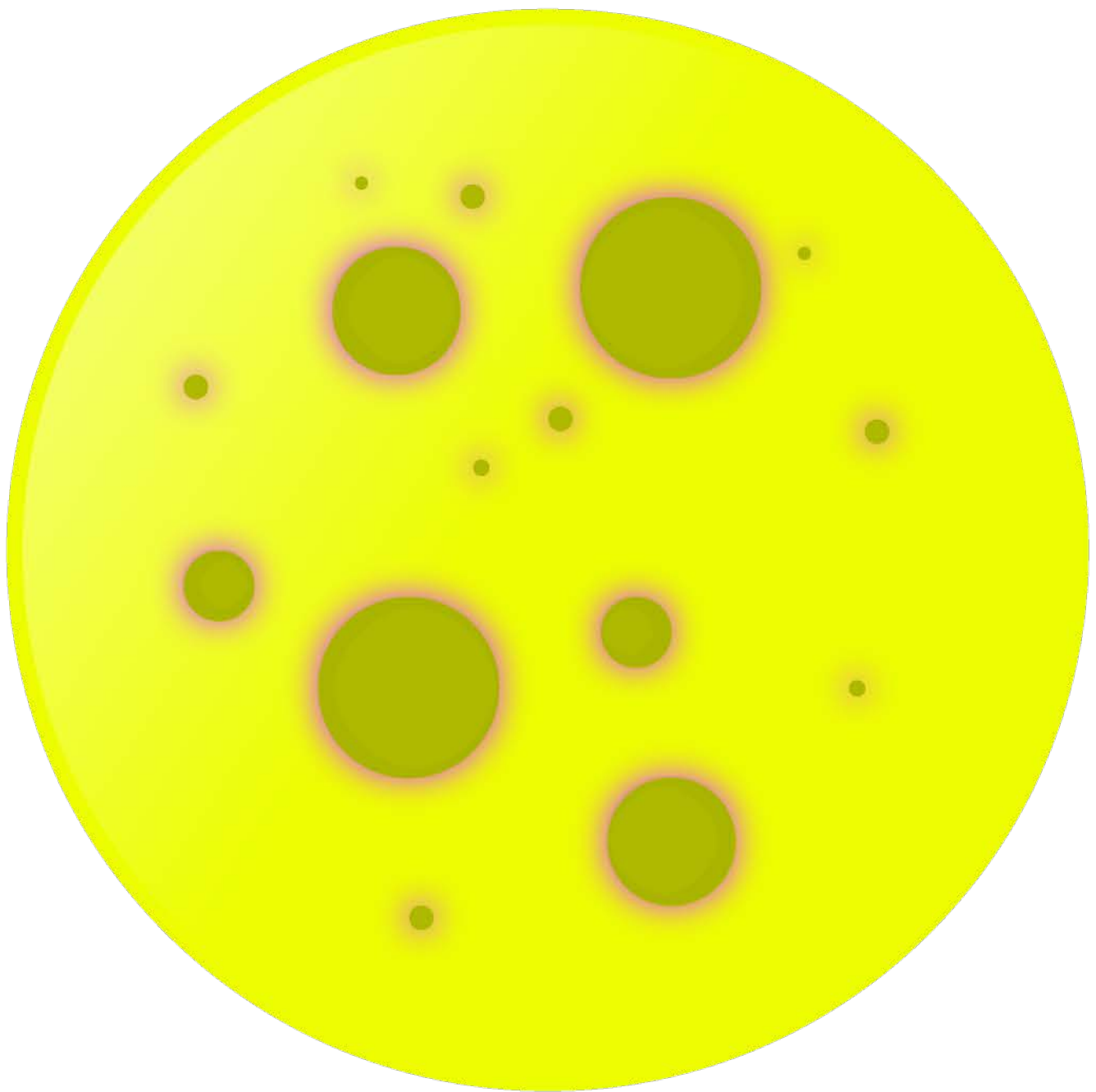
**Planet A**  
**Artistic**  
**The “Creators”**



**Planet S**  
**Social**  
**The “Helpers”**



**Planet E**  
**Enterprising**  
**The “Persuaders”**



**Planet C**  
**Conventional**  
**The “Organizers”**