



Center for  
**Career  
Discovery**

# Workplace Learning Toolkit





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## Foreword

Following in this document is High School District 214's Center for Career Discovery Workplace Learning Toolkit, developed by District 214's Center for Career Discovery. The Center was established to facilitate the integration of a full continuum of workplace learning experiences and career related activities within a comprehensive high school experience.

*"As educators, we have a profound responsibility to prepare our students for success after graduation in a future we can't imagine."*

-Dr. David R. Schuler, Superintendent

In District 214, we strive to ensure all students graduate from our schools with real understanding about a career of interest and leave high school college, career, and life ready. Our focus is on engagement through relevance and the creation of innovative learning experiences which inspire and prepare students for success beyond high school. Students have a multitude of meaningful opportunities to discover their future -- opportunities which include academic courses and specialized programming, co-curricular activities, industry- recognized certifications, early college credit opportunities and workplace learning experiences.

In District 214, one of our guiding principles of our career pathways program is that all students have the opportunity to participate in a workplace learning experience related to their career path of interest. This is essential to providing students meaningful opportunities to engage in authentic and relevant work which complements classroom learning and fosters intellectual, professional, and personal development.

*"For our nation's high schools to be relevant in this new economy, they must serve as an integral part in a student's progression toward a career pathway informed by workplace learning experiences."*

-Dr. Lazaro Lopez, Associate Superintendent  
for Teaching and Learning

This Toolkit is designed as a working reference for educators and practitioners interested in creating, implementing or improving existing workplace learning programs. It provides guidelines and specific information about career readiness programs, services and events which support students' career development, decision-making, and post-secondary goals. The materials are representative of a high school district program for a diverse range of student ability levels, but can be applied to many situations providing young adults career training.



# Student, Parent and Industry Partner Success

*Discover your future.*





# The Workplace Learning Experience

District 214 Workplace Learning Experiences provide the student with an opportunity to connect personal interests, abilities and knowledge to a career path. District 214 Center for Career Discovery staff help the student to evaluate and reflect on their own experiences and develop a focused career plan.

Our Industry partners support a student's career development through career-related activities and a workplace experience which support a student's career path interests and post-secondary goals.

## Supported Community-based Workplace Learning Experience

Students attend a semester long community-based workplace learning experience designed to support development of positive work habits and behavior, as well as, career readiness and soft skills.

Students are required to demonstrate appropriate work-related skills for better self-awareness, increased maturity, enhanced work ethic, and pride in performance. Job Coaches will monitor students with training and ongoing support.

### Employee Development 06681/06682

Fall or Spring 16-week semester, 10 hours per week experience, or 6-week Summer semester, 12 hours per week experience, based on a student's strengths and career interests.

**I love my internship. It is the best experience I have had. It has opened so many doors and given me excitement for the future.**

— Senior, Culinary Student

## Independent Community-based Workplace Learning Experience

Students attend a community-based workplace learning experience designed to support a student's career interests and post-secondary goals. Students must be able to work independently in the community with periodic support and feedback provided by Career Discovery staff.

**Our student is a bright young man with a bright future. He seems to enjoy the experience and has been asking for more hours...**

— Engineering Partner

## District Internship Program

The District Internship Program integrates academic curriculum with workplace learning experience. It is designed to support a student's career development, interests and post-secondary goals. This program is overseen and evaluated by instructors.

### District Internship Program 09870 Summer Internship 09851

Fall or Spring 16-week semester, 5 hours per week experience, or 6-week Summer semester, 15 hours per week learning experience, designed to support a student's career interests.

## District Micro-Internship Experience

The District Micro-Internship program features an authentic and meaningful workplace learning experience in the local community. This program is overseen and evaluated by instructors.

### District Micro-Internship 09500

A 30-hour workplace learning experience designed to support a student's career exploration and development.





### In-District Workplace Learning Experience

Industry partners engage and support student career skill development and post-secondary goals through in-district embedded workplace learning experiences. Examples of engagement include:

- Extended industry member co-teaching, mentorship and coaching.
- Curricular and extracurricular industry supported Problem Based Learning (PBL) experiences through career course work such as in the Certified Nursing Assistant course, Education Academy, Entrepreneurship, Medical Academy and ProStart.

### Career-Related Activities

These programs offer exploratory opportunities for students to learn more about careers of interests, as well as the opportunity to engage with industry professionals in regards to their professions.

- **Facility Tours:** Led by an industry professional at their organization, a group of students and teachers that are interested in a particular career field attend.
- **Classroom Presentations:** Students that are taking an industry related class are presented to by professionals in the career field of interest.
- **Career Days:** A daytime presentation that students learn more about an industry partners career field.
- **Career Nights:** An evening presentation that students and their parents learn more about an industry partners career field.

### Benefits for Students

- Increase learning and drive individual success through engagement in meaningful, real-world experiences.
- Observe and engage with professionals in their typical work setting.
- Explore interests, abilities, and values that align with a particular career area of interest.
- Develop an understanding of tasks, responsibilities, terminology, climate, and protocols that enable the student to meaningfully analyze and revise their future career plans.
- Connect, evaluate, and reflect on the experience with personal interest, abilities, and values, as well as integrate and apply knowledge through structured decision making about a career of interest.
- Understand the skills and contributions made to the organization's success.
- Develop and utilize networking skills to promote relationship building with industry partners.

### Benefits for the Industry Partner

- An opportunity to recruit, develop and evaluate a future pipeline of potential employees.
- Gain insight, fresh perspective, and support from a source of highly motivated pre-professionals.
- Create positive press and enhance your organization's societal footprint and image in the community.
- Provide leadership opportunities for your employees through the mentoring of an intern.
- Increase understanding and awareness about the skills needed within your industry.



## What Our Students Say

“Being able to actually work in my future career path is an asset and experience I will never forget. My experiences at my internship have allowed me to say definitively what I want to do for the rest of my life, an advantage which so few students nowadays have.”

— *Junior, Engineering Student*

“My internship was an amazing experience that really solidified my career choice for the future. I think anyone who is seriously considering a certain career should join the internship program. Getting to work with and learn from people that are currently working in that specific line of work is a really unique experience.”

— *Senior, IT Student*

“You are surrounded by professionals and expected to do as good as them. It forces you to try the most you can and you can constantly learn new things and gain new skills.”

— *Senior, Culinary Student*

## What Our Industry Partners Say

“We are extremely pleased with our student. He has shown a level of maturity, professionalism and aptitude beyond his years. We feel we learned just as much from him as he did from us.”

— *Information Technology Partner*

“Overall it’s a great experience for both the student and my pharmacy staff. As the student gets to learn more about the pharmacy, it helps my team grow as leaders in training her.”

— *Pharmacy Partner*

## 16 Career Clusters

Finding the best way for students to learn and achieve success is of utmost importance to the State of Illinois and the nation as a whole. College and career success is critical to our national and state economy and has become a national priority.

The Career Clusters and related Career Pathways serve as an organizing tool for schools, small learning communities, academies and magnet schools to develop more effective programs of study and curriculum.

The National Career Clusters® Framework is comprised of 16 Career Clusters and related Career Pathways to help students explore different career options and better prepare for college and career.

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio/Visual Technology and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing, Sales and Service
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

## Our Mission

**The Center for Career Discovery** serves the school community through career readiness services, programs and events that support students’ career skill development, decision-making, and post-secondary goals.

## For more information visit:

[www.d214.org/academics/career-discovery](http://www.d214.org/academics/career-discovery)



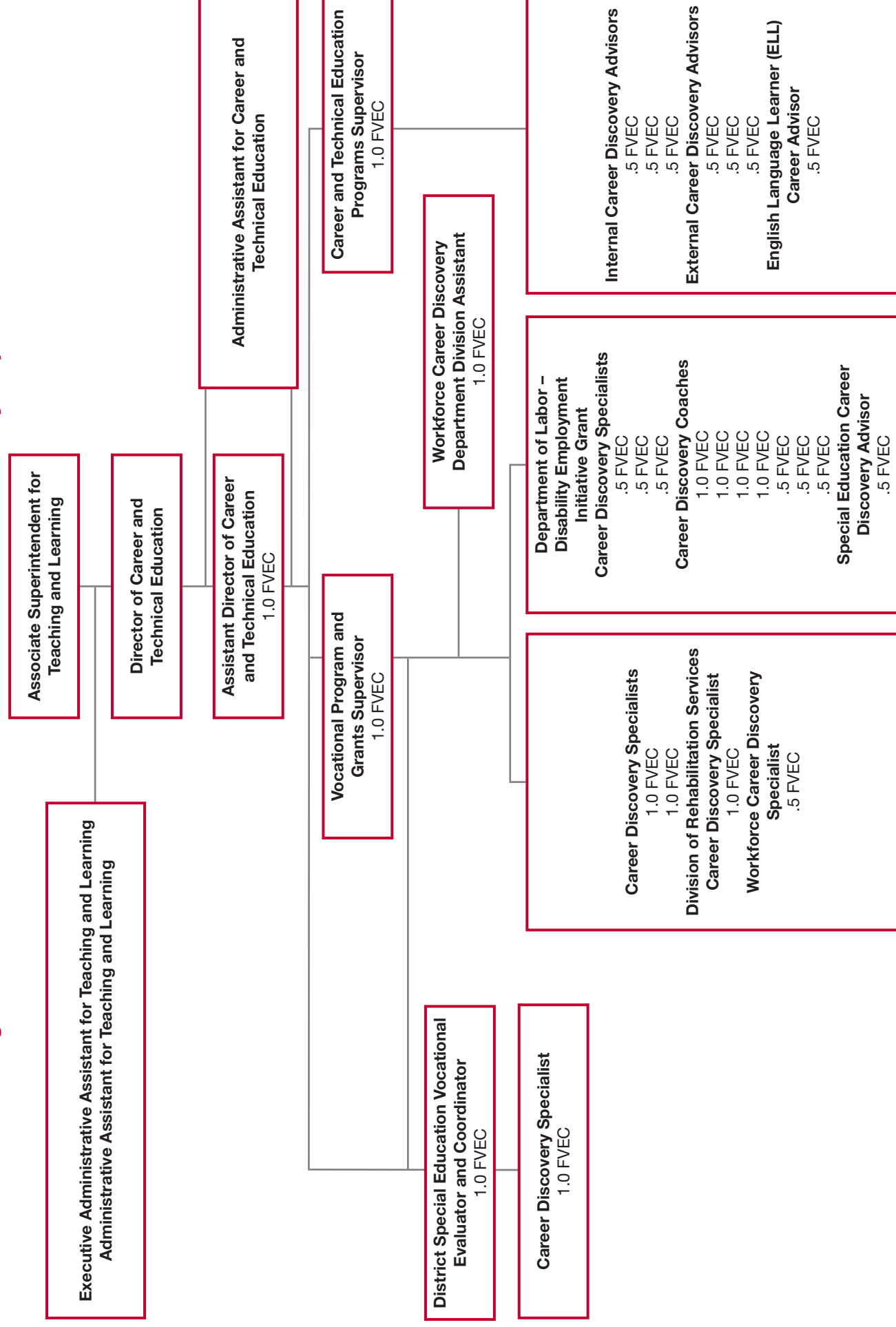
**Center for Career Discovery**

2121 South Goebbert Road  
Arlington Heights, IL 60005

[www.d214.org/academics/career-discovery](http://www.d214.org/academics/career-discovery)

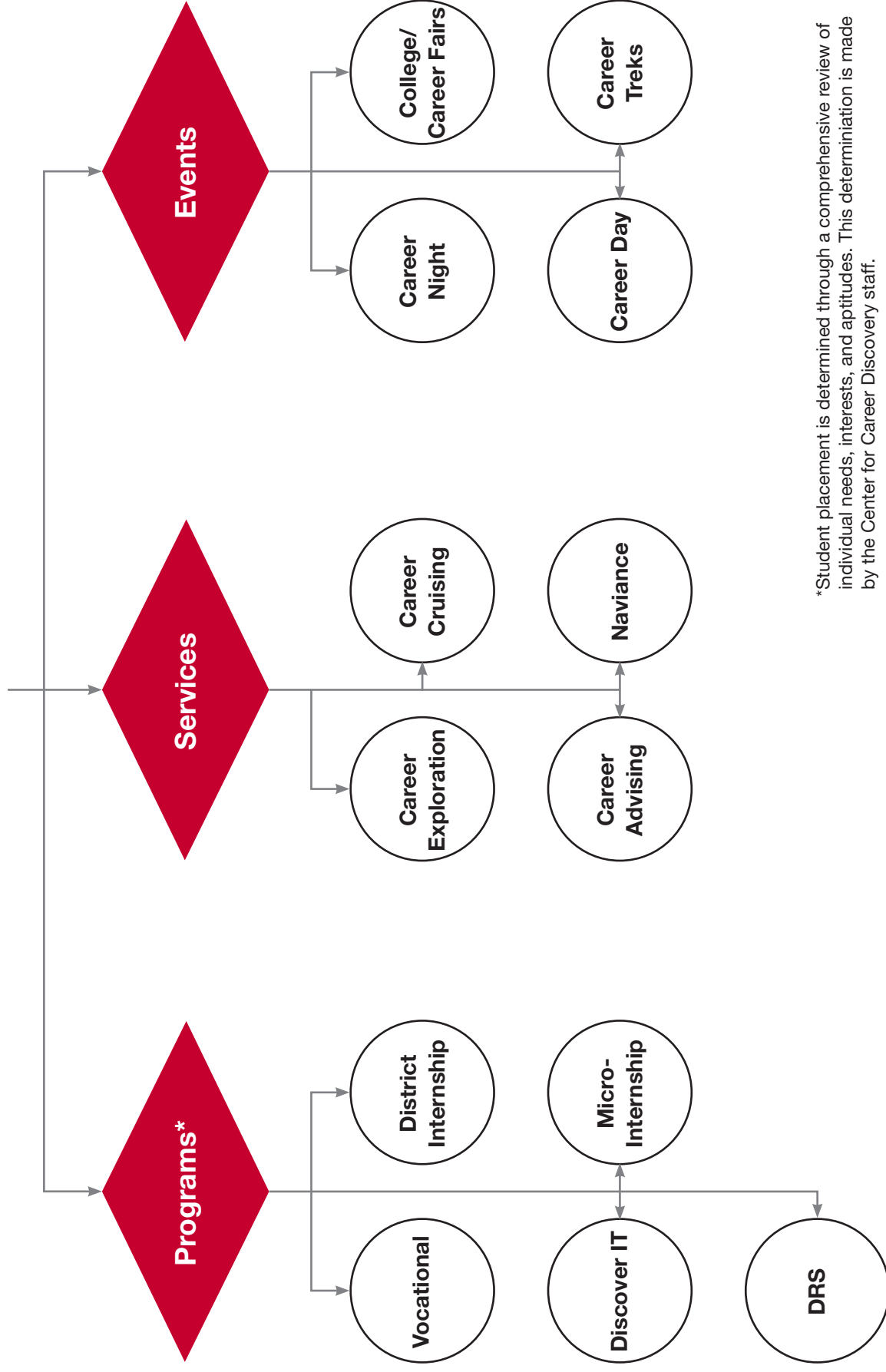


## High School District 214's Center for Career Discovery Department





## Center for Career Discovery



\*Student placement is determined through a comprehensive review of individual needs, interests, and aptitudes. This determination is made by the Center for Career Discovery staff.



## District 214 Financing of Career Pathway Efforts

Through the unification of philosophy and structure across once organizationally separate departments, we can best use siloed funding sources to support one unified goal - help students self-identify and prepare for their career focused, post-secondary goal. The financing of District 214 career pathway efforts comes from multiple local, state, federal and private sources. A broad combination of resources allows for the sustainability and continued expansion of providing work-based learning experiences to a growing number of students.

### TRADITIONAL CTE SOURCES

- Illinois State Board of Education – CTEI
- U.S. Department of Education – Carl D. Perkins Career and Technical Education
- Local Property Tax

### NON-TRADITIONAL CTE SOURCES

- U.S. Department of Education – IDEA
- Illinois Department of Human Services – STEP
- U.S. Department of Labor – WIOA

### SPECIAL FUNDING SOURCES

- U.S. Department of Labor – Disability Employment Initiative V
- Joyce Foundation
- Illinois R & D Learning Exchange
- 60 x 25 Leadership Network
- Bosch Community Fund and Bosch Rexroth
- Coleman Foundation
- Motorola Solutions Foundation
- ZF Foundation
- Golden Corridor Advanced Manufacturing Partnership
- Technology and Manufacturing Association

# Programs

## Vocational

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05 Daily Evaluation





## Center for Career Discovery Vocational Program Index

Category	Page	Document	Description
<b>Assessments</b>	<b>2a   4</b> <b>2a   7</b> <b>2a   10</b> <b>2a   12</b> <b>2a   12</b>	9th Grade Survey 10th Grade Survey 11th/12th Grade Survey 11th/12th Grade Action Plan Screening Summary	<i>Formal screening administered by staff.</i>  Collecting student data for future referral to a Career Discovery Program
<b>Student Workplace Recommendation</b>	<b>2a   14</b>	Placement Recommendation Form	Student is recommended for a Career Discovery program in an IEP meeting.
<b>Student Medical Emergency Forms</b>	<b>2a   16</b>	Parent Permission & Medical Form	Prior to placement, student permission and medical + insurance request are sent home for parents to complete.
<b>Worksite Agreements</b>	<b>2a   19</b>	Employer Worksite Agreement	Business and Parent/Student agreement forms for external placement.
<b>Student Parent Notification</b>	<b>2a   20</b>	Placement letter	Notify parent with placement details; hours, dress code, contact information, start date etc.
<b>Transportation</b>	<b>2a   21</b> <b>2a   22</b>	Transportation Request Form Parent Transportation letter	Set up transportation (Internal) Request form. Parent transportation procedure letter
<b>Work Site Evaluations</b>	<b>2a   23</b> <b>2a   28</b> <b>2a   29</b> <b>2a   32</b> <b>2a   35</b>	01 Progress Updates 02 Progress Update Report 03 Quarter Evaluation 04 Quarter Evaluation Result 05 Daily Evaluation	Student evaluations for monitoring progress and assigning grades.



## Career Discovery Vocational Program

### PROGRAM OVERVIEW

The goal of the Career Discovery Vocational Program is to assist students with disabilities in entering the world of work. Career Discovery provides students with meaningful, interest driven, career experiences. Through sequential programming and career training, students are able to prepare for post-secondary education, training and careers. The first step to student involvement includes student participation in a vocational screening or evaluation. The data derived is used to determine individual barriers to employment, work related abilities, career pathway interests, aptitudes, workplace accommodations, and level of support necessary for student's participation with Career Discovery. The IEP team uses the data derived to provide appropriate vocational service placement.

### PROGRAM SERVICES

#### TIER 1 Services

**Independent sites located throughout the District 214 community:** Commercial businesses that have welcomed student workers to extend their vocational skills within their business. The students are supervised daily by the business staff and a District 214 job placement specialist periodically monitors the students' progress.

#### TIER 2 Services

**Supported Work Sites located throughout the District 214 community:** Community based work environments that are staffed with District employed job coaches who work directly with the students in the application of vocational skills in a real life work setting. A group of 5 to 8 students are transported from their school to each community work site. Each student is cleared for 3 periods in their schedule for their work experience.

#### TIER 3 Services

**The Workcenter:** An instructional program that provides direct instruction, supervision and support with task initiation, on-task work behavior, assembly tasks, time management, work production, and following multi-step directions, and task completion. Students are able to foster and develop those skills while working in a simulated work environment or in a closely supervised and supported micro-business. The micro-business enables students to gain valuable exposure and experience to a "real" work experience.

### GRANT BASED SERVICES

**Workforce Investment and Opportunity Act (WIOA):** A federal grant program designed to assist 16-22 year old students who face significant barriers in making the transition to self-sufficient adults by successfully entering and being retained in the workforce, post-secondary education and/or training. The program services provided through this grant work in concert with the district's other vocational services.





## 9th Grade Career Assessment Student Interview

1. Student First Name:\*

---

2. Student Last Name:\*

---

3. ID Number:\*

---

4. School:\*

**Mark only one.**

- ☐ BGHS  
☐ EGHS  
☐ JHHS  
☐ PHS  
☐ RMHS  
☐ WHS  
☐ TAFV  
☐ Other: \_\_\_\_\_

5. Continue Survey?\*

**Mark only one.**

- ☐ YES After the last question in this section, skip to question 7.  
☐ NO After the last question in this section, stop filling out this form.

6. If no, please provide a reason. \_\_\_\_\_

---



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7. When you think about what kind of career/work you'd like to do after high school are you:\*

**Check all that apply.**

- ☐ Very certain, you know exactly what you want to do  
☐ So-so, I have some idea but have not yet decided  
☐ I haven't thought about what I will do after high school

8. Name three careers/jobs that you may consider for your future:\*

**Separate by commas or semi colons.**

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9. What do you do in your free time (hobbies, sports)?\*  
**Separate by commas or semi colons.**

---



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10. What classes/subjects do you like the best?\*

**Separate by commas or semi colons.**

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11. What classes/subjects do you like the least?\*

**Separate by commas or semi colons.**

---



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12. Check any area that you would like to improve in?\*

**Check all that apply.**

- ☐ Attendance  
☐ Organizational Skills  
☐ Behavior  
☐ Math  
☐ Test Taking  
☐ Reading  
☐ Study Skills  
☐ Homework Completion  
☐ Writing  
☐ Time Management  
☐ Other: \_\_\_\_\_

---



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13. What are your plans after high school?\*

**Check all that apply.**

- ☐ Not Sure  
☐ Part-Time Work  
☐ Full-Time Work  
☐ 2-year College  
☐ 4-year College  
☐ Military Service  
☐ Trade/Professional School  
☐ Other: \_\_\_\_\_

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\* Required

**9th Grade Career Assessment Student Interview (continued)**

14. Read the following descriptions and check the ones that best describe you:\*

**Check all that apply.**

- ☐ Working in groups
- ☐ Working alone
- ☐ Getting my hands dirty
- ☐ Doing physical labor
- ☐ Working with computers
- ☐ Working outdoors
- ☐ Working indoors
- ☐ Helping others
- ☐ Leading group discussion in class
- ☐ Working in loud places
- ☐ Working in quiet places
- ☐ Standing for long periods of time
- ☐ Sitting for long periods of time
- ☐ Meeting new people
- ☐ Teaching others how to do things
- ☐ Being challenged
- ☐ Having the same activities/tasks every day
- ☐ Having a variety of activities/tasks every day
- ☐ Doing jobs that require reading
- ☐ Doing jobs that require math
- ☐ Making a list (organized)
- ☐ Needing frequent reminders
- ☐ Wearing a uniform
- ☐ Other: \_\_\_\_\_

15. My top identified Career Cluster is:\*

**Mark only one.**

- ☐ Agriculture, Food and Natural Resources
- ☐ Architecture and Construction
- ☐ Arts, Audio/Visual Technology and Communications
- ☐ Business Management and Administration
- ☐ Education and Training
- ☐ Finance
- ☐ Government and Public Administration
- ☐ Health Science
- ☐ Hospitality and Tourism
- ☐ Human Services
- ☐ Information Technology
- ☐ Law, Public Safety, Corrections and Security
- ☐ Manufacturing
- ☐ Marketing, Sales and Service
- ☐ Science, Technology, Engineering and Mathematics
- ☐ Transportation, Distribution and Logistics
- ☐ Undecided

16. My second identified Career Cluster is:\*

**Mark only one.**

- ☐ Agriculture, Food and Natural Resources
- ☐ Architecture and Construction
- ☐ Arts, Audio/Visual Technology and Communications
- ☐ Business Management and Administration
- ☐ Education and Training
- ☐ Finance
- ☐ Government and Public Administration
- ☐ Health Science
- ☐ Hospitality and Tourism
- ☐ Human Services
- ☐ Information Technology
- ☐ Law, Public Safety, Corrections and Security
- ☐ Manufacturing
- ☐ Marketing, Sales and Service
- ☐ Science, Technology, Engineering and Mathematics
- ☐ Transportation, Distribution and Logistics
- ☐ Undecided

17. My third identified Career Cluster is:\*

**Mark only one oval**

- ☐ Agriculture, Food and Natural Resources
- ☐ Architecture and Construction
- ☐ Arts, Audio/Visual Technology and Communications
- ☐ Business Management and Administration
- ☐ Education and Training
- ☐ Finance
- ☐ Government and Public Administration
- ☐ Health Science
- ☐ Hospitality and Tourism
- ☐ Human Services
- ☐ Information Technology
- ☐ Law, Public Safety, Corrections and Security
- ☐ Manufacturing
- ☐ Marketing, Sales and Service
- ☐ Science, Technology, Engineering and Mathematics
- ☐ Transportation, Distribution and Logistics
- ☐ Undecided

\* Required



## 9th Grade Career Assessment Student Interview *(continued)*

## WORKPLACE READINESS OBSERVATION

*To be complete by staff*

18. Communicates appropriately with others  
**Mark only one oval**  
☐ YES  
☐ NO
19. Speaks in a voice tone appropriate for school/work environment  
**Mark only one.**  
☐ YES  
☐ NO
20. Responds appropriately to questions  
**Mark only one.**  
☐ YES  
☐ NO
21. Makes eye contact  
**Mark only one.**  
☐ YES  
☐ NO
22. Initiates conversation appropriately  
**Mark only one.**  
☐ YES  
☐ NO  
☐ N/A
23. Greets others appropriately  
**Mark only one.**  
☐ YES  
☐ NO  
☐ N/A
24. Respects personal space of others  
**Mark only one.**  
☐ YES  
☐ NO  
☐ N/A
25. Takes turn in conversation  
**Mark only one.**  
☐ YES  
☐ NO  
☐ N/A
26. Manages frustration appropriately  
**Mark only one.**  
☐ YES  
☐ NO  
☐ N/A

## 27. Additional Information

[illegible]



## 10th Grade Career Survey of Vocational Related Skills

1. Student First Name:\*

---

2. Student Last Name:\*

---

3. ID Number:\*

---

4. School:\*

**Mark only one.**

- ☐ Buffalo Grove High School
- ☐ Elk Grove High School
- ☐ John Hersey High School
- ☐ Prospect High School
- ☐ Rolling Meadows High School
- ☐ Wheeling High School
- ☐ The Academy at Forest View

5. Continue Survey?\*

**Mark only one.**

- ☐ YES After the last question in this section, skip to question 7.
- ☐ NO After the last question in this section, stop filling out this form.

6. If no, please provide a reason. \_\_\_\_\_

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**To be completed by student**

7. What are your favorite subjects in school?\*

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8. What are your least favorite subjects in school?\*

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9. Are you involved in any clubs, sports, activities, either inside or outside of school?\*

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10. What electives are you currently taking or planning on taking?\*

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11. What are your career or vocational goals/interests?\*

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12. What would you like to do when you graduate from high school?\*

**Check all that apply.**

- ☐ Undecided
- ☐ Part-time work
- ☐ Full-time work
- ☐ 2-year college
- ☐ 4-year college
- ☐ Military Service
- ☐ Other: \_\_\_\_\_

13. Have you ever had a job or participated in volunteer work? If so, state where when, length of participation, and description of work responsibilities:

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### WORKPLACE READINESS OBSERVATION

**To be complete by staff**

14. Communicates appropriately with others\*

**Mark only one.**

- ☐ YES
- ☐ NO
- ☐ Other: \_\_\_\_\_

---



---

15. Speaks in a voice tone appropriate for school/work environment\*

**Mark only one.**

- ☐ YES
- ☐ NO

\*Required

**10th Grade Career Survey of Vocational Related Skills (continued)**

16. Responds appropriately to questions\*

**Mark only one.**☐ YES☐ NO☐ Other: \_\_\_\_\_

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17. Make eye contact\*

**Mark only one.**☐ YES☐ NO

18. Displays proper level of maturity\*

**Mark only one.**☐ YES☐ NO☐ Other: \_\_\_\_\_

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19. Initiates conversation appropriately\*

**Mark only one.**☐ YES☐ NO☐ Other: \_\_\_\_\_

---

---

20. Greets others appropriately\*

**Mark only one.**☐ YES☐ NO☐ Other: \_\_\_\_\_

---

---

21. Respects personal space of others\*

**Mark only one.**☐ YES☐ NO☐ Other: \_\_\_\_\_

---

---

22. Takes turn in conversation\*

**Mark only one.**☐ YES☐ NO☐ N/A

23. Manages frustration appropriately

**Mark only one.**☐ YES☐ NO☐ N/A☐ Other: \_\_\_\_\_

---

---

24. Responds appropriately to feedback\*

**Mark only one.**☐ YES☐ NO☐ N/A☐ Other: \_\_\_\_\_

---

---

25. Displays appropriate attendance\*

**Mark only one.**☐ YES☐ NO☐ N/A

26. Listens to and follows instruction\*

**Mark only one.**☐ YES☐ NO☐ N/A

27. Identifies occupational interests\*

**Mark only one.**☐ YES☐ NO☐ N/A

\*Required



### 10th Grade Career Survey of Vocational Related Skills *(continued)*

28. Makes realistic occupational choices\*

**Mark only one.**

- ☐
- YES

- ☐
- NO

- ☐
- N/A

- ☐ Other: \_\_\_\_\_

29. For Job Placement Specialist: What Workplace Learning Experience aligns with this student's educational needs and level of support?\*

*Check all that apply.*

- ☐ **Tier 1:** Independent Community-Based Workplace Experience

- ☐ **Tier 2:** Daily Supported Community-Based Workplace Experience

- ☐ **Tier 3:** Highly Supported, IN-District/Building

- ☐ Other: \_\_\_\_\_

30. Additional Information: \_\_\_\_\_

31. Confidential Comments: \_\_\_\_\_

\*Required





## Junior/Senior Career Screener

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

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

ID#: \_\_\_\_\_

School: \_\_\_\_\_

Administered by: \_\_\_\_\_

1. What are your plans after high school?

- ☐ Attend a 4-year university
- ☐ Attend a 2-year college
- ☐ Attend a trade school
- ☐ Join the military
- ☐ Get a full-time job
- ☐ I am undecided
- ☐ Other: \_\_\_\_\_

List potential colleges:

Applied? Accepted? Visited? Scholarships?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Which Career Cluster(s) do you find most interesting?

- ☐ Agriculture, Food & Natural Resources
- ☐ Architecture & Construction
- ☐ Arts, Audio/Visual Technology & Communications
- ☐ Business & Management
- ☐ Education
- ☐ Finance
- ☐ Government & Public Administration
- ☐ Health Science
- ☐ Hospitality & Tourism
- ☐ Human Services
- ☐ Information Technology
- ☐ Law, Public Safety, Corrections & Security
- ☐ Manufacturing
- ☐ Marketing, Sales & Service
- ☐ Science, Technology, Engineering & Mathematics
- ☐ Transportation, Distribution & Logistics
- ☐ Undecided

3. What specific careers are you interested in?

1. \_\_\_\_\_

2. \_\_\_\_\_

4. Out of all the classes you have taken in high school, what are your favorite classes?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What school clubs or activities have you participated in?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Have you worked on Career Cruising?

\_\_\_\_\_

7. What career related events have you attended?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Are you currently working?

- ☐ Yes, I work at: \_\_\_\_\_
- ☐ No. Do you want to work?
- ☐ Other work experience: \_\_\_\_\_

9. Do you drive?

- ☐ YES
- ☐ NO
- ☐ Other transportation: \_\_\_\_\_

10. Have you considered the Internship Program?

- ☐ YES
- ☐ NO

11. What would be most helpful to you right now:

- ☐ Exploring careers online
- ☐ Researching colleges
- ☐ Applying to colleges/trade schools
- ☐ Exploring employment options
- ☐ Interview Practice/Resume writing
- ☐ Other: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Plan: \_\_\_\_\_

Comments: \_\_\_\_\_

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins or other markings on the paper.

How often do you check your school email? \_\_\_\_\_

---

Follow-up Plan: \_\_\_\_\_

[illegible][illegible]



## 11th/12th Grade Action Plan

### UPCOMING EVENTS

1. Event \_\_\_\_\_
2. Event \_\_\_\_\_
3. Event \_\_\_\_\_
4. Event \_\_\_\_\_
5. Event \_\_\_\_\_

### CAREER EXPLORATION

Action Plan: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Follow-up Plan: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### FOR ADDITIONAL INFORMATION CONTACT

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

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

Address: \_\_\_\_\_

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



**District 214 Career Discovery Screening Summary**

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

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

School: \_\_\_\_\_

Personally identified areas of career interest: \_\_\_\_\_

Computerized screening performance and outcomes: \_\_\_\_\_

**Aptitudes:** The ten Aptitudes listed below characterize the specific abilities or capacities which assist individuals in learning required tasks, job duties or course content.

APTITUDES	LOW 5	4	3	2	1 HIGH
General Learning Ability					
Verbal Aptitude					
Numerical Aptitude					
Spatial Aptitude					
Form Perception					
Clerical Perception					
Motor Coordination					
Finger Dexterity					
Color Discrimination					
Manual Dexterity					

Potential Careers Derived From Screening: \_\_\_\_\_

Electives Related To Potential Careers: \_\_\_\_\_

Recommendations: \_\_\_\_\_

Results derived from administration of the Valpar Pro3000 Computerized Tests and COMPASS Work Samples 2.



## Career Discovery Vocational Workplace Learning Recommendation

1. Student First Name:\*

\_\_\_\_\_

2. Student Last Name:\*

\_\_\_\_\_

3. ID Number:\*

\_\_\_\_\_

4. School:\*

**Mark only one.**

- ☐ Buffalo Grove High School
- ☐ Elk Grove High School
- ☐ John Hersey High School
- ☐ John Hersey High School CLS
- ☐ Prospect High School
- ☐ Rolling Meadows High School
- ☐ life-program
- ☐ Wheeling High School

5. Case Manager\* \_\_\_\_\_

6. Student Availability – AM/PM\*

*Please provide a “best guess” for student availability. Student must be available for a minimum of 2 class periods. \*In addition, time for transportation is required. Specific times will be discussed with coordinator or case manager.*

**Mark only one.**

- ☐ Morning
- ☐ Afternoon

7. Student Availability – Day(s) of Week\*

**Check all that apply.**

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday
- ☐ Monday through Friday
- ☐ \*RMHS Only: Purple Days
- ☐ \*RMHS Only: Gold Days

8. School year/semester for planned participation\*

*\*Once a student recommendation for Vocational placement is received, an application/parent consent forms will be electronically sent to student and case manager for completion.*

**Mark only one.**

- ☐ Spring (apply now through November)
- ☐ Fall (apply now through April)
- ☐ Spring 2018 (apply now through November)

9. Student Needs Transportation\*

**Mark only one.**

- ☐ YES
- ☐ NO
- ☐ Other: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. Student Status\*

**Mark only one.**

- ☐ New Student
- ☐ Returning Student

*Stop filling out this form.*

\*Required



### Career Discovery Vocational Workplace Learning Recommendation *(continued)*

## CAREER DISCOVERY VOCATIONAL WORKPLACE LEARNING RECOMMENDATION

11. Workplace Accommodations\*: \_\_\_\_\_

12. Career cluster that best describes student's career choice at this point.\*  
*A Career Cluster represents a distinct grouping of occupations and industries based on the knowledge and skills they require.*

**Mark only one.**

- ☐ Agriculture, Food and Natural Resources
- ☐ Architecture and Construction
- ☐ Arts, Audio/Visual Technology and Communications
- ☐ Business Management and Administration
- ☐ Education and Training
- ☐ Finance
- ☐ Government and Public Administration
- ☐ Health Science
- ☐ Hospitality and Tourism
- ☐ Human Services
- ☐ Information Technology
- ☐ Law, Public Safety, Corrections and Security
- ☐ Manufacturing
- ☐ Marketing, Sales and Service
- ☐ Science, Technology, Engineering and Mathematics
- ☐ Transportation, Distribution and Logistics
- ☐ Undecided

13. Workplace Level of Support (if applicable, recommendation is present from vocational screening/evaluation results)\*

*Please indicate student's level of support needed.*

**Mark only one.**

- ☐ 06661-06662: Work Center (close supervision provided by educator)
- ☐ 06681-06682: Skills Training Experience (occasional/as-needed support provided by Career Discovery Coach Support)
- ☐ 06691-06692: Independent Work Experience Development (intermittent visits provided by Career Discovery Coach Support)
- ☐ 09870: District Internship Program (student must be independent)

14. Additional Information:

[illegible]





## Center For Career Discovery Vocational Program [School Year]

*To be completed by parent or guardian*

Student Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_

School: \_\_\_\_\_ School ID: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip code: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

Cell phone: \_\_\_\_\_ Email address: \_\_\_\_\_

Emergency contact: \_\_\_\_\_ Phone: \_\_\_\_\_

Emergency contact: \_\_\_\_\_ Phone: \_\_\_\_\_

Your son or daughter has been recommended for Center for Career Discovery service(s). Please contact school personnel for a description or additional information about Center for Career Discovery options.

Before starting a program, many students participate in a tour and an interview. **Participating in an interview DOES NOT guarantee placement at that training site.**

**Training sites could include locations outside your student's school of attendance. Transportation may be available during school hours.**

### Please Indicate Transportation Preferences:

Are you or your student able to provide transportation for work? ☐ Yes ☐ No

Permission for district to provide transportation. ☐ Yes ☐ No

Permission to release student to residence without Parent/Guardian present. ☐ Yes ☐ No

The requirements of your student's supervisory needs will be determined with input from the student's IEP Team and the Township High School District 214 Center for Career Discovery team. Implementation of the student's specific supervisory needs will be provided by the job coach at their work site which may either be a high school representative or an approved adult agency, and/or an employee from the work site they are assigned.

I agree with the supervision requirements and understand and accept the possible risks associated with these programs. I authorize Township High School District 214 to release the following information to the job coach/supervisor at their work site: Permission Form, Medical Form, Career Assessments, and/or Work Evaluations.

I hereby give permission for \_\_\_\_\_ to participate in  
Student Name (Please Print)

Township High School District 214 Center for Career Discovery Vocational services during the school year.

\_\_\_\_\_  
Student Signature Date Student Name (Please Print)

\_\_\_\_\_  
Parent Signature Date Parent Name (Please Print)



## Medical Insurance

Your child wishes to participate in an off-campus internship placement from Township High School District 214. Such participation will require training from and on the premises of a participating community mentor. As a participant, your child will receive no wages for training time and may not be protected by the Workmen's Compensation laws of the State of Illinois for any injury or illness incurred as a result of his/her onsite training.

Because of this exposure, District 214 recommends that all participants in off-campus program placement be adequately covered by hospital/medical insurance. As a condition of any off-campus program placement, you must select one of the options indicated below:

☐ **1.** I, \_\_\_\_\_ elect to purchase the hospital/medical insurance plan  
(Parent name)  
offered by Township High School District 214 to cover my child, \_\_\_\_\_  
(Child name)  
who is a participant in Township High School District 214's off-campus program. If this option is selected, purchasing details will be sent to you and confirmation of payment will be required. OR

☐ **2.** I, \_\_\_\_\_ am a participant in a hospital/medical plan with  
(Child name)  
\_\_\_\_\_. Please attach a copy of insurance card (Insurance Company)  
(Parent name)  
The benefits provided by this plan meet the coverage needs of these programs and are equal to or greater than the District 214 plan and also cover my child.

## Medical Background

Medical doctor: \_\_\_\_\_ Phone: \_\_\_\_\_

List other doctors caring for your child: \_\_\_\_\_

Describe any medical problems or special concerns/restrictions (lifting, standing, etc.) That may affect your student in a training environment: \_\_\_\_\_

\_\_\_\_\_

Seizure history (if any): \_\_\_\_\_ Date of last seizure: \_\_\_\_\_

List all medications your student receives (name, amount, frequency): \_\_\_\_\_

\_\_\_\_\_

List allergies to drugs, foods, etc.: \_\_\_\_\_

\_\_\_\_\_

As a parent and/or guardian, I do authorize the treatment by a qualified and licensed medical doctor of the following minor in the event of a medical emergency which, in the opinion of the attending physician, may endanger his/her life, cause disfigurement, physical impairment or undo discomfort if delayed. This authority is granted only after a reasonable effort has been made to reach me. This release form is completed and signed of my own free will with the sole purpose of authorizing medical treatment under emergency circumstances in my absence. I authorize the release of this information to the Center for Career Discovery Services and adult service providers.

Parent/Guardian Signature

Date

Parent/Guardian Name (Please Print)

Relationship



## Transportation

We/I the undersigned parent(s)/guardian(s), do hereby give permission for our child to drive/ride to and from the classroom site. The parent(s)/guardian(s) will define guidelines regarding this privilege (see below).

As the parent or guardian of above named student, we direct that the following transportation guidelines apply to the student.

- ☐ May drive to and from the classroom site. Furthermore, we verify that our child has automobile insurance or is covered by automobile insurance policy.

Automobile insurance company\* (if driving): \_\_\_\_\_

Account/Member Number: \_\_\_\_\_

Name of Agent: \_\_\_\_\_ Telephone: \_\_\_\_\_

- ☐ May not drive to and from the classroom site, but may be a passenger in:

☐ A school/contracted vehicle

☐ Parent approved alternative transportation

*\*Please attach a copy of both your health insurance card and your auto insurance policy.*



## **Township High School District 214 Center for Career Discovery Workplace Learning Agreement**

Workplace Learning Site: \_\_\_\_\_

Address: \_\_\_\_\_

Site Supervisor Contact: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Alternative Contact: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Email: \_\_\_\_\_

### **Township High School District 214 (D214) and the Workplace Learning Site jointly agree to the following:**

1. The workplace learning site will conform to all local, state, and federal labor laws while providing the student with meaningful work- based experiences.
2. The workplace learning experience, even though it includes actual operation of the work site, is similar to training which would be given in an educational environment.
3. The workplace learning experience is for the benefit of the student.
4. The student does not displace regular employees.
5. The student works under the supervision the work site's staff.
6. The workplace learning site that provides the training derives no immediate advantage from the activities of the student and on occasion its operations may actually be impeded.
7. The student is not necessarily entitled to a job at the conclusion of the workplace learning experience; and the work site and the student understand that the student is not entitled to wages for the time spent in the workplace learning experience.
8. The workplace learning site will provide an orientation and safety instruction to the student.
9. The workplace learning site will provide feedback regarding the performance of the student.
10. The workplace learning site will provide a safe working environment and report any accidents or injuries related to the student.
11. The workplace learning site will supervise students while on the business premises and monitor work site staff who have direct contact with students.
12. The student will remain at the workplace learning site for the agreed upon time period. Frequent absence may result in dismissal from the program.
13. This agreement may be terminated for due cause or unforeseen business conditions only after consultation with the Center for Career Discovery administrator or supervisor.

This agreement commences as of the day it is signed by all parties and will cease upon [End Date].

Workplace Learning Site Representative Signature	Title	Date
--------------------------------------------------	-------	------

D214 Representative Signature	Title	Date
-------------------------------	-------	------

Once form is complete with all signatures, forward to \_\_\_\_\_



## Student Placement Letter

Date   /   /

Dear Parent/Guardian of \_\_\_\_\_,

We look forward to welcoming your student to one of District 214's Center for Career Discovery Vocational Training work sites. Below are the specifics of his/her placement:

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

Work Site: \_\_\_\_\_

Work Site Address: \_\_\_\_\_

Job Coach: \_\_\_\_\_

Dress Code: \_\_\_\_\_

***Please have your student dress appropriately for their assigned training site.***

If your student is going to be absent, it is his/her responsibility to call the job coach as well as the Transportation Hotline (information enclosed).

If you receive a Permission or Medical form in this packet, please complete and return it in the enclosed envelope along with a copy of your insurance information.

You will be receiving specific information regarding transportation within a few days. Please contact us if you do not receive this information prior to the start date.

If you have any questions about the work site, please contact me or the job coach assigned to the work site. We look forward to working with your student and anticipate a valuable learning experience.

Sincerely,

Career Discovery Team



## Cab Request for Supported and Independent Worksites

*Please complete 1 form per student request.*

1. Start Date:\*

*First day transportation is needed for a particular ride*

---

2. End Date:\*

*Last day transportation is needed for a particular ride*

---

3. Student First Name:\*

---

4. Student Last Name:\*

---

5. ID Number:\*

---

6. School:\*

**Mark only one.**

- ☐ BGHS
- ☐ EGHS
- ☐ JHHS
- ☐ PHS
- ☐ RMHS
- ☐ TAFV
- ☐ WHS
- ☐ TRANSITION
- ☐ JHHS-CLS

7. Transportation Company:\*

**Check all that apply**

- ☐ American
- ☐ 303

8. Days of the Week Student Needs:\*

**Check all that apply**

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday
- ☐ Monday-Friday

9. Pick up time from school or home to worksite:\*

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10. Pick up time from worksite back to school or student's home\*

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11. Details and exceptions:

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12. Case Manager & Important Contacts

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☐ Send me a copy of my responses

\* Required





## Student Transportation Letter

Date   /   /

Dear Parent/Guardian,

You are receiving this letter because your child is placed at a Center for Career Discovery Vocational Training work site as part of their school day. With your child having the privilege of a vocational placement comes the family's responsibility of helping the district avoid unnecessary transportation charges when the child will be absent from school and/or their work site. Transportation is provided to and from the work site with all costs covered by the district. We are asking for the family's help in avoiding extra costs associated with school absences.

To that end, the Center for Career Discovery has developed procedures which must be followed when your child will be absent from his/her work site and/or school for a partial or full day. This would include illness, medical appointments, vacation, athletic competitions, school assemblies, or missing the vocational training part of their day for any reason. Please remember that your child's vocational placement is a class for which they receive credit. Therefore any absence, must be reported to the home school, as well as the Center for Career Discovery Vocational Transportation Hotline, as soon as the child's absence is known.

***Please follow the protocol below that pertains to your child:***

### **STUDENT HAS A MORNING WORK SITE/AFTERNOON AT SCHOOL:**

1. Call the transportation provider by 6:00am to cancel your child's morning transportation.
  - Taxi: \_\_\_\_\_
  - Taxi: \_\_\_\_\_
  - Bus Company: \_\_\_\_\_
2. Call the Transportation Hotline with the details of your child's absence. Voicemail is available 24 hours. *If your child does not take his/her scheduled district-provided transportation to the work site, the return transportation is automatically cancelled.*
3. Call your home school's Attendance Office per normal procedure.

### **STUDENT SPENDS MORNING AT SCHOOL/AFTERNOON WORK SITE:**

1. Call your home school's Attendance Office as soon as you know about the absence.
2. Leave a message with the Transportation Hotline with the details of your child's absence. This must be done a minimum of 2 hours before their pickup time for the work site. Voicemail is available 24 hours. *If your child does not take his/her scheduled district-provided transportation to the worksite, the return transportation will be automatically cancelled.* Along with his/her work site placement, your child will receive a business card with transportation specifics and contact numbers to assist you. Your child may be provided with further instructions depending on his/her site work site placement.

Please call with any questions.

Sincerely,



## Career Discovery Vocational Program Student Progress Update

1. Today's Date\* \_\_\_\_\_  
Example: December 15, XXXX

2. School\* \_\_\_\_\_  
**Mark only one.**  
☐ BGHS  
☐ EGHS  
☐ JHHS  
☐ JHHS-CLS  
☐ PHS  
☐ RMHS  
☐ WHS  
☐ TAFV  
☐ Transition

3. Student First Name:\* \_\_\_\_\_

4. Student Last Name:\* \_\_\_\_\_

5. ID Number:\* \_\_\_\_\_

6. Case Manager\* \_\_\_\_\_

7. Workplace Support\*  
**Mark only one.**  
Please indicate student's level of support  
☐ Supported Work Experience (with Career Discovery Coach Support)  
☐ Independent Work Experience

8. Current Vocational Site\* \_\_\_\_\_

9. Career Discovery Coach/Placement Specialist\* \_\_\_\_\_

10. Time Management\*  
**Mark only one.**  
*If a student earns a fair or poor rating, complete the next field.*

- ☐ Excellent/All the Time
- ☐ Good/Most of the Time
- ☐ Fair/Some of the Time
- ☐ Poor/Seldom or Never
- ☐ N/A

11. Time Management Observations  
*Complete for students who earn a fair or poor rating.*

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12. Initiative\*  
**Mark only one.**  
☐ Excellent/All the Time  
☐ Good/Most of the Time  
☐ Fair/Some of the Time  
☐ Poor/Seldom or Never  
☐ N/A  
☐ Other: \_\_\_\_\_

---

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13. Initiative Observation  
*Complete for students who earn a fair or poor rating.*

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\* Required



## Career Discovery Vocational Program Student Progress Update *(continued)*

14. Ability to Learn\*

**Mark only one.**

- ☐ Excellent/All the Time
- ☐ Good/Most of the Time
- ☐ Fair/Some of the Time
- ☐ Poor/Seldom or Never
- ☐ N/A
- ☐ Other: \_\_\_\_\_

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15. Ability to Learn Observation

*Complete for students who earn a fair or poor rating*

---



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16. Safety Practices\*

**Mark only one.**

- ☐ Excellent/All the Time
- ☐ Good/Most of the Time
- ☐ Fair/Some of the Time
- ☐ Poor/Seldom or Never
- ☐ N/A
- ☐ Other: \_\_\_\_\_

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17. Safety Practices Observation

*Complete for students who earn a fair or poor rating*

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18. Quality of Work\*

**Mark only one.**

- ☐ Excellent/All the Time
- ☐ Good/Most of the Time
- ☐ Fair/Some of the Time
- ☐ Poor/Seldom or Never
- ☐ N/A
- ☐ Other: \_\_\_\_\_

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19. Quality of Work Observation

*Complete for students who earn a fair or poor rating*

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20. Personal Appearance\*

**Mark only one.**

- ☐ Excellent/All the Time
- ☐ Good/Most of the Time
- ☐ Fair/Some of the Time
- ☐ Poor/Seldom or Never
- ☐ N/A
- ☐ Other: \_\_\_\_\_

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21. Personal Appearance Observation

*Complete for students who earn a fair or poor rating*

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\* Required



## Career Discovery Vocational Program Student Progress Update *(continued)*

22. Quality of Work\*

**Mark only one.**

- ☐ Excellent/All the Time
- ☐ Good/Most of the Time
- ☐ Fair/Some of the Time
- ☐ Poor/Seldom or Never
- ☐ N/A
- ☐ Other: \_\_\_\_\_

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23. Quality of Work Observation

*Complete for students who earn a fair or poor rating*

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24. Communication Skills\*

**Mark only one.**

- ☐ Excellent/All the Time
- ☐ Good/Most of the Time
- ☐ Fair/Some of the Time
- ☐ Poor/Seldom or Never
- ☐ N/A
- ☐ Other: \_\_\_\_\_

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25. Communication Skills Observation

*Complete for students who earn a fair or poor rating*

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26. Supervisor Relations\*

**Mark only one.**

- ☐ Excellent/All the Time
- ☐ Good/Most of the Time
- ☐ Fair/Some of the Time
- ☐ Poor/Seldom or Never
- ☐ N/A
- ☐ Other: \_\_\_\_\_

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27. Supervisor Relations Observation

*Complete for students who earn a fair or poor rating*

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28. General Attitude\*

**Mark only one.**

- ☐ Excellent/All the Time
- ☐ Good/Most of the Time
- ☐ Fair/Some of the Time
- ☐ Poor/Seldom or Never
- ☐ N/A
- ☐ Other: \_\_\_\_\_

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29. General Attitude Observation

*Complete for students who earn a fair or poor rating*

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\* Required



## Career Discovery Vocational Program Student Progress Update *(continued)*

30. Task Flexibility\*

**Mark only one.**

- ☐ Excellent/All the Time
- ☐ Good/Most of the Time
- ☐ Fair/Some of the Time
- ☐ Poor/Seldom or Never
- ☐ N/A
- ☐ Other: \_\_\_\_\_

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31. Task Flexibility Observation

*Complete for students who earn a fair or poor rating*

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32. Dependability/Responsibility\*

**Mark only one.**

- ☐ Excellent/All the Time
- ☐ Good/Most of the Time
- ☐ Fair/Some of the Time
- ☐ Poor/Seldom or Never
- ☐ N/A
- ☐ Other: \_\_\_\_\_

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33. Dependability/Reliability Observation

*Complete for students who earn a fair or poor rating*

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34. Stays on Task\*

**Mark only one.**

- ☐ Excellent/All the Time
- ☐ Good/Most of the Time
- ☐ Fair/Some of the Time
- ☐ Poor/Seldom or Never
- ☐ N/A
- ☐ Other: \_\_\_\_\_

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35. Stays on Task Observation

*Complete for students who earn a fair or poor rating*

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36. Peer Relations\*

**Mark only one.**

- ☐ Excellent/All the Time
- ☐ Good/Most of the Time
- ☐ Fair/Some of the Time
- ☐ Poor/Seldom or Never
- ☐ N/A
- ☐ Other: \_\_\_\_\_

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37. Peer Relations Observation

*Complete for students who earn a fair or poor rating*

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\* Required



### Career Discovery Vocational Program Student Progress Update *(continued)*

### 38. Tolerance\*

**Mark only one.**

- ☐ Excellent/All the Time  
☐ Good/Most of the Time  
☐ Fair/Some of the Time  
☐ Poor/Seldom or Never  
☐ N/A  
☐ Other: \_\_\_\_\_

### 39. Tolerance Observation

*Complete for students who earn a fair or poor rating*

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40. Additional Comments (ie. current tasks/responsibilities; areas of strength; areas in need of improvement; incidents; attendance concerns)

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\* *Required*



**Progress Update Report**

Student Name: \_\_\_\_\_ ID #: \_\_\_\_\_ School: \_\_\_\_\_

Case Manager: \_\_\_\_\_ Type of Support: \_\_\_\_\_

Vocational Site: \_\_\_\_\_

Job Coach/Placement Specialist: \_\_\_\_\_

<b>Work Behavior</b>	<b>Rating</b>	<b>Observations</b> <i>(if student earned a 'fair' or 'poor' rating)</i>
Time Management		
Initiative		
Ability to Learn		
Safety Practices		
Quality of Work		
Personal Appearance		
Quantity of Work		
Communication Skills		
Supervisor Relations		
General Attitude		
Task Flexibility		
Dependability/Reliability		
Stays on Task		
Peer Relations Observation		
Tolerance		

**Additional Comments**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Student Training Site Evaluation

1. Student First Name:\*

---

2. Student Last Name:\*

---

3. ID Number:\*

---

4. School:\*

**Mark only one.**

- ☐ BGHS  
☐ EGHS  
☐ JHHS  
☐ JHHS-CLS  
☐ PHS  
☐ RMHS  
☐ WHS  
☐ life-program  
☐ TAFV  
☐ Other: \_\_\_\_\_

---

5. Start Date\* \_\_\_\_\_

Example: December 15, XXXX

6. End Date\* \_\_\_\_\_

Example: December 15, XXXX

7. Training Site\* \_\_\_\_\_

---

8. Course #

**Mark only one.**

- ☐ 06661-62  
☐ 06671-72  
☐ 06681-82  
☐ 06691-92

9. Semester\*

**Mark only one.**

- ☐ Fall  
☐ Spring  
☐ Summer

10. Quarter

**Mark only one.**

- ☐ 1    ☐ 2    ☐ 3    ☐ 4

\* Required

11. Specific Job Duties\* \_\_\_\_\_

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12. Dates of Absence\* \_\_\_\_\_

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### WORK BEHAVIORS

Select a point value for each category using the scale listed below each question

13. Time Management\*

**Mark only one.**

- 1 Does not report to work on time / unaccounted time at work;  
 2 Occasionally late when starting or returning to work;  
 3 Usually on time to start and / or return to work;  
 4 Rarely late to work / generally reliable;  
 5 Never late, always ready to start working / always reliable

☐ 1    ☐ 2    ☐ 3    ☐ 4    ☐ 5

14. Ability to Learn Job\*

**Mark only one.**

- 1 Unable to fully learn task / needs constant assistance;  
 2 Needs more instruction than other employees;  
 3 Average ability to learn and understand job;  
 4 Learn quickly; needs little direction and supervision;  
 5 Learns task with limited instructions

☐ 1    ☐ 2    ☐ 3    ☐ 4    ☐ 5

15. Quality of Work\*

**Mark only one.**

- 1 Makes recurring errors, does not follow directions;  
 2 Performs below expected standards;  
 3 Works at acceptable standards with few errors;  
 4 Performs above expected standards;  
 5 Performs at an exceptional level

☐ 1    ☐ 2    ☐ 3    ☐ 4    ☐ 5





## Student Training Site Evaluation *(continued)*

## 16. Quantity of Work\*

**Mark only one.**

- 1 Performs at an unsatisfactory production level;
- 2 Performs below expected production levels;
- 3 Meets expected production standards;
- 4 Performs above expected production standards;
- 5 Far exceeds production standards

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

## 17. Supervisor Relation\*

**Mark only one.**

- 1 Displays no effort when given directives
- 2 Occasionally does less and cooperates less than desirable
- 3 Generally works well with supervisor
- 4 Frequently exceeds expected standards of cooperation
- 5 Always fully cooperates

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

## 18. General Attitude\*

**Mark only one.**

- 1 Shows no interest in work or learning and / or excessively complains
- 2 Shows little interest in work or learning and / or occasionally complains
- 3 Shows interest in work and desire to learn
- 4 Interest in work and learning exceeds expected standards
- 5 Has keen interest in work; initiates learning situations

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

## 19. Dependability/Responsibility\*

**Mark only one.**

- 1 Can seldom be counted on
- 2 Frequently unreliable
- 3 Responsible but needs some direction and supervision
- 4 Very dependable; needs little supervision
- 5 Always dependable; needs no supervision

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

## 20. Peer Relations\*

**Mark only one.**

- 1 Unable to work with peers and / or supervisor
- 2 Has difficulty working with peers and / or supervisor
- 3 Generally works well with others with few issues
- 4 Good team worker, works well with supervision
- 5 Excellent team worker with leadership abilities

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

## 21. Initiative\*

**Mark only one.**

- 1 Constantly needs to be told what to do
- 2 Seldom finds things to be done
- 3 Usually finds things to be done
- 4 Seldom needs direction in initiating work
- 5 Never needs direction in initiating work

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

## 22. Safety Practices\*

**Mark only one.**

- 1 Disregards safety practices
- 2 Occasionally careless
- 3 Generally uses safe working practices
- 4 Slightly exceeds the expected safety standards
- 5 Always uses safe working practices

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

## 23. Personal Appearance\*

**Mark only one.**

- 1 Appearance is totally unacceptable
- 2 Appearance needs improvement
- 3 Usually neat and reasonably well groomed
- 4 Neat; sets good example
- 5 Exceptionally well groomed; far exceeds expected standards

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

## 24. Communication Skills 1\*

**Mark only one.**

- 1 Does not respond or reply
- 2 Has difficulty in responding or replying
- 3 Only responds and replies as needed
- 4 Able to respond / reply and offer some conversation
- 5 Able to respond / reply and offer relevant conversation

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

\* Required



## Student Training Site Evaluation *(continued)*

## 25. Communication Skills 2\*

**Mark only one.**

- 1 Talks excessively and /  
or brings up inappropriate topics
- 2 Occasionally talks excessively and /  
or brings up inappropriate topics
- 3 Generally keeps conversation to  
work related topics
- 4 Appropriately converses with peers  
and supervisor
- 5 Converses well and is able to take leadership role

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

## 26. Job Flexibility\*

**Mark only one.**

- 1 Not able to move from one task to another
- 2 Needs multiple prompts to move from one task  
to another
- 3 Able to switch task with minimal prompts
- 4 Able to switch task with no prompts
- 5 Able to switch task with no prompts and  
find work without supervision

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

## 27. Stays on Task\*

**Mark only one.**

- 1 Unable to stay on task, easily distracted
- 2 Somewhat stays on task, needs  
constant prompting
- 3 Generally stays on task with some prompting
- 4 Stays on task most of the time
- 5 Always stays on task, no supervision needed

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

## 28. Tolerance\*

**Mark only one.**

- 1 Easily frustrated and / or ignores directives
- 2 Takes too long to deescalate from  
being frustrated
- 3 Able to deescalate from a frustrating situation
- 4 Some ability to recognize and avoid  
problematic situations
- 5 Ability to recognize and avoid  
problematic situations

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5

## 29. Choose the Tier of support you are providing to assist the student in completing their task.

**Mark only one.**

**TIER 1** - Student is able to work independently in the community with periodic support and feedback from staff.

**TIER 2** - Supported community based work site where a Job Coach provides training, daily monitoring and on-going support.

**TIER 3** - Highly structured work environment with close supervision and significant support provided by staff.

☐ 1      ☐ 2      ☐ 3

## 30. Areas of Strength\* \_\_\_\_\_

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## 31. Areas of improvement\* \_\_\_\_\_

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## 32. Additional Comments \_\_\_\_\_

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## 33. Date complete \_\_\_\_\_

Example: December 15, XXXX

## 34. Evaluation completed by: \_\_\_\_\_

First Name, Last Name

## 35. Reviewed evaluation with student on: \_\_\_\_\_

Example: December 15, XXXX

\* Required



## Site Training Site Evaluation Report

### SUMMARY

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ ID Number: \_\_\_\_\_

School: \_\_\_\_\_ Semester: \_\_\_\_\_ Quarter: \_\_\_\_\_

Site Name: \_\_\_\_\_ Course Name: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Dates of Absence: \_\_\_\_\_ Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Specific Job Duties: \_\_\_\_\_

### WRITTEN RESPONSE

• Areas of Strength: \_\_\_\_\_

\_\_\_\_\_

• Areas of Improvement: \_\_\_\_\_

\_\_\_\_\_

• Additional Comments: \_\_\_\_\_

\_\_\_\_\_

### GRADE

Tier of Support: \_\_\_\_\_ Total Work Behavior: \_\_\_\_\_ Points/Score: \_\_\_\_\_

### Definitions of Support

**Tier 1** Student is able to work independently in the community with periodic support and feedback from staff.

**Tier 2** Supported community based work site where a Job Coach provides training, daily monitoring, and on-going support.

**Tier 3** Highly structured work environment with close supervision and significant support provided by staff.

### EVALUATOR

Name: \_\_\_\_\_ Date Signed: \_\_\_\_\_

Date Reviewed with Student: \_\_\_\_\_



## Work Behaviors Scorecard

Work Behaviors Scorecard						
Category	Score	1	2	3	4	5
<b>Time Management</b>		Does not report to work on time/ unaccounted time at work	Occasionally late when starting or returning to work	Usually on time to start and/or return to work	Rarely late to start working/ generally reliable	Never late, always ready to start working/ always reliable
<b>Ability to Learn Job</b>		Unable to fully learn task / needs constant assistance	Needs more instruction than other employees	Average ability to learn and understand job	Learns quickly; needs little direction and supervision	Learns task with limited instructions
<b>Quality of Work</b>		Makes re-occurring errors, does not follow directions	Performs below expected standards	Works at acceptable standards with few errors	Performs above expected standards	Performs at an exceptional level
<b>Quantity of Work</b>		Performs at an unsatisfactory production level	Performs below expected production standards	Meets expected standards production	Performs above expected production standards	Far exceeds expected production standards
<b>Supervisor Relations</b>		Displays no effort when given directives	Occasionally does less and cooperates less than desirable	Generally works well with supervisor	Frequently exceeds expected standards of cooperation	Always fully cooperates
<b>General Attitude</b>		Shows no interest in work or learning and/ or excessively complains	Shows little interest in work or learning and/ or occasionally complains	Shows interest in work and has desire to learn	Interest in work and learning exceed expected standards	Has keen interest in work; initiates learning situations
<b>Dependability/ Responsibility</b>		Can seldom be counted on	Frequently unreliable	Responsible but needs some direction and supervision	Very dependable; needs little supervision	Always dependable; needs no supervision
<b>Peer Relations</b>		Unable to work with peers and/or supervisor	Has difficulty working with peers and/or supervisor	Generally works well with others w/ few issues	Good team worker, works well with supervisors	Excellent team worker w/leadership abilities
<b>Peer Relations</b>		Unable to work with peers and/or supervisor	Has difficulty working with peers and/or supervisor	Generally works well with others w/ few issues	Good team worker, works well with supervisors	Excellent team worker w/leadership abilities



## Work Behaviors Scorecard *(continued)*

Work Behaviors Scorecard						
Category	Score	1	2	3	4	5
<b>Initiative</b>		Constantly needs to be told what to do	Seldom finds things to be done	Usually finds things to be done	Seldom needs direction in initiating work	Never needs direction in initiating work
<b>Safety Practices</b>		Disregards safety practices	Occasionally careless	Generally uses safe working practices	Slightly exceeds the expected standards for safety	Always uses safe working practices
<b>Personal Appearance</b>		Appearance is totally unacceptable	Appearance needs improvement	Usually neat and reasonably well groomed	Neat; sets a good example	Exceptionally well groomed; far exceeds expected standards
<b>Communication Skills I</b>		Does not respond or reply	Has difficulty in responding or replying	Only responds and replies as needed	Able to respond/reply and offer some conversation	Able to respond/reply and offer relevant conversation
<b>Communication Skills II</b>		Talks excessively and/or brings up inappropriate topics	Occasionally talks excessively and/or brings up inappropriate topics	Generally keeps conversation to work related topics	Appropriately converses with peers and supervisor	Converses well and is able to take leadership role
<b>Job Flexibility</b>		Not able to move from one task to another	Needs multiple prompts to move from one task to another	Able to switch task with minimal prompts	Able to switch task with no prompts	Able to switch task with no prompts and find work without supervision
<b>Stays on Task</b>		Unable to stay on task, easily distracted	Somewhat stays on task needs constant prompting	Generally stays on task with some prompting	Stays on tasks most of the time	Always stays on task no supervision needed
<b>Tolerance</b>		Easily frustrated and/or ignores directives	Takes too long to de-escalate from being frustrated	Able to de-escalate from a frustrating situation	Some ability to recognize and avoid problematic situations	Ability to recognize and avoid problematic situations
<b>TOTAL SCORE/ GRADE</b>		<b>(16-20)/F</b>	<b>(21-36)/D</b>	<b>(37-52)/C</b>	<b>(53-68)/B</b>	<b>(69-80)/A</b>



## Daily Worksite Evaluation Form

Student: \_\_\_\_\_ Worksite: \_\_\_\_\_

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

Skill	Time	Below Average 1	Average 2	Above Average 3	Comments
Starts work in a timely manner after entering the work site.	8:00				
Fully completes each task before moving to next task.	8:30				
	9:30				
	10:30				
Works at appropriate speed to insure quality and maintain productivity.	8:30				
	9:30				
	10:30				
Follows set rules and safety regulations for the worksite.	8:30				
	9:30				
	10:30				
Displays proper respect and courtesy toward supervisor and co-workers.	8:30				
	9:30				
	10:30				
Accepts constructive criticism and attempts to improve performance.	8:30				
	9:30				
	10:30				
Gets along well with co-workers.	8:30				
	9:30				
	10:30				
Takes appropriate amount of time for drinks and restroom breaks.	8:30				
	9:30				
	10:30				
Finishes work and arrives to transportation at the end of the day in a timely manner.	11:30				

# Programs

## Discover IT

### Overview Index

Information Session

Program Pathway

Resource Sheet

Application Sheet

Interview Sheet

Career Cruising Interest Inventory

Post-Secondary Follow Up Survey

Sample Business Email

Screening Checklist

Staff Referral Form

Program Timeline

Program Workflow





## Center for Career Discovery Discover IT: Program Index

Category	Page	Document	Description
Program Information	2b   5	Information Session	This document outlines the presentation that is used at our parent/student informational session. It specifies program requirements, application materials, and benefits.
Program Information	2b   8	Program Pathways	This document describes D214's two IT pathways. It specifically reviews courses, experiences, and certifications students can earn.
Program Information	2b   10	Resource Sheet	The resource sheet details frequently asked questions that students, parents, or staff may ask. It details the program and its purpose.
Application Materials	2b   11	Application Packet	Packet contains application materials including consent forms, faculty evaluations, and career interests.
Application Materials	2b   24	Interview Sheet	Advisors use this sheet to help guide the interview component of the application process. This is used to gain more information about career interests and post-secondary goals.
Career Exploration	2b   25	Career Cruising Interest Inventory	This inventory assists students in identifying careers of interest. In addition, it helps students get acclimated with D214 services.
Evaluations	2b   287	Post-secondary Follow Up Survey	This survey is used to collect information from our students after they have graduated. It specifically looks at where they are and what they are doing in regards to their post-secondary plans.
Corporate Relations	2b   29	Sample Business Email	This is a sample email that we use to send to business to solicit interests about working with our students.



**Center for Career Discovery Discover IT: Program Index (continued)**

Category	Page	Document	Description
Internal Documents	2b   30	Screening Checklist	This is a summary sheet for our student files. It helps us to see what paperwork/services we still need, to ensure students have a successful experience.
Internal Documents	2b   33	Staff Referral Form	This form is used for building staff to complete when they think one of their students would be a good candidate for the program.
Internal Documents	2b   34	Program Timeline	This is a document that outlines a typical school year for the program. It offers suggestions on when to run events and programming needs.
Internal Documents	2b   35	Program Workflow	An outline of the several services this program offers as well as contact information and resources for students and staff.



## Discover Information Technology Program

### PROGRAM OVERVIEW

High School District 214 was awarded a federal grant through the Department of Labor's Disability Employment Initiative. This program assists students receiving special education services that have an interest in the Information Technology (IT) field.

### PROGRAM REQUIREMENTS

Students are eligible for this program if the following criteria are met:

- **A current Individual Education Plan (IEP) or Section 504 Plan (504)**
- **A demonstrated interest in the IT Pathway through one of the following:**
  - Past or current participation in an IT course
  - Identified IT Academic Program in Infinite Campus (Student Information System)
  - Postsecondary goal as indicated in an IEP/Section 504
- **Completed application material which includes:**
  - **Student Materials**
    - Application
    - Release of Information
    - Self-Evaluation
  - **Parent/Guardian Materials**
    - Application and Consent
    - Release of Information
    - Recommendation
  - **Faculty/Staff Materials**
    - Staff Referral
    - Vocational Screening Results (if applicable)
    - Recommendation #1
    - Recommendation #2
  - **Copies of Documents**
    - Social Security Card
    - Birth Certificate
    - Health Insurance Card
    - Auto Insurance Card
  - **Initial Interview with the Program's Career Advisor**

### PROGRAM SERVICES

Once students are accepted into the program, services begin. Examples of services include:  
Career Exploration (e.g. interest inventories)  
Workplace Learning Experiences  
Job Readiness Skills  
Postsecondary Planning

### DISCLAIMER

This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This product is copyrighted by the institution that created it. Internal use by an organization and/or personal use by an individual for non-commercial purposes is permissible. All other uses require the prior authorization of the copyright owner.



## Discover I.T. Information Session & Workshop

### FLYER

**Who:** Parents and students who have demonstrated interest in the Information Technology field and have been invited to participate in the Discover I.T. Program.

**What:** Join us for an Informative Session and Workshop during the Directions Special Needs Resource Fair at Forest View Educational Center. During the night, our program advisors and supervisory staff will:

- Share exciting opportunities and benefits of the Discover I.T. Program
- Explain the application process
- Assist with completing application materials

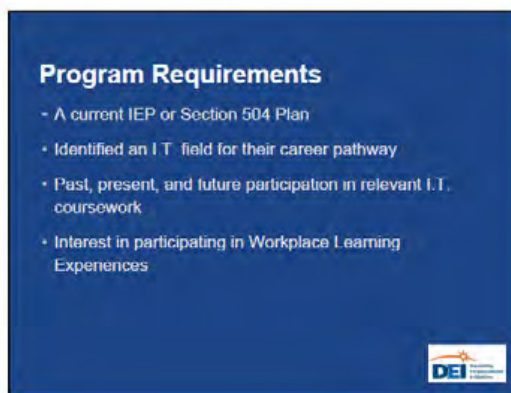
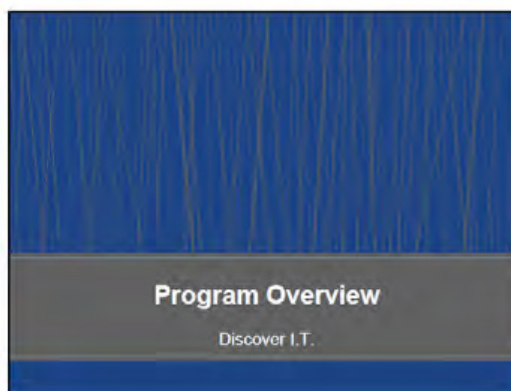
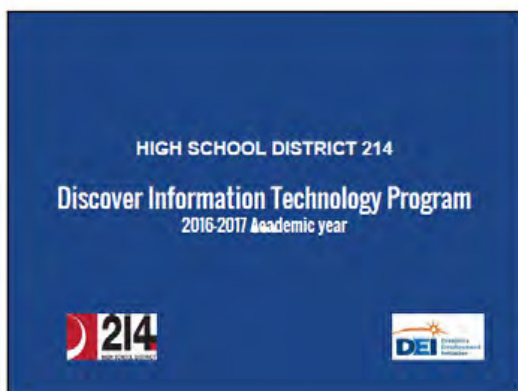
**When:**

**Where:** High School District 214  
2121 South Goebbert Road  
Arlington Heights, IL 60005

Come with your questions and we look forward to seeing you!

Please let us know if you plan to attend by contacting:  
Center for Career Discovery

### PRESENTATION





# Discover I.T. Information Session & Workshop (continued)

## PRESENTATION

### Benefits:

- A Program Advisor that supports and works specifically with Discover I.T. students
- Workplace Learning Experiences
  - On the job training
  - Job shadowing
  - Internships
  - Problem-Based Learning
- Networking in the field with I.T. Professionals
- The opportunity to earn I.T. industry certifications prior to graduating high school such as:
  - CompTIA A+
  - CompTIA Network+
  - CompTIA Security+
- Assistance with resume building & interviewing skills



### Post-High School Benefits May Include:

- Department of Rehabilitation Services (DRS)\*
  - Support for Training and Employment
  - Assistance with Work Readiness Skills
- Harper College Partnership
  - Access to Disability Services, including advising and accommodations
  - Career Development (exploration, counseling, planning)
- Illinois Department of Employment Services\*
  - Job Resources
  - Employment and college assistance



\*Dependent upon eligibility criteria

### Information Technology Career Information

### Education/Salary (sample)

#### Information Technology (All Pathways)

##### WAGES:

Occupation	High School Diploma	Postsecondary Education
Web Developer	Associate's Degree	\$62,500
Computer Programmer	Bachelor's Degree	\$74,280
Information Security Analyst	Bachelor's Degree	\$86,170
Computer and Information Research Scientist	Doctoral or Professional Degree	\$102,190



### Industry Trends

From the US Bureau of Labor Statistics:

- Projected to grow 12% from 2014 to 2024
- 3.9 million to 4.4 million jobs due to increased commonality of internet and mobile devices
- Mean annual wage \$81,430



### D214 ~ Pathway Option #1

#### Information Technology



##### Network Systems/Information Support and Services

###### Network Systems/Information Support and Services

###### Pathway Courses

- Year 1** • Computer Programming, Mobile App Development and Networking
- Year 2** • Computer Repair A+ Certification
- Year 3** • CISCO Networking Basics  
• CISCO Routers and Routing Basics
- Year 4** • Advanced Network Systems and Cybersecurity

###### Related Electives

- AP Calculus
- AP Chemistry
- AP Physics C
- AP Statistics
- College Speech Communication
- Robotics



### D214 ~ Pathway Option #2



#### Programming and Software Development

##### Programming and Software Development

###### Pathway Courses

- Year 1** • Computer Programming, Mobile App Development and Networking
- Year 2** • Mobile App Development 2/AP Computer Science Principles
- Year 3** • AP Computer Science – A
- Year 4** • Advanced Concepts in Coding and Development

###### Related Electives

- AP Calculus
- AP Chemistry
- AP Physics C
- AP Statistics
- College Speech Communication
- Graphic Arts Design
- Robotics



### Possible Careers/Internship Opportunities

- Animator
- Database Developer
- Desktop Publisher
- Information Systems Administrator
- Media Specialist
- Network Security Analyst
- Operations Analyst
- PC Support Specialist
- Programmer
- Security Analyst
- Software/Hardware Engineer
- Systems Analyst
- Web Designer

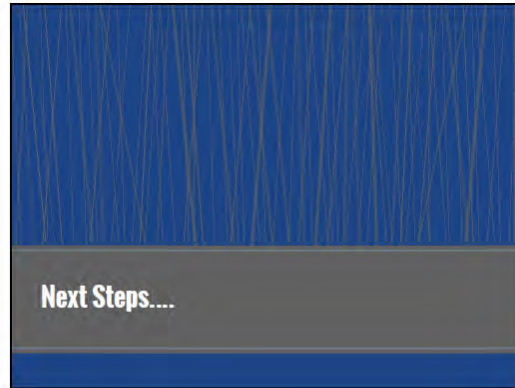
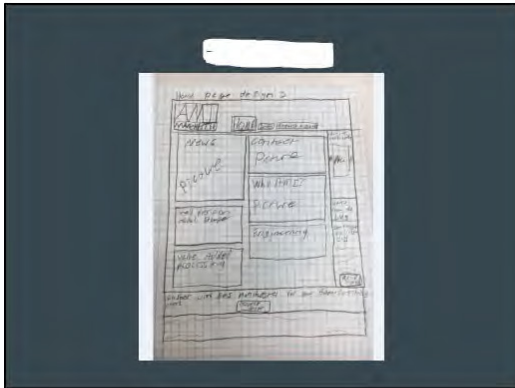






# Discover I.T. Information Session & Workshop (continued)

## PRESENTATION



### Application Materials

- Completed Student Application
- Adequate Medical Insurance (may be purchased through District 214) and reliable transportation (student drivers need adequate auto insurance)
- Completed Parent Recommendation/Consent Form
- Two (2) Teacher Recommendations
- Interview with your Discover I.T. Career Advisor

Please feel free to stay and complete your application tonight with a Discover I.T. Program Advisor!




### Important Dates:

Tonight - Next Door!  
Directions Fair  
6:00-8:30 pm

November 15, 2016  
I.T. Career Night  
Buffalo Grove High School  
6:30 pm

Spring 2017 ~ TBD  
I.T. Career Day




### Discover I.T. Program Staff:

Assistant Director of Career and Technical Education

Grants and Vocational Programs Supervisor


Special Education Evaluation/Coordinator

Program Career Advisor


Program Career Advisor

Program Career Advisor

\*Feel free to grab one of our business card \*



### Questions?





## Information Technology Pathways

### 1. Network System/Information Support & Services

**Sample Careers:** Technical Support Specialist; Network Technician; Systems Manager;  
Testing Engineer; Content Manager

	Year 1	Year 2	Year 3	Year 4
<b>Ideal Grade Level</b>	09	10	11	12
<b>Potential Grade Level</b>	09, 10, 11, 12	09, 10, 11, 12	10, 11, 12	11, 12
<b>Pre-Requisites</b>	<ul style="list-style-type: none"><li>• None (Possible Jr. High electives in IT)</li></ul>	<ul style="list-style-type: none"><li>• None (Possible year 1 courses)</li></ul>	<ul style="list-style-type: none"><li>• Computer Repair A+</li></ul>	<ul style="list-style-type: none"><li>• Cisco Networking Basics</li><li>• Cisco Routers/ Routing</li></ul>
<b>*IT Coursework</b>	<ul style="list-style-type: none"><li>• Information Processing</li><li>• Computer Programming,</li><li>• Mobile App Development, &amp; Networking</li></ul>	<ul style="list-style-type: none"><li>• Computer Repair A+ Certification</li></ul>	<ul style="list-style-type: none"><li>• Cisco Networking Basics</li><li>• Cisco Routers &amp; Routing Basics</li></ul>	<ul style="list-style-type: none"><li>• Advanced Network Systems &amp; Cybersecurity</li></ul>
<b>*Industry Certifications</b>	High School: CompTIA-A+, CompTIA-Network+ Harper College: Cisco CCNA Specialist, Cisco CCNA Security Specialist			
<b>*Workplace Learning Experiences</b>	<ul style="list-style-type: none"><li>• Career Day/Night</li><li>• Job Shadowing</li></ul>	<ul style="list-style-type: none"><li>• Career Day/Night</li><li>• Job Mentorship</li></ul>	<ul style="list-style-type: none"><li>• Career Day/Night</li><li>• Micro-Internship</li></ul>	<ul style="list-style-type: none"><li>• Career Day/Night</li><li>• Internship</li></ul>
<b>Extracurricular</b>	Robot Rumble, Computers Club, Math Team, etc. (depends on school)			
*Denotes eligibility, pending successful completion of coursework, submission of appropriate paperwork/documents, interviews, approval, etc.				

See D214 Academic Course Handbook and/or D214 Career Pathways Booklet for more detailed information.



## Information Technology Pathways

### 2. Programming & Software Development

**Sample Careers:** Webmaster; Blog Developer; Media Specialist;  
Software Applications Specialist; Programmer

	Year 1	Year 2	Year 3	Year 4
Ideal Grade Level	09	10	11	12
Potential Grade Level	09, 10, 11, 12	09, 10, 11, 12	10, 11, 12	11, 12
Pre-Requisites	<ul style="list-style-type: none"><li>• None (Possible Jr. High electives in IT)</li></ul>	<ul style="list-style-type: none"><li>• None (Possible year 1 courses)</li></ul>	<ul style="list-style-type: none"><li>• None (Possible year 1 or 2 courses)</li></ul>	
*IT Coursework	<ul style="list-style-type: none"><li>• Information Processing</li><li>• Computer Programming,</li><li>• Mobile App Development, &amp; Networking</li></ul>	<ul style="list-style-type: none"><li>• Mobile App Development 2</li><li>• AP Computer Science Principles</li></ul>	<ul style="list-style-type: none"><li>• AP Computer Science A</li></ul>	<ul style="list-style-type: none"><li>• Advanced Concepts in Coding &amp; Development</li></ul>
*Industry Certifications	Harper Certifications: Accessible Web Design & Compliance, Java Programmer, Software Development, Oracle Database Administrator			
*Workplace Learning Experiences	<ul style="list-style-type: none"><li>• Career Day/ Night</li><li>• Job Shadowing</li></ul>	<ul style="list-style-type: none"><li>• Career Day/Night</li><li>• Job Mentorship</li></ul>	<ul style="list-style-type: none"><li>• Career Day/Night</li><li>• Micro-Internship</li></ul>	<ul style="list-style-type: none"><li>• Career Day/Night</li><li>• Internship</li></ul>
Extracurricular	Robot Rumble, Computers Club, Math Team, etc. (depends on school)			
*Denotes eligibility, pending successful completion of coursework, submission of appropriate paperwork/documents, interviews, approval, etc.				

See D214 Academic Course Handbook and/or D214 Career Pathways Booklet for more detailed information.



## Discover IT Resource Sheet

### What is Discover I.T.?

- Discover I.T. (Information Technology) falls under the DEI Grant. DEI stands for the Disability Employment Initiative
- DEI is a federal grant from the U.S. Department of Labor that focuses on Employment and Training
- The DEI Grant focuses on the Information Technology (I.T.) careers

### Who is the target group?

- Students that have a demonstrated interest in the I.T. careers which can be shown by:
  - Student self-identified interest in the I.T. Career Pathway (flagged in Infinite Campus)
  - Past or current participation in a D214 I.T. course
- Students with a disability
  - A current IEP or Section 504 Plan

### How do we support our students?

- We help students find workplace learning experiences that can include:
  - On-the-job training
  - Job shadowing
  - Internships
- Connect industry professionals with students to assist with expanding students' professional network
- Opportunities to earn I.T. industry certifications prior to graduating high school through specific career pathway courses
  - CompTIA A+
  - CompTIA Network+
  - CompTIA Security+
- Assistance with career readiness skills through our Summer Career Readiness Course
  - Resume building
  - Interview skills
  - Professional work qualities

### What do we need from you? (staff)

- Assistance in identifying possible candidates for the program
- Collaboration on current student case loads with course planning, post-secondary planning, etc.

### What do students need to do to apply?

- Complete the application packet
  - Student application
  - Parent application
  - Two Teacher/Staff recommendations
  - Interview with a Discover I.T. Program Advisor
  - Adequate medical insurance and auto insurance, as well as reliable transportation, if applicable





# Application Packet

Form	To be completed by
Student Application . . . . .	Student
Parent/Guardian Recommendation & Consent . . . . .	Parent/Guardian
Copy of Birth Certificate . . . . .	Student
Copy of Social Security Card . . . . .	Student
Copy of Auto Insurance* . . . . .	Student
Copy of Medical Insurance** . . . . .	Student
Teacher Recommendation #1 . . . . .	Teacher/Faculty
Teacher Recommendation #2 . . . . .	Teacher/Faculty

\*If Applicable  
\*\*A policy can be purchased through District 214



**Student Application**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ ID Number: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip code: \_\_\_\_\_

Phone: \_\_\_\_\_ Student Email: \_\_\_\_\_@stu.d214.org Date: \_\_\_\_\_

I wish to explore the I.T. Field through the Discover I.T. Program by:

**Check all that apply**

- ☐ I.T. Coursework
- ☐ Career Trek
- ☐ Career Day/Career Night
- ☐ Micro-Internship
- ☐ Internship
- ☐ Winter Break+
- ☐ Fall Semester
- ☐ Spring Break+
- ☐ Spring Semester
- ☐ Summer Semester/TDP\*
- ☐ Summer Semester\*

\*Summer school fees apply +Must have own transportation

I.T. Career Clusters I am interested in:

- ☐ **Pathway 1:** Network Systems/Information Support & Services
- ☐ **Pathway 2:** Programming & Software Development

**EDUCATION**

High School: \_\_\_\_\_

Counselor: \_\_\_\_\_ Case Manager: \_\_\_\_\_

List any I.T. Career Related Courses completed/plan to complete: *(Include years)*

Course description:  
Projects completed/Skills learned

List any Career Nights, Career Days, or I.T. career related field trips: *(Include years)*

Description:



**Student Application** *(continued)*

**WORK EXPERIENCE**

*(Include paid and unpaid opportunities)*

List any work experience: *(Include years)*

Description: Responsibilities/Projects/Skills learned


**ACTIVITIES**

List any activities: *(Include years)*

Description: Responsibilities/Projects/Skills learned




## Release of Information

I, \_\_\_\_\_ hereby give my consent to authorized representatives of Township High School District 214 Center for Career Discovery, and other service opportunities funded by the Illinois Department of Commerce and Economic Opportunities and Illinois Worknet to:

- Exchange information in verbal and written form regarding my application for Discover I.T. services, including certificate/credential attainment and employment information.

I allow the sharing of the following information:

- Dates of service
- Cost of service
- Course of study
- Completion of service and credentials received
- Including an unofficial school transcript

Upon obtainment of employment and/or attendance at a post-secondary school, I allow the sharing of the following information:

- Verification of employment
- Verification of enrollment

This consent is valid during the period of my application for Discover I.T. services and as long as I am receiving services through Township High School District 214 Center for Career Discovery. I understand that these records will be kept strictly confidential. It is also understood that I have the right to inspect the information to be released. This authorization begins on the date signed and ends two (2) years following the last date of service with Township High School District 214 Center for Career Discovery.

I understand that the information obtained as a result of this release may not be disclosed to other persons or agencies not specified above without my specific written consent.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Student Name



## Questionnaire

*To be completed by student or with assistance with the student's Discover I.T. Program Advisor*

1. What interests you about a career in Information Technology?

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---

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2. List three (3) goals you hope to accomplish by participating in this program:

- a. 

---
- b. 

---
- c. 

---

3. How will being involved in this program help you meet your life and career goals?

---

---

---

4. What motivates you to do your best?

---

---

---

5. Problem Solving:

a. What strategies do you use to solve a problem?

---

b. How do you decide how much time to devote to solving a problem?

---

c. What resources do you utilize to assist in solving a problem?

---

6. Any other relevant information: (i.e. accommodations you may need)

---

---



## Information Technology Program: Parent Application and Consent

*To be completed by parent or guardian*

Your son/daughter is a candidate for participation in the District 214 Discover I.T. Program. District 214 is the recipient of the Disability Employment Initiative (DEI), a federal grant awarded by the U.S. Department of Labor's Employment and Training Initiative to assist students that have an interest in pursuing a career in Information Technology (I.T.). This program allows students to experience internships and on the job training that can assist with enhancing their career goals. Students also have the opportunity to obtain industry certifications prior to graduating high school, which can give them an advantage in the professional world.

*Please see the Parent/Guardian Letter that has more detailed information*

### **DISTRICT 214 DISCOVER I.T. PROGRAM REQUIREMENTS:**

- Current IEP/504 Plan and Student Application
- Two (2) Teacher Recommendations, Interview with Discover I.T. Program Advisor and Parent Recommendation/Consent Form
- Medical Insurance (A policy can be purchased through District 214)\*
- Reliable Transportation with auto insurance, if applicable\*
- Copy of Birth Certificate and Copy of Social Security Card

*\*Please attach copies of your birth certificate, social security card, medical and auto insurance cards/policies to this consent form – for external experiences.*

*Having a parent complete and submit all portions of this form is an essential part of the Program Application.*

Any student information you provide will be confidential.

Student Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_

Home Address: \_\_\_\_\_  
City State Zip Code

School: \_\_\_\_\_ ID Number: \_\_\_\_\_

Counselor: \_\_\_\_\_ Case Manager: \_\_\_\_\_

Parent's Name (Please Print): \_\_\_\_\_

Cell phone: \_\_\_\_\_ Email address: \_\_\_\_\_

Home Address: \_\_\_\_\_  
City State Zip Code

My son/daughter has expressed interest in exploring the I.T. Field through:

Continue on following page



## Information Technology Program Parent Application and Consent (*continued*)

- ☐ I.T. Coursework
- ☐ Career Trek
- ☐ Career Day/Night
  
- ☐ Micro-Internship
  - ☐ Winter Break+
  - ☐ Spring Break+
  - ☐ Summer Semester/TDP\*
  
- ☐ Internship
  - ☐ Fall Semester
  - ☐ Spring Semester
  - ☐ Summer Semester\*

\*Summer school fees apply

+Must have own transportation

These are required for workplace learning experiences (e.g. internships, on-the-job training, etc.)



## Medical Insurance

Your child wishes to participate in an off-campus workplace learning placement from Township High School District 214. Such participation will require training from an on the premises participating community mentor. As a participant, your child will receive no wages for training time and may not be protected by the Workmen's Compensation laws of the State of Illinois for any injury or illness incurred as a result of his/her onsite training.

Because of this exposure, District 214 recommends that all participants in an off-campus program placement be adequately covered by hospital/medical insurance. As a condition in any off-campus program placement, you must select one of the options indicated below:

☐ **A.** I, \_\_\_\_\_ elect to purchase the hospital/medical insurance plan  
(Parent name)  
offered by Township High School District 214 to cover my child, \_\_\_\_\_  
(Child name)  
who is a participant in Township High School District 214's off-campus program. If this option is selected, purchasing details will be sent to you and confirmation of payment will be required.

OR

☐ **B.** I, \_\_\_\_\_ am a participant in a hospital/medical plan with  
(Child name)  
\_\_\_\_\_. Please attach a copy of insurance card (Insurance Company)  
(Insurance company)  
The benefits provided by this plan meet the coverage needs of these programs and are equal to or greater than the District 214 plan and also cover my child.

## Transportation

We/I the undersigned parent(s)/guardian(s), do hereby give permission for our child to drive/ride to and from the classroom site. The parent(s)/guardian(s) will define guidelines regarding this privilege (see below).

As the parent or guardian of above named student, we direct that the following transportation guidelines apply to the student.

☐ May drive to and from the classroom site. Furthermore, we verify that our child has automobile insurance or is covered by automobile insurance policy.

Automobile insurance company\* (if driving): \_\_\_\_\_

Account/Member Number: \_\_\_\_\_

Name of Agent: \_\_\_\_\_ Telephone: \_\_\_\_\_

☐ May not drive to and from the classroom site, but may be a passenger in:

☐ A school/contracted vehicle

☐ Parent approved alternative transportation

*\*Please attach a copy of both your health insurance card and your auto insurance policy.*





## Release of Information

I, \_\_\_\_\_ hereby give my consent to authorized representatives of Township High School District 214 Center for Career Discovery, and other service opportunities funded by the Illinois Department of Commerce and Economic Opportunities and Illinois Worknet to:

- Exchange information in verbal and written form regarding my application for Discover I.T. services, including certificate/credential attainment and employment information.

I allow the sharing of the following information:

- Dates of service
- Cost of service
- Course of study
- Completion of service and credentials received
- Including an unofficial school transcript

Upon obtainment of employment and/or attendance at a post-secondary school, I allow the sharing of the following information:

- Verification of employment
- Verification of enrollment

This consent is valid during the period of my application for Discover I.T. services and as long as I am receiving services through Township High School District 214 Center for Career Discovery. I understand that these records will be kept strictly confidential. It is also understood that I have the right to inspect the information to be released. This authorization begins on the date signed and ends two (2) years following the last date of service with Township High School District 214 Center for Career Discovery.

I understand that the information obtained as a result of this release may not be disclosed to other persons or agencies not specified above without my specific written consent.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Parent Name



## Parent/Guardian Recommendation

Professional Qualities	Excellent	Good	Average	Below Average	Needs Improvement
Punctuality					
Reliability					
Safety Conscious					
Quality of Work					
Dependability					

Attitude	Excellent	Good	Average	Below Average	Needs Improvement
Takes Initiative					
Shows Enthusiasm					
Positive Attitude					
Responsible Behavior					
Demonstrates Maturity					
Leadership Ability					
Teamwork					
Politeness					

Learn Qualities	Excellent	Good	Average	Below Average	Needs Improvement
Self-Motivated					
Organized					
Problem Solving Skills					
Demonstrates Integrity/ Honesty					
Shows Respect for Self					
Shows Respect for Others					
Understands the Viewpoint of Others					

**Parent/Guardian Recommendation (*continued*)**

1. Please describe a time when you saw your student demonstrate some of their strengths: \_\_\_\_\_

---

---

2. Please describe a time when you saw your student overcome an obstacle: \_\_\_\_\_

---

---

3. Please describe a time when your student had to use problem solving skills to arrive at a solution:

---

---

4. Additional comments in regards to student's abilities or educational needs: (*i.e. accommodations your student may need*) \_\_\_\_\_

---

---

**CONSENT**

I, hereby, consent to have my son/daughter, \_\_\_\_\_, photographed, videotaped, audiotaped, and/or interviewed by District 214 and/or the news media when its purpose is to promote District 214 and its programs.

Interviews and photographs will be granted only at the recommendation of the administration or staff.

The videotape/photograph/audiotape of the student will not be used by the district for commercial purposes or for monetary gain. As the child's parent or legal guardian, I agree to release and hold harmless District 214, the Board of Education, its members, trustees, employees, agents, officers, contractors, and volunteers from and against any and all claims, demands, actions, complaints, suits or other forms of liability that shall arise out of or by reason of, or be caused by the use of my child's photograph, likeness or voice on television, radio or motion pictures, or in the print medium.

I further agree that no monies or other consideration in any form, including reimbursement for any expenses incurred by me or my child, will become due to me, my child, our heirs, agents, or assigns at any time because of my child's participation in any of the above activities or the above described use of my child's photograph, likeness, or voice.

I understand the rules and responsibilities of the Discover I.T. Program and approve of my child being a part of the program. I understand if my child does not abide by the Program Policies, they may be dropped.

I am in full support of and committed to my son's/daughter's participation in the Discover I.T. program.

Parent Signature \_\_\_\_\_

\_\_\_\_\_  
Date



# Teacher Recommendation Form

*Our program requires two recommendation forms from two faculty/staff members.*

The student named below has applied for participation in District 214’s Discover I.T. Program. Please give us your feedback on this student. Having teachers complete and submit this form is an essential part of the application. Any student information you provide will be confidential.

We are offering an opportunity for students to participate in career related activities and workplace learning experiences which will focus on their specific career interest. These supplemental learning experiences will provide students opportunities to explore and prepare themselves

for the world of opportunity beyond the high school classroom.

District 214 students who are interested in various careers will be able to pursue their interests at businesses and corporations throughout the local community. District 214 and the various businesses have collaboratively developed workplace learning experiences for high school students. These experiences are designed to provide students an opportunity to learn a bout careers and apply this information to their life and career plans.

Student Last Name: \_\_\_\_\_ Student First Name: \_\_\_\_\_

School: \_\_\_\_\_ ID Number: \_\_\_\_\_

Evaluator: \_\_\_\_\_

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

How do you know the student? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Teacher Recommendation Form *(continued)*

Professional Qualities	Excellent	Good	Average	Below Average	Needs Improvement
Punctuality					
Reliability					
Safety Conscious					
Quality of Work					
Dependability					

Attitude	Excellent	Good	Average	Below Average	Needs Improvement
Takes Initiative					
Shows Enthusiasm					
Positive Attitude					
Responsible Behavior					
Demonstrates Maturity					
Leadership Ability					
Teamwork					
Politeness					

Learn Qualities	Excellent	Good	Average	Below Average	Needs Improvement
Self-Motivated					
Organized					
Problem Solving Skills					
Demonstrates Integrity/ Honesty					
Shows Respect for Self					
Shows Respect for Others					
Understands the Viewpoint of Others					



## Internship Interview

Student Name: \_\_\_\_\_ ID Number: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Cell Phone Number: \_\_\_\_\_ Age: \_\_\_\_\_

Interviewed By: \_\_\_\_\_ Date: \_\_\_\_\_ Internship/Experience Type

- ☐ Traditional
- ☐ Micro
- ☐ DEI-IT
- ☐ ProStart
- ☐ ELL
- ☐ Other

Career Interest: \_\_\_\_\_

\_\_\_\_\_

Post-Secondary Plan: \_\_\_\_\_

\_\_\_\_\_

Why Interested?: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Previous Experience (*include details*)

Career Trek: \_\_\_\_\_

\_\_\_\_\_

Career Night: \_\_\_\_\_

\_\_\_\_\_

Coursework: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Availability: (*job, school, volunteer*) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Extracurricular Activities: (*sports, activities, volunteer*)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Transportation Needs:

☐ Driving Self   ☐ Has Ride   ☐ Cab Needed

Questions: \_\_\_\_\_

\_\_\_\_\_

Ideas on Placements/Experiences: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other Information: \_\_\_\_\_

\_\_\_\_\_

Application Status:

☐ Complete   ☐ Incomplete

Interview Comments/Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Career Exploration Model - Student Worksheet Session 1

Welcome! Today, you will explore career interests by examining career clusters, completing a match maker activity, and touring both online and in-school resources. Our main goal is to help you understand and be able to locate all of the career support available to you through D214.

### ***Discover Your Future!***

Date: \_\_\_\_\_ School: \_\_\_\_\_ Student ID: \_\_\_\_\_

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

### 1. Career Clusters and Pathways

a. There are 16 Career Clusters which group jobs and industries by related skills, services, or products:

- Agriculture, Food, and Natural Resources
- Government and Public Administration
- Manufacturing
- Architecture and Construction
- Health Science
- Marketing
- Business Management and Administration
- Hospitality and Tourism
- Transportation, Distribution and Logistics
- Education and Training
- Human Services
- Information Technology
- Science, Technology, Engineering and Mathematics
- Law Enforcement Services/Corrections Services
- Arts, Audio/Video Technology and Communications
- Finance

b. Select **TWO Career Clusters** that sound interesting to you:

1. \_\_\_\_\_
2. \_\_\_\_\_

c. Using the Career Pathways Booklet, select **THREE Classes** you think may be helpful in a future career:  
[http://www.d214.org/assets/1/6/D214\\_Career\\_Pathways\\_Guide\\_2015-2016.pdf](http://www.d214.org/assets/1/6/D214_Career_Pathways_Guide_2015-2016.pdf)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## Career Exploration Model - Student Worksheet Session 1 (*continued*)

### 2. Career Cruising - Helping You Explore Your Future

a. [www.CareerCruising.com](http://www.CareerCruising.com)

b. **Username:** d214-, first letter of first name, last name, last 4 digits of student ID. (**Example:** Jane Smith 211555 would be d214-jsmith1555)  
**Password:** Student ID number

c. Go to Explore **My Interests** and select the **Matchmaker** assessment

d. Label this **Matchmaker** session as:  
**CareerExploration [today's date]**

e. Begin the survey

f. Answer 39 questions and record your **Initial Results:**

#### Initial Results

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### Top Career Clusters

1. \_\_\_\_\_
2. \_\_\_\_\_

g. Continue through the first section of **Improve My Results** and record your results:

#### Improve My Results

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### Top Career Clusters

1. \_\_\_\_\_
2. \_\_\_\_\_

h. Select and **explore ONE career** by clicking on the career and using the **At a Glance section**.

Career of Interest: \_\_\_\_\_

Why is your career of interest a good match for you?

---

---

---

---

j. **My Skills - Complete this at home**

- Provides information about the skills that you have and what careers work well with them

- Top 3 Skills

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_





## Career Exploration Model - Student Worksheet Session 1 (*continued*)

### 3. Discover Your Resources

- a. **Career and Technical Education (CTE)** courses offer hands-on learning in the classroom setting. Examples are: Automotive Systems, Woodworking, Intro to Business, Foods 1, Foods 2, Prostart, Graphic Arts, Media Technology

Career Academies – Refer back to the Course Handbook for a detailed description of all CTE course offerings: [http://www.d214.org/assets/1/6/D214AcademicHandbook2016\\_17\\_122215.pdf](http://www.d214.org/assets/1/6/D214AcademicHandbook2016_17_122215.pdf)

Select THREE Career Courses you would be interested in taking:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- b. **CTE Tour** – Know where your CTE departments are located

- c. **College and Career Center (CCC) Tour** - know where your resources are located

- This is where your school's Career Advisor is located
- Information about Career Advising, Career Events, Treks, In-School Field Trips, Job Opportunities and more

### 4. Online Connections to Career Discovery

- a. On your school's home web page, the **Career Resources** site is located under STUDENTS Web tour – Provides info about Career Cruising, D214 Internship Program, Cosmetology, Project Lead the Way, Independent Events

**Internship Information** – Discover requirements for participating in Fall, Spring, Summer, or Micro Internships on the Career Discovery web page

- b. **Clubs and Activities** – Go to your school's Home Web Page, Select CO-CURRICULAR and then select Activities

Clubs offer great learning experiences in a group setting, and can focus on your specific interests.

**Examples are:**

- **DECA** – Distributive Education Clubs of America - for students interested in Business, Entrepreneurship, Marketing, etc.

- **FCCLA** – Family, Career, and Community Leaders of America – helping to develop career and life skills through various events

Find a more comprehensive list of clubs and activities in the Pathway Booklet: [https://www.d214.org/assets/1/6/D214\\_Career\\_Pathways\\_Guide\\_2015-2016.pdf](https://www.d214.org/assets/1/6/D214_Career_Pathways_Guide_2015-2016.pdf)

Select TWO or THREE Clubs that you might be interested in joining:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## Discover IT Program – Follow Up Survey

The purpose of this form is to measure satisfaction with the District 214 Discover IT program and to help us improve it for future students. Your responses are confidential and are viewed only by the Center for Career Discovery staff.

1. Student First Name:\*

\_\_\_\_\_

2. Student Last Name:\*

\_\_\_\_\_

3. ID Number:\*

\_\_\_\_\_

4. How many years did you participate in the Discover IT Program?:\*\*

**Mark only one.**

☐ 1      ☐ 2      ☐ 3      ☐ 4

5. Are you in:

**Mark only one.**

☐ 4 year College/University  
☐ Working  
☐ 2 Year College  
☐ Other: \_\_\_\_\_

6. What College/University do you attend?\*

\_\_\_\_\_

7. What is your declared/planned major?\*

\_\_\_\_\_

8. What is your anticipated graduation year?\*

\_\_\_\_\_

9. How well do you like your current school?\*

**Mark only one.**

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5  
Hate it      Love it

10. Where are you currently working?\*

\_\_\_\_\_

11. What is your position?:

\_\_\_\_\_

\* Required

12. What does a typical day look like for you?\*

\_\_\_\_\_  
 \_\_\_\_\_

13. What type of skills are you using?\*

\_\_\_\_\_  
 \_\_\_\_\_

14. How well do you like your current job?\*

**Mark only one.**

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5  
Hate it      Love it

15. What are you currently doing?\*

\_\_\_\_\_  
 \_\_\_\_\_

16. What are your plans for the future?\*

\_\_\_\_\_  
 \_\_\_\_\_

17. Are you receiving any of the following resources?

**Check all that apply.**

☐ DRS

18. How well did the Discover IT Program help you with your future goals?\*

**Mark only one.**

☐ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5  
Didn't help      Helped a lot

19. Would you recommend this program to your friends?\*

**Mark only one.**

☐ Yes      ☐ No

20. What opportunities assisted you in your career goals?\*

☐ Check all that apply.

☐ Career Day  
☐ Career Night  
☐ Micro-Internship  
☐ Internship  
☐ Summer Program/Career Readiness Workshop  
☐ Career Cruising  
☐ Naviance  
☐ Schoology Resources  
☐ Other: \_\_\_\_\_



## Sample Email to Business Partner

Date   /   /

Dear Corporate,

Township High School District 214's Center for Career Discovery serves the school community through career readiness services that support all students' career skill development, decision-making, and post-secondary goals.

We accomplish this by identifying and connecting students' personal interests, abilities and knowledge with a focused career plan to further explore, define, evaluate, and achieve their career goals. Along with career-aligned coursework, a key component to our program involves community-based workplace learning experiences and internships.

In particular, our Supported Workplace Learning Experiences are designed to develop positive work habits and behavior, as well as, career readiness and soft skills. Students are required to demonstrate appropriate work-related skills for better self-awareness, increased maturity, enhanced work ethic, and pride in performance. A District 214 staff member (job coach) will provide oversight and accompany and monitor students with training and ongoing support.

Specifically, these take place during the Fall or Spring Semester, over the course of 16 weeks, about 10 hours per week; or during the Summer Semester, over the course of 6 weeks, 12 hours per week. The Internship is a one-semester course (.5 credit) and is included on high school transcripts and is unpaid.

In ensuring both community partners and students are a good fit, we customize placements based on students' strengths and career interests and the needs of our business partners.

Please let me know if you would be interested in hosting a Supported Workplace Learning Experience. In partnering with High School District 214, you would be a part of a nation-wide effort in helping all students prepare for the future. If you have any questions or would like more information, don't hesitate to call with any questions or more information.

Sincerely,

Center for Career Discovery Team

Sincerely,



## Center for Career Discovery Discover IT Program Screening Checklist

### Demographics

Student Name: \_\_\_\_\_ ID Number: \_\_\_\_\_

School: \_\_\_\_\_ Advisor: \_\_\_\_\_

Date Applied: \_\_\_\_\_ Date Accepted: \_\_\_\_\_

### Initial Eligibility (*At least one from each category*)

**Category A: Special Education**

- ☐ IEP
- ☐ Section 504

**Category B: IT Interest**

- ☐ Coursework (past/present)
- ☐ Anticipated Coursework (must have at least one other box)
- ☐ Career Cluster (as indicated in Infinite Campus)
- ☐ Postsecondary Goal (as indicated in IEP)

### Paperwork

**Student Portion**

- ☐ Application
- ☐ Release of Information
- ☐ Self-Evaluation

**Parent Portion**

- ☐ Application
- ☐ Release of Information
- ☐ Recommendation
- ☐ Consent

**Teacher Portion**

- ☐ Referral
- ☐ Recommendation #1
- ☐ Recommendation #2

**Copies of Documents**

- ☐ Social Security Card
- ☐ Birth Certificate
- ☐ Health Insurance
- ☐ Auto Insurance

### Vocational Screening

**9th Grade Survey**

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

Conducted By: \_\_\_\_\_

- ☐ Interview
- ☐ Identified Interest: \_\_\_\_\_

**10th Grade Survey**

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

Conducted By: \_\_\_\_\_

- ☐ File Review
- ☐ Interview
- ☐ Identified Interest: \_\_\_\_\_
- ☐ Assessment
- ☐ Recommendation



**Interview**

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

**Interviewed By:** \_\_\_\_\_

**Notes:** (student responses) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Next Steps:** (i.e. follow ups, etc) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Semester for WPL:**

☐ Fall      ☐ Spring      ☐ Summer

**Career Exploration**

**Career Day** (dates attended)

- \_\_\_\_\_
- \_\_\_\_\_

**Career Night** (dates attended)

- \_\_\_\_\_
- \_\_\_\_\_

**Career Cruising**

☐ Info Sent  
☐ Completed

**Notes:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Schoology**

☐ Info Sent  
☐ Completed

**Notes:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Naviance**

☐ Info Sent  
☐ Completed

**Notes:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Workplace Learning Experiences**

**Job Shadow**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Micro-Internship**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Internship**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Follow-Up:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Post-Secondary:**

Student Personal Email: \_\_\_\_\_  
College/University Attending: \_\_\_\_\_  
Workforce/Company: \_\_\_\_\_  
Career Focus/Major: \_\_\_\_\_



## Career Discovery Discover IT Participant Referral

Please submit this form for students that may qualify for the Discover IT Program. Please note that submissions will need to be approved by Discover IT Program Staff prior to application materials being released.

If you have any questions, please contact:

\_\_\_\_\_

1. Student First Name:\*

\_\_\_\_\_

2. Student Last Name:\*

\_\_\_\_\_

3. ID Number:\*

\_\_\_\_\_

4. School:\*

**Mark only one.**

- ☐ BGHS
- ☐ EGHS
- ☐ JHHS
- ☐ Newcomer
- ☐ PHS
- ☐ RMHS
- ☐ TAFV
- ☐ Vanguard
- ☐ WHS
- ☐ Other: \_\_\_\_\_

5. Staff Requesting:\*

\_\_\_\_\_

6. Title:\*

\_\_\_\_\_

7. Department:\*

\_\_\_\_\_

8. How do you know the student?:\*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. What SPED Services does the student have?:\*

*Per grant stipulations, a student must have an IEP or Section 504 to qualify for the program.*

**Check all that apply.**

- ☐ IEP
- ☐ Section 504

10. What IT indicators does the student have? \*

*Per grant stipulations, a student must have one or more of the indicators listed below in order to be considered for the program.*

**Check all that apply.**

- ☐ IT Coursework (Past or Present)
  - ☐ IT Pathway/Academic Program (as indicated in Infinite Campus)
  - ☐ PostSecondary Goal indicates IT (as indicated in the IEP)
  - ☐ Vocational Evaluation (requires one of the above as well)
  - ☐ Other: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

11. Briefly explain why your student would be a good candidate for the Discover IT Program.:\*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. Do you recommend this student for a workplace learning experience?:\* (For example: Internship)

**Mark only one.**

- ☐ YES
- ☐ NO

13. Additional comments in regards to student's abilities or educational needs: (i.e. accommodations)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

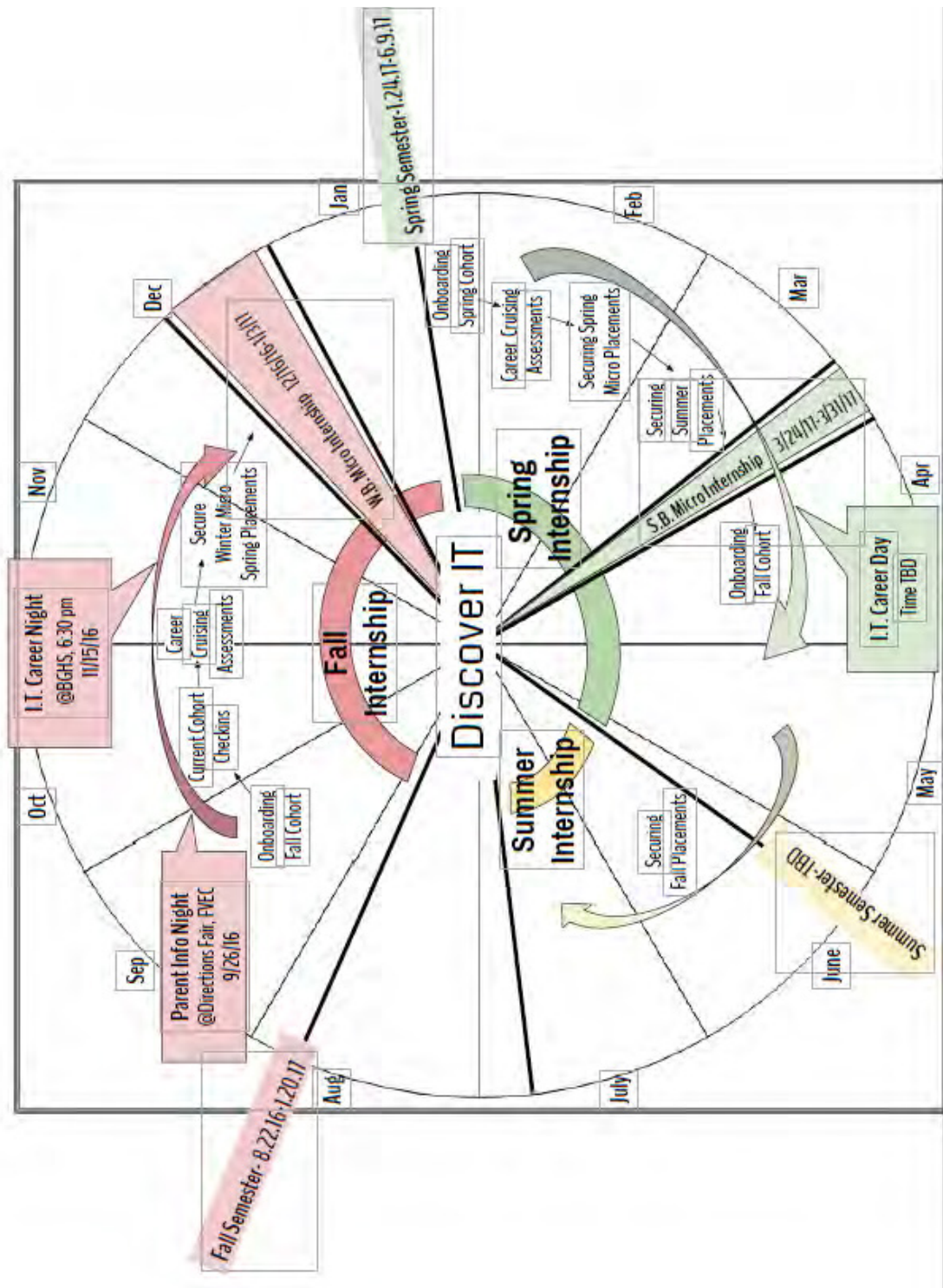
14. District Staff Email Address:\*

\_\_\_\_\_

\_\_\_\_\_



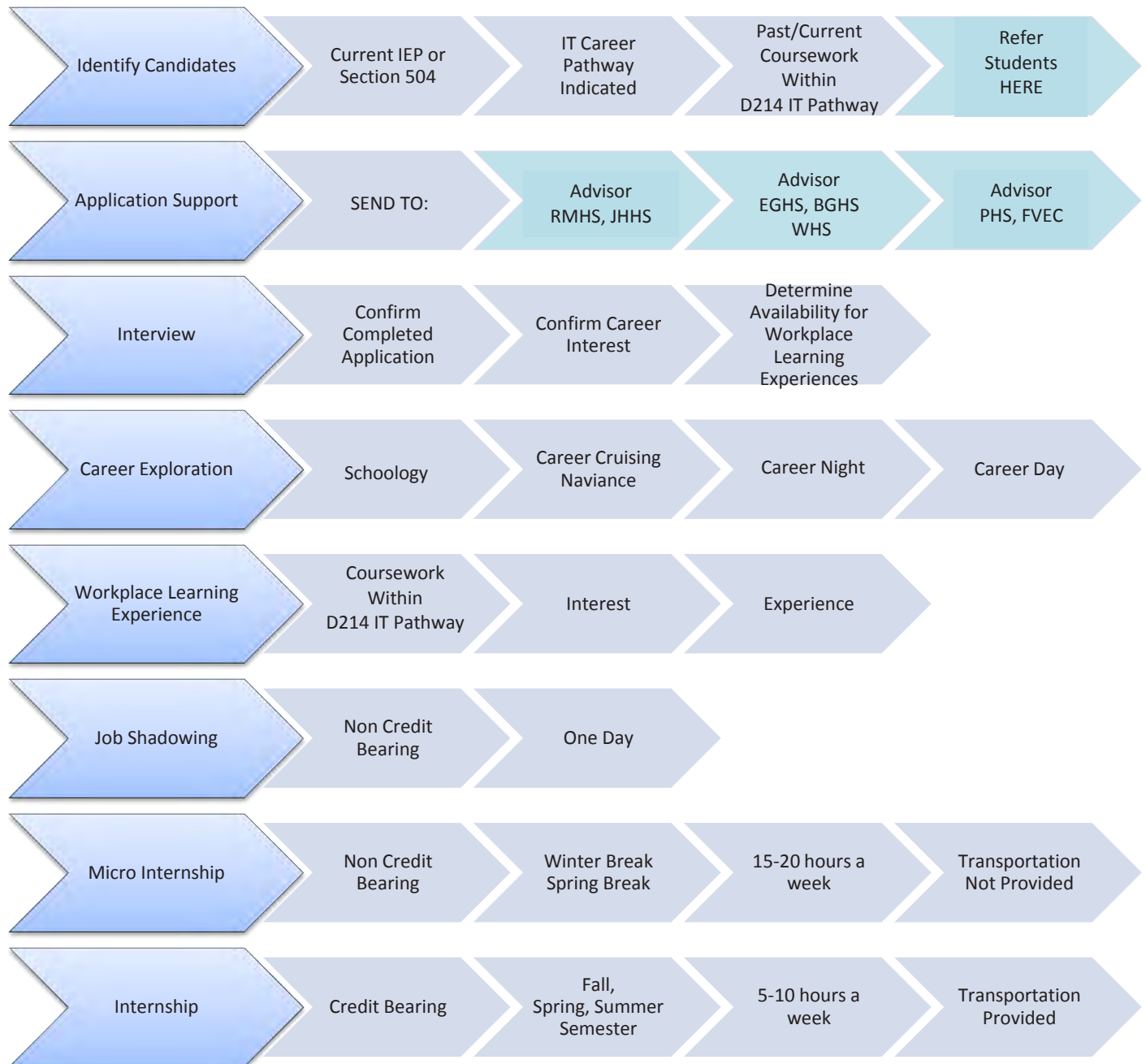
Sample Timeline







## District IT Program Staff Workflow



# Programs

## Internship

### Overview Index

Internship Interest Email to Student  
Student Application  
Parent Consent and Recommendation  
Teacher Recommendation  
Internship Interview Notification  
Internship Interview Summary Form  
Student Acceptance  
Placement Notification  
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Potential Industry Partner Visit  
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## Center for Career Discovery Internship Program Index

Category	Page	Document	Description
<b>Promotion</b>	<b>2c   6</b>	Internship Interest Email to Student	A sample email to a student who has expressed interest in the District 214 Internship Program.
<b>Application Materials</b>	<b>2c   8</b> <b>2c   10</b> <b>2c   16</b>	Student Application Parent Consent and Recommendation Teacher Recommendation	Application package for parents and student.
<b>Interviews</b>	<b>2c   19</b> <b>2c   20</b>	Internship Interview Notification Internship Interview Summary Form	Sample documents used for scheduling and conducting interviews.
<b>Acceptance &amp; Placement</b>	<b>2c   21</b> <b>2c   23</b> <b>2c   24</b> <b>2c   26</b> <b>2c   35</b> <b>2c   36</b> <b>2c   37</b>	Student Acceptance Placement Notification Internship Site Inquiry Course Information and Guidelines Worksite Agreement Form Site Data Base Student Data Base	Sample emails, documents, forms, and data bases used as students progress through the acceptance and placement process.
<b>Coursework</b>	<b>2c   31</b> <b>2c   32</b> <b>2c   33</b> <b>2c   34</b>	ePortfolio Progress Report 1 ePortfolio Progress Report 2 ePortfolio Final Analysis Paper (Career Event)	Coursework assignment description and grading rubrics.
<b>Evaluations</b>	<b>2c   40</b> <b>2c   42</b> <b>2c   45</b> <b>2c   47</b>	Self-Evaluation (Midterm) Self-Evaluation (Semester) Supervisor Evaluation (Midterm) Supervisor Evaluation (Semester)	Evaluation forms completed and submitted by students and supervisors.
<b>Site Visits</b>	<b>2c   49</b> <b>2c   50</b>	Potential Industry Partner Visit Current Internship Site Visit	Forms used when conducting visits to a new internship site or visiting the placement site for a current intern.



## District 214 Internship Program

The District 214 Internship Program provides an opportunity for high school students to interact with local professionals in order to gain valuable Career Exploration experience in an area where they have already demonstrated interest through successfully completed coursework and involvement in other career-related activities and events. Students go through a selective application and interview process.

Industry partners are tasked with providing guidance to students that enhances their skill sets and assists them in developing their professional identities. These objectives are fulfilled through training, hands-on work experience, mentoring, and supervisor feedback.

Although basic tasks are necessary at times, it is also important for the students to have opportunities to develop, use, and showcase their skills by working alongside professionals.

In order for both students and employers to get the most out of the internship experience, a dedicated career advisor is available to provide support every step of the way. The staff will also conduct site visits to check-in on students and speak with supervisors when possible.

### TYPES OF INTERNSHIPS

#### Micro Internship

A 30-hour workplace learning experience designed to support a student's career exploration and development while integrating academic coursework with hands-on experience.

#### Semester Internships

**Fall/Spring** – An 80-hour experience throughout a 16-week Fall or Spring semester.

**Summer** – A 90-hour experience throughout a 6-week Summer session.

These internships integrate academic coursework with hands-on experience and are designed to immerse students in a workplace related to their career interests.

### CURRICULUM

Students enrolled in the District 214 Internship Program receive a grade upon completion of the coursework and experience. The Internship course appears on High School transcripts and the grade received is factored into grade point average. Graded coursework includes submitting the following forms, assignments, and evaluations.

**Agreement Form** – This form is to be completed within one week of starting an internship. It includes the internship schedule and outlines the policies agreed to between District 214 and Industry Partners.

**Goal Setting** – During the first week of the internship, students are required to establish and submit 3 internship goals. Although not required, we encourage site supervisors to meet with their interns to discuss their goals and check on their progress throughout the internship.

**Analysis Paper** – Two page double spaced paper on either a career event that student attended or an interview with someone in the career field of interest.

**Reflections** – Two page double spaced paper that includes and describes the following:

Marketable skills, relevant experiences, improvements and future career choices.

**ePortfolio** – Students design their own career portfolio to personally brand themselves to prospective employers using the personal branding artifacts using the online portfolio created with google site.

**Supervisor Evaluations** – Internship supervisors are expected to complete a Midterm and Final Evaluation. Interns are rated on professional qualities—reliability, enthusiasm, teamwork etc. The evaluations are received and submitted electronically.

**Site Visits** – A District 214 staff member will conduct a site visit during the internship. These informal visits are intended to benefit both students and industry partners as an opportunity to share successes, questions, or concerns. These visits are often unannounced and the site supervisor's presence is not required although always welcome.



## District 214 Internship Program (*continued*)

### WHAT IS THE VALUE?

#### For Industry Partners

- Provide leadership opportunities for your employees through mentorship of an intern
- An opportunity to engage with and impact the local high school community
- Provide leadership opportunities for your employees through mentorship of an intern
- Insight, fresh perspective and support from motivated emerging professionals
- Increase understanding and awareness about the skills needed within your industry
- An opportunity to recruit, develop and evaluate a future pipeline of potential employees

#### For Students

- Increase learning and drive individual success through engagement in meaningful real-world experiences
- Observe and engage with professionals in their typical work setting
- Explore interest, abilities, and values that align with particular career areas of interest
- Develop and utilize networking skills to promote relationship building with industry professionals
- Develop an understanding of tasks, responsibilities, terminology, climate, and protocols that enable the student to meaningfully analyze and revise their future career plans.
- Understand the skills and contributions made to the organization's success.
- Connect, evaluate, and reflect on the experience with personal interest, abilities, and values, as well as integrate and apply knowledge through structured decision making about a career of interest.

### INTERNSHIP SITE SUPERVISOR RESPONSIBILITIES

- Provide an adequate schedule for the intern that is mutually agreed upon and averages 5-10 hours a week (15 hours a week for summer)
- Supervise, assist, and teach the intern about the industry and the required tasks, or designate a qualified mentor to do so
- Orientate the student to rules, regulations, policies, procedures, job tasks, etc.
- Assist the student in formulating personal goals for the internship and possibly with career plans
- Supply the intern with any and all supplies or equipment necessary to be successful in the internship, including safety equipment
- Complete and submit any and all forms to the district advisor or coordinator as necessary, including student evaluations
- Allow students to partake in relevant job duties to help them explore the selected career field and industry
- Understand the purpose of the internship program and the goals High School District 214 has for student interns
- Abide by the Department of Labor and District 214 policies and procedures in regards to interns at all times
- Demonstrate a safety conscientiousness at all times



## District 214 Internship Program (*continued*)

### DISTRICT 214 INTERNSHIP PROGRAM STAFF

#### Career and Technical Education Programs Supervisor

- Monitor feedback from students, parents, and industry partners
- Foster mutually beneficial relationships with industry partners and site supervisors
- Grade assignments and ensure that all course requirements are met for credit bearing internship experiences
- Conduct presentations and information sessions to familiarize industry partners and other local businesses with the internship program
- Conduct site visits

#### District Career Advisors

- Work with students to identify career interest and contact industry partners to place students in relevant internship experiences
- Review student applications, screen potential interns, interview, and make final placements
- Communicate with students and site supervisors regularly throughout the internship
- Monitor student progress, seek feedback from the student and their supervisor, and handle problems or concerns on either end
- Conduct site visits

### DEPARTMENT OF LABOR FEDERAL INTERNSHIP GUIDELINES

- 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.
- The internship experience is for the benefit of the intern.
- The intern does not displace regular employees, but works under close supervision of existing staff.
- 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.
- The intern is not necessarily entitled to a job at the conclusion of the internship.
- The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship



## Sample Internship Interest Email to Student

An internship is an excellent Career Exploration “next step” and we’re glad you have expressed interest in the District 214 Internship Program.

### DISTRICT 214 INTERNSHIP COURSE

The District 214 Internship Course provides committed Junior and Senior students with an UNPAID opportunity to earn credit while they experience hands-on learning and become more knowledgeable in a career area of their choice.

#### Spring & Fall

A one-semester course (.5 credit) is available.

Fall and Spring Internships require an average of 5-10 hours of work per week.

\_\_\_\_\_ is the application deadline for students to apply for a \_\_\_\_\_ internship.  
Date Semester

\_\_\_\_\_ is the application deadline for students to apply for a \_\_\_\_\_ internship.  
Date Semester

#### Summer

A two-semester summer course (.5 credit) is available. Summer Internships require 15-20 hours of work per week.

\_\_\_\_\_ is the application deadline for students to apply for a \_\_\_\_\_ internship.  
Date Semester

Students can earn a letter grade (A = 5.0) or take the course Pass/Fail.

The Internship Course is included on high school transcripts.

In the Fall & Spring, transportation is sometimes available upon request.

### MICRO INTERNSHIPS

A Micro Internship is NON-PAID, NON-CREDIT bearing short-term experience. These internships often take place during Winter Break or Spring Break. Summer Micro Internships are also available through the TDP Program. *Reliable transportation is required.*

### INTERNSHIP APPLICATION INFORMATION

Student Application, Parent Recommendation, and 2 Teacher Recommendations are required.

All forms can be completed and submitted electronically.

#### Fall & Spring

<http://www.d214.org/academics/fall-and-spring-semester/>

#### Summer

<http://www.d214.org/academics/summer-internships/>

#### Micro

<http://www.d214.org/academics/micro-internships/>

#### Application Deadlines

November 1 – Spring Semester

April 1 – Summer

May 1 – Fall Semester



## **Sample Internship Interest Email to Student (*continued*)**

If you are considering a 2017 Spring Semester Internship:

1. Reply to this email as soon as possible to officially express your interest.
2. Complete and submit the following by November 1.
  - Student Application
  - Parent Recommendation
  - Teacher Recommendation 1
  - Teacher Recommendation 2
3. Discuss the District 214 Internship Program with your Guidance Counselor.

Please fully consider your schedule and after school activities prior to applying for admission to this program.

I will be glad to answer any questions you might have.

Thanks  
Career Discovery Team





## Student Application

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ ID Number: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip code: \_\_\_\_\_

Student Cell Phone: \_\_\_\_\_ Student Email: \_\_\_\_\_@stu.d214.org Date: \_\_\_\_\_

I wish to participate in the Internship Program:

**Check all that apply.**

- ☐ Fall Semester
- ☐ Spring Semester
- ☐ Summer (2 Semesters)\*\*
- ☐ Summer Career Academy (ELL)\*\*
- ☐ Fall Micro Internship+ (Winter Break)
- ☐ Spring Micro Internship+ (Spring Break)
- ☐ Summer TDP Micro Internship\*\*

\*Summer school fees apply

\*Must have own transportation

### Career Clusters

Please rank your top three choices from the list below  
(1=1st choice, 2=2nd choice, 3=3rd choice)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law Enforcement Services/Corrections Services
- Manufacturing
- Marketing, Sales and Service
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

### EDUCATION

High School: \_\_\_\_\_

Counselor: \_\_\_\_\_

List any Career Related Courses: (Include years)

Course Projects completed/skills learned




**Student Application** *(continued)*

**WORK/VOLUNTEER EXPERIENCE**

*(Include paid and unpaid opportunities)*

List any work experience: *(Include years)*

Description of responsibilities/projects/skills learned

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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**EXTRA-CURRICULAR ACTIVITIES**

List any activities: *(Include years)*

Description of responsibilities/projects/skills learned

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
-------------------------------------------------------------	-------------------------------------------------------------

Save this file as **First Name. Last Name. ID Number. INTERNAPP**  
and e-mail it to **The Center for Career Discovery**



## District 214 Internship Program – Parent Consent

*To be completed by parent or guardian*

Your son/daughter has expressed interest in the District 214 Internship Program.

An Internship is an authentic educational experience available to Juniors and Seniors. However, since the experience is subject to industry partner policies, it is highly recommended students be at least 16 years old.

Traditional Internships are non-paid/for credit offered during the fall, spring, averaging 5-10 hours per week and 30 hours a week during the summer. Micro Internships are non-paid/NO credit offered during the fall, spring and summer semesters, usually lasting 1-2 weeks long. Students average 15-20 hours a week and usually align the internship with a school break (e.g. Spring Break). Experiences like these, are provided to support career exploration through hands-on opportunities to observe and engage in relevant work and obtain information about a potential career path.

*Please see the Parent/Guardian Letter that has more detailed information*

### **DISTRICT 214 DISCOVER I.T. PROGRAM REQUIREMENTS:**

- Student Application
- Two (2) Teacher Recommendations
- Interview
- Parent Consent Form
  - Medical Insurance (*A policy can be purchased through District 214*)\*
  - Reliable Transportation\* (*Transportation is not offered for micro internships or during the summer*)

*\*Please attach a copy of your medical insurance & auto insurance cards..*

*Having a parent complete and submit all portions of this form is an essential part of the Internship Application.*

Any student information you provide will be confidential.

Student First Name: \_\_\_\_\_ Student Last Name : \_\_\_\_\_

Home Address: \_\_\_\_\_  
City State Zip Code

School: \_\_\_\_\_ ID Number: \_\_\_\_\_

Counselor: \_\_\_\_\_ Case Manager: \_\_\_\_\_

Parent's Name (*Please Print*): \_\_\_\_\_

Parent cell phone: \_\_\_\_\_ Parent email address: \_\_\_\_\_

Parent Address: \_\_\_\_\_  
City State Zip Code

**District 214 Internship Program – Parent Consent (*continued*)**

My son/daughter has expressed interest in exploring the I.T. Field through:

- ☐ Traditional Internship
  - ☐ Fall
  - ☐ Spring
  - ☐ Summer
  
- ☐ Micro Internship
  - ☐ Fall~Winter Break
  - ☐ Spring ~ Spring Break
  - ☐ Summer ~ TDP Micro\*

\*Summer school fees apply

These are required for workplace learning experiences (e.g. internships, on-the-job training, etc.)



## Parent Recommendation

*Please rate your STUDENT on the following qualities.*

Professional Qualities	Excellent	Good	Average	Below Average	Needs Improvement
Punctuality					
Reliability					
Safety Conscious					
Quality of Work					
Dependability					

Attitude	Excellent	Good	Average	Below Average	Needs Improvement
Takes Initiative					
Shows Enthusiasm					
Positive Attitude					
Responsible Behavior					
Demonstrates Maturity					
Leadership Ability					
Teamwork					
Politeness					

Learn Qualities	Excellent	Good	Average	Below Average	Needs Improvement
Self-Motivated					
Organized					
Problem Solving Skills					
Demonstrates Integrity/ Honesty					
Shows Respect for Self					
Shows Respect for Others					
Understands the Viewpoint of Others					



**Parent Recommendation *(continued)***

1. Please describe a time when you saw your student demonstrate some of their strengths: \_\_\_\_\_

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2. Please describe a time when you saw your student overcome an obstacle: \_\_\_\_\_

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3. Please describe a time when your student had to use problem solving skills to arrive at a solution:

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4. Additional comments in regards to student’s abilities or educational needs: *(i.e. accommodations your student may need)*\_\_\_\_\_

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## Medical Insurance

Your child wishes to participate in an off -campus internship placement from Township High School District 214. Such participation will require training from and on the premises of a participating community mentor. As a participant, your child will receive no wages for training time and may not be protected by the Workmen's Compensation laws of the State of Illinois for any injury or illness incurred as a result of his/her onsite training.

Because of this exposure, District 214 recommends that all participants in off -campus program placement be adequately covered by hospital/medical insurance. As a condition in any off -campus program placement, you must select one of the options indicated below:

☐ **A.** I, \_\_\_\_\_ elect to purchase the hospital/medical insurance plan  
(Parent name)  
offered by Township High School District 214 to cover my child, \_\_\_\_\_  
(Child name)  
who is a participant in Township High School District 214's off-campus program. If this option is selected, purchasing details will be sent to you and confirmation of payment will be required.

OR

☐ **B.** I, \_\_\_\_\_ am a participant in a hospital/medical plan with  
(Child name)  
\_\_\_\_\_. Please attach a copy of insurance card (Insurance Company)  
(Insurance Company)  
The benefits provided by this plan meet the coverage needs of these programs and are equal to or greater than the District 214 plan and also cover my child.

## Transportation

We/I the undersigned parent(s)/guardian(s), do hereby give permission for our child to drive/ride to and from the classroom site. The parent(s)/guardian(s) will define guidelines regarding this privilege (see below).

As the parent or guardian of above named student, we direct that the following transportation guidelines apply to the student.

- ☐ May drive to and from the classroom site.  
Furthermore, we verify that our child has automobile insurance or is covered by automobile insurance policy.  
Automobile insurance company\* (if driving): \_\_\_\_\_  
Account/Member Number: \_\_\_\_\_  
Name of Agent: \_\_\_\_\_ Telephone: \_\_\_\_\_
- ☐ May not drive to and from the classroom site, but may be a passenger in:
- ☐ A school/contracted vehicle ☐ Parent approved alternative transportation

*\*Please attach a copy of both your health insurance card and your auto insurance policy.*



## Release of Information

The District Internship Program is a great opportunity which allows students to get an inside look at a career field. In order for the program to be successful, interns need to adhere to the rules and responsibilities which come along with the program. Students will be expected to strictly follow attendance, dress code, cell phone use, and other policies established with the supervisor.

If you have any questions please do not hesitate to contact The Center of Career Discovery.

### PARENT CONSENT AND RELEASE

I, hereby, consent to have my son/daughter,

\_\_\_\_\_, photographed, videotaped, audiotaped, and/or interviewed by District 214 and/or the news media when its purpose is to promote District 214 and its programs.

Interviews and photographs will be granted only at the recommendation of the administration or staff.

The videotape/photograph/audiotape of the student will not be used by the district for commercial purposes or for monetary gain. As the child's parent or legal guardian, I agree to release and hold harmless District 214, the Board of Education, its members, trustees, employees, agents, officers, contractors, and volunteers from and against any and all claims, demands, actions, complaints, suits or other forms of liability that shall arise out of or by reason of, or be caused by the use of my child's photograph, likeness or voice on television, radio or motion pictures, or in the print medium.

I further agree that no monies or other consideration in any form, including reimbursement for any expenses incurred by me or my child, will become due to me, my child, our heirs, agents, or assigns at any time because of my child's participation in any of the above activities or the above described use of my child's photograph, likeness, or voice.

### OFF CAMPUS RELEASE

Township High School District 214 offers a number of off-campus courses. In some cases these off-campus classes will not meet five days a week. Students who are enrolled in these off-campus programs have an attendance option on those days when the course is not in session. When the course does not meet, the student may:

- A. Elect an early dismissal option
- B. Elect to be enrolled in a supervised study situation

Your student will have the option of being assigned to a supervised study at the school or being released with your approval during the scheduled periods when their off-campus course does not meet.

- ☐ My student has my permission to be dismissed from school on days when the off-campus course does not meet. I accept responsibility for his/her activities during these times.
- ☐ I request that my student attend a supervised study on days when the off-campus course does not meet

I understand the rules and responsibilities of the District Internship Program and approve of my child being a part of the program. I understand if my child does not abide by Internship rules, they may be dropped from the course.

**I AM IN FULL SUPPORT OF AND COMMITTED TO MY SON'S/DAUGHTER'S PARTICIPATION IN THE INTERNSHIP PROGRAM.**

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Once this form is fully complete:

Save this file as **First Name. Last Name. ID Number. ParentConsent**  
It should then be emailed from the student to **The Center for Career Discovery**





## Teacher Recommendation Form

The student named below has applied for participation in the District 214 Internship Program. Please give us your feedback on this student.

Having a teacher complete and submit this form is an essential part of the Internship Application. ***Our program requires two recommendation forms from two faculty/staff members.***  
**Any student information you provide will be confidential.**

In accordance with the District 214 Career Pathways and Life Plan programs, students will acquire career experiences through part-time employment, volunteering experiences, and workplace learning experience/or mentorships. We are offering an opportunity for students to participate in internship activities which will focus on their specific career interest. These supplemental learning experiences will give students opportunities to explore and fit themselves into the world of opportunity beyond the high school classroom. It will afford students hands-on learning that cannot be replicated in the classroom.

District 214 students who are interested in various careers will be able to pursue their interests at businesses and corporations throughout the north and northwest suburbs. District 214 and the various businesses have collaboratively developed an Internship Program for high school students. These programs are designed to give students an opportunity to learn about a career and apply this information to their life and career plans.

These programs are for students who will be entering their junior or senior year of high school and who (1) are extremely committed to pursuing a career in their selected internship, and (2) have the knowledge, skill, dedication and spirit required to engage in a very rigorous and challenging authentic learning experience.

Student Last Name: \_\_\_\_\_ Student First Name: \_\_\_\_\_

School: \_\_\_\_\_ ID Number: \_\_\_\_\_

Teacher Evaluator: \_\_\_\_\_

Teacher Email: \_\_\_\_\_ Date: \_\_\_\_\_

How do you know the student? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Teacher Recommendation Form *(continued)*

Please use the following form to rate the nominated student in the areas indicated.

<b>The student learns content (<i>Check ONE</i>):</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree Strongly</b>	<b>Disagree</b>	<b>Don't Know</b>
Easily						
Intuitively						
With little repetition						
Retains learning						

<b>The student is interested in:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree Strongly</b>	<b>Disagree</b>	<b>Don't Know</b>
The subject matter						
Learning more about the subject matter, e.g., doing research reading, taking more classes						
Doing quality work and meeting high standards						
Age advanced knowledge and concepts						
Expressing opinions about the subject matter						

<b>The student:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree Strongly</b>	<b>Disagree</b>	<b>Don't Know</b>
Uses the subject matter to reason and solve problems						
Uses the subject matter in original ways						
Sees connections between different components of the same subjects						
Sees connections between the subject matter and other areas						
Produces many ideas related to the subject matter						
Works problems to completion						
Uses observation to understand the subject matter						
Analyzes their own abilities						
Designs quality productions						
Displays humor						
Understands another point of view						
Shows initiative						



## Teacher Recommendation Form *(continued)*

Make additional comments on this student's abilities or educational needs below: \_\_\_\_\_

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Once this form is fully complete:

Save this file as **Student First Name. Student Last Name. ID Number.TEACHER1REC**  
and e-mail it to ***internprogram@d214.org***

**District 214 Internship Program: FALL – [Student's Name] – Interview**

To: [Student's Name]

From: [Career Advisor's Name], District 214 Career Advisor

Re: Internship Interview Appointment

We are conducting \_\_\_\_\_ Internship Interviews THIS WEEK.  
Year/Semester

Your interview is scheduled for:

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

Location: College &amp; Career Center

**If needed, this email can serve as your “pass” before and after the interview.**

I am looking forward to meeting with you.

Please remember to regularly check your d214 e-mail account for Internship information and updates.

**If you are unable to make this appointment**

Please call or email \_\_\_\_\_ at: \_\_\_\_\_  
Career Advisor's Name

Thanks!

School: \_\_\_\_\_

Counselor: \_\_\_\_\_



## Internship Interview

Student Name: \_\_\_\_\_ ID Number: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Cell Phone Number: \_\_\_\_\_ Age: \_\_\_\_\_

Interviewed By: \_\_\_\_\_ Date: \_\_\_\_\_

### Internship/Experience Type

- ☐ Traditional
- ☐ Micro
- ☐ DEI-IT
- ☐ ProStart
- ☐ ELL
- ☐ Other

Career Interest: \_\_\_\_\_

Post-Secondary Plan: \_\_\_\_\_

Why Interested?: \_\_\_\_\_

Previous Experience (*include details*)

Career Trek: \_\_\_\_\_

Career Night: \_\_\_\_\_

Coursework: \_\_\_\_\_

Other: \_\_\_\_\_

Availability: (*job, school, volunteer*) \_\_\_\_\_

Extracurricular Activities: (*sports, activities, volunteer*) \_\_\_\_\_

### Transportation Needs:

- ☐ Driving Self   ☐ Has Ride   ☐ Cab Needed

Questions: \_\_\_\_\_

Ideas on Placements/Experiences: \_\_\_\_\_

Other Information: \_\_\_\_\_

### Application Status:

- ☐ Complete   ☐ Incomplete

Interview Comments/Notes: \_\_\_\_\_



## Sample Student Email

We send two emails to students: one to confirm that they are still interested in an internship and another to congratulate them on their acceptance. I have copy and pasted each of those emails below. There were some different versions of the acceptance letter sent based on whether or not the student was missing any documents. If missing a teacher rec, documents are due the 29th. For all else, it is due the 22nd. If all documents turned in, that section is omitted. For more information about email send and receipt dates and missing documents, please see the spreadsheets I shared this afternoon.

---

Dear Student,

We hope you have been enjoying your summer! As the new school year approaches, we are gearing up to start placing students in their internships for the fall semester.

Before doing so, we are reaching out to all fall enrollees to confirm your interest in the program. We do not want to place a student only to find out that they have withdrawn from the program. This wastes time and resources and can take away a placement from another student.

If you are still interested in exploring your career through a fall internship, please **contact me or [Internship Supervisor Name] by [Day, Date, Time]**. Failure to reach out by that date may result in your being dropped from the program.

Please let me know if you have any questions.

---

Dear Student,

Congratulations. You have been accepted into the District 214 Internship Program for \_\_\_\_\_!  
Semester/Year

Please read on for important information about the program.

Your enrollment will be finalized when your application is 100% complete and all required documents have been submitted. Please turn in the following documents via email Internship Supervisors email by [Date]. *Failure to do so may delay your internship or even result in you being withdrawn from the program.*

- Copy of health insurance

Fall 2016 internships will begin the week of August 29; the day(s) of week will depend on the schedule you arrange with your internship site supervisor.

Due to the exponential growth of the District Internship Program, District 214 Career Advisors will be assisting to support you. You may remember interviewing with one of them. We work as a team, and you can expect to receive emails from all of us.

You may even see us out at your internship site from time to time.

**Communication is Key.** If any problem should occur, please contact one of us immediately! We want students to be able to have the same opportunity as you do in the future. It is your responsibility to check your school email account daily, as there will be course updates and information that needs to be shared. You will receive information regarding Moodle 2 enrollment, your Internship Agreement form, and Remind 101 in mid- August.



## Sample Student Email (*continued*)

**It is imperative that you:**

- See your counselor to make sure the internship course, 09870, appears on your schedule during the period(s) discussed during your interview.
- Complete P/NC paperwork through your counselor if this is the option that is best for you. I will need to sign off on the form as well, and maintain a completed copy in your file.

Lastly, be sure to take full advantage of this opportunity to explore your self-identified area of interest. Please remember you are representing District 214 when you intern! Take initiative, ask lots of questions, challenge yourself, and build your professional network by making a great impression

Please reply to this e-mail by [Day/Date] to confirm you have received it.



## Student Placement Letter

[Student Name]

Your [Year/Semester Career Area] internship placement is [Internship Site].

Please contact [Internship Supervisor] to discuss your schedule, dress code, and any other expectations.

You will need to intern an average of 5-10 hours per week.

Prior to contacting [Him/Her], you should also visit this website to gain familiarity.

*[Internship Website Link]*

Your internship should begin the week of [Start Date] (or as soon as placement information is received) and conclude [End Date].

[Internship Site]

[Internship Address]

[Internship Phone]

[Internship Supervisor]

[Internship Supervisor Email]

You will receive .5 credit for the course.

I will be checking with you and your supervisor periodically.

You will also be expected to promptly submit requested documents and complete weekly assignments; more information about this will be provided shortly.

We hope you will find this a rewarding, authentic learning experience.

This relevant hands-on opportunity will help you make a more informed career decision.

You will be getting a firsthand look at a career of your choice and seeing how it fits into your future plans.

Please remember you will get out of this experience what you put into it, so take initiative and ask questions of your supervisor.

This is an excellent way to learn specific details about your career choice.





## Industry Partner Letter

[Email Subject:]

District 214 Internship Program -- [Year/Semester] -- Student Seeking Placement

We recently conducted [Year/Semester] Internship interviews and I met with a Hersey High School Junior who is requesting a [Year/Semester] "Engineering/Manufacturing" internship.

He is taking another high school summer school course, so I believe he will be available after [Time] on weekdays.

His coursework includes:

Introduction to Engineering Design  
Computer Integrated Manufacturing  
Principles of Engineering  
Honors Pre Calculus  
Physics  
Mandarin Chinese

[Year/Semester] Internships begin [Day/Date] and conclude [Day/Date].

A few details ...

This program is an UNPAID valuable hands-on learning experience which cannot be replicated in the classroom.

- The Internship is a two -semester course (.5 credit)
- The Internship is included on high school transcripts.
- Students must be able to work 15-20 hours per week.
- Students submit weekly updates to a District 214 instructor and the instructor also monitors and evaluates their participation.
- An internship supervisor is only asked to submit 2 evaluations that take minutes to fill out and are returned electronically. (sample attached)

More District 214 Summer Internship information is available at:

<http://www.d214.org/academics/summer-internships/>

Please let me know if you have additional questions.



## **Course Information Email (with Course Guidelines and Agreement Form)**

### **WELCOME TO THE [SEMESTER/YEAR] INTERNSHIP COURSE**

Some of you have received your Internship placement information and others will be receiving information about their placements in the next couple of weeks. Please be patient as we are working very hard to securing a placement for you.

Below you will find the information for the fall internship assignments. Everyone must do the assignments regardless if you have started your internship or not.

### **IMPORTANT COURSE INFORMATION**

#### **1. Course Guidelines**

See attachment.

#### **2. Internship Agreement Form**

You will need to complete your Internship Agreement form by [Date].

You can either complete the form electronically, scan and email it to me or complete it by hand and submit it to your counselor, who will then forward it to me. A completed form requires your site supervisor's signature, as well as yours and a parents.

#### **3. Moodle 2**

Moodle 2 enrollment code (\_\_\_\_\_). Follow the steps to enroll in the course. Moodle 2 is where you will complete your assignments for the course. Let [Internship Supervisor] know if you have any problems logging on. You will be responsible for completing assignments on Moodle 2, starting the week of August 29.

#### **4. Moodle 2 - Goal Setting**

You will need to set goals for yourself for the Internship. The open period for goal setting begins [Date]. Log onto Moodle 2 for more information.

#### **5. Remind 101**

You will have an option to sign up for Remind 101 to receive reminders related to the course. Information on how to sign up is attached.

If you have any questions please do not hesitate in contacting the Career Discovery Team.



## District Internship Program

*“Tell me and I forget, teach me and I may remember, involve me and I learn.”*

–Benjamin Franklin

### 09870-DISTRICT INTERNSHIP PROGRAM

#### Course Description

The District Internship Program integrates academic curriculum with supervised work experience in the community. Internships are an essential part of a student's academic experience which promotes the life-long education process of integrating work and learning; enables students to view their internship experience within a broad world perspective; assists advanced skill development and career decision-making; drives individual success through on-the-job experiences; and provides students with valuable networking opportunities

#### Course Objectives

- To observe and engage with professionals in their typical work setting.
- To learn specific job tasks of the person(s) you work alongside.
- To be assigned authentic work tasks as developmentally appropriate.
- To gain insight into the career planning process including interests, abilities, and values that may align with a particular career.
- To identify potential career opportunities with possible majors of study.
- To develop critical thinking competencies, and problem solving abilities, to find a common ground among competing points of view and work toward a solution acceptable to diverse interests.
- To gain awareness of the ethics and some of the societal and world issues that affect your workplace.
- To gain self-awareness and begin to see yourself as a productive member of the profession.
- To understand the skills obtained during your internship as well as the contributions you make to your organization's success.
- To have the opportunity to improve your ability to communicate including developing and utilizing networking skills.

#### Materials Needed For this Course

- Access to a computer for Schoology (Online Course Assignment Management) and email. Notification of acceptance, Schoology Enrollment Instructions, and other communication will take place using your District 214 e-mail address.
- Upon acceptance, the following electronic forms (available via Schoology) need to be e-mailed to The Center for Career Discovery
  - Internship Agreement

#### Attendance

Spring internships start the week of January 30, and end the week of May 22, depending on the day(s) you arrange with your site supervisor.

You are not required to attend your internship on non-attendance days or holidays; however, it is your responsibility to communicate these days with your site supervisor.

- A. Attendance is **EXTREMELY** important in this program. After 2 absences a warning will be given. After 3 absences there will be a reduction in grade. After 4 absences you may be dropped from the program.
- B. You need to intern a minimum of 5 hours per week. You will need to follow our district calendar and are only required to attend your internship when our district is in session. **If you are absent, you will need to let your site supervisor and [ ] know by 8:00 AM on the day of your absence.**

***Any missing hours should be made up within the quarter they are missed.*** [Date internship ends for current semester.]

#### Attendance/Tardy Policy

District 214 has a tardy policy in place which will be enforced. Be on time to your internship and ready to work!



## District Internship Program (*continued*)

### Dress Code

District 214 has a dress code policy in place which will be enforced. Appropriate attire is necessary for the Internship and workplace environment. Therefore the following is not allowed: shorts, short skirts, athletic clothing, yoga pants, or revealing tops.

In addition, students need to discuss dress code with their internship placement site supervisor to adhere to any business attire regulations.

### Transportation

Students who are driving themselves need to arrive to their internship site on time.

Students who are cab riders need to be outside ready for the cab each day and report directly to their assignment upon arriving at the site. If they miss the cab, it may be counted as an absence.

Please call if you have any questions or concerns with the cab. You may also contact The Center for Career Discovery for assistance.

If you are leaving a message you need to speak clearly, state your first and last name, along with the number you are calling from.

### Assignments

In addition to attending their internship site, students are also responsible for completing assignments via Schoology and email.

All assignments must be submitted by the time/date deadline. Late assignments may result in a grade reduction of up to 30%. Here's why: turning in late work at your job will negatively impact your performance reviews, and in some cases, may even cause for termination. Stay in tune with this class and turn in work on time for a good grade/experience.

Assignments must be the original work of the student. Students are always encouraged to consult appropriate references on assignments. Submitting any material by another person, including what is contained on a website, without proper acknowledgement as part of one's assignment is considered plagiarism per District 214 policy. Students should be aware that a charge of plagiarism, if proven, could result in an automatic "F" for the assignment, failure of the course, and/or additional disciplinary actions.

Students who experience technology problems during the semester and cannot access Schoology will need to email me their assignments, or submit handwritten assignments to their counselor who will then forward them to me.

### ASSIGNMENT DETAILS

#### 1. Analysis Paper – Career Event OR Interview.

Attend a career event OR interview a relevant professional for networking practice. DUE [Date/Time]. Format: 2-3 pages, double-spaced. A scoring rubric can be found on Schoology.

**Career Event option:** Attending a career event will give you fresh insight on the job search process. Find and attend one career event, within D214 or outside of, that is relevant to your career needs.

Analysis for your career event **must** include:

- The name, date, location, and description of the event attended.
- A description of 3 key insights that you found insightful.
- A description of how you will use the information learned in your current internship position, and/or your career planning & job search efforts.

**Interview option:** Informational interviews are a form of face-to-face networking. Unlike a job interview, you will lead the questioning with the goal of obtaining more information about a prospective company or career path. Set up an informational interview with a family member/family friend or with a seasoned professional that you have sourced independently that currently works in your interested professional field or at your internship site.

You may devise your own questions; or here are some suggested questions to guide your thinking:

- What encouraged your interest in this field/career?
- What do you wish you would have known earlier in your life about choosing a career?
- Describe your "typical" day at work. How routine is it? How different is it each day?



## District Internship Program (*continued*)

- What do you most look forward to as you head in to work each day?
- What are the upsides of your job? What makes it worthwhile?
- What are the downsides of your job? What might discourage a person from entering this career?
- To whom do you most recommend this career? What qualities and qualifications would they have to have to fit in?
- How has technology changed positions within the company?
- What do you see as the employment outlook for this occupation?
- What role do “teams” have in your company’s operation and structure? Do some employees find it difficult to be part of the “team”? If so, what do you do about it?
- What advice would you offer young people entering the workforce today?

### Analysis for your interview **must** include:

- Name, title, and responsibilities of the interviewee.
- Discuss the questions/answers you had with your interviewee.
- Reflect on what you learned about your chosen career path and how this shapes your career interests or plans.
- Discuss what you plan to do next to ensure you are a marketable candidate for this chosen career path.
- Reflect on how this interview has affected the way in which you will prepare for job-seeking activities.

**2. ePortfolio.** Design your own career portfolio to personally brand yourself to prospective employers. Final ePortfolio DUE [Date and Time]. **Format:** Online portfolio created with Google site, complete with personal branding artifacts. You will be turning in a link to your ePortfolio.

There will be **2 progress checks** prior to final submission of your ePortfolio to ensure you are on target.

A link containing a sample ePortfolio will be emailed to you. A scoring rubric can be found on Schoology.

- The ePortfolio will be in electronic format and highlight academic/work/personal achievements, projects from your internship that are relevant to your career choice(s), and personal branding items that will illustrate you to be a unique value-bringing candidate to a prospective employer.
- The ePortfolio should focus on quality vs. quantity of samples, be well-organized, be of high quality, and should set you apart from your peer group in the eyes of prospective employers.
- The ePortfolio should include relevant artifacts that might include business communications that you have written (project plans, memos, letters, etc), complimentary email notes/recommendations from employers, impressive performance evaluations, descriptions of projects you have worked on at your
- Internship, research papers that you have written, financial analysis/spreadsheets that you have put together, images/graphs/art/photography/music projects that you have created/worked on, academic accolades/awards, your resume, etc.

Google Sites are easy to use, free, and makes a great ePortfolio that you can continue to evolve long after this class ends.

Start collecting samples **NOW**. Then, select optimal samples for your final ePortfolio. You will be turning in a link to your ePortfolio.



## District Internship Program *(continued)*

### GRADING

Internship students will be graded on attendance, assignments, final exam/reflection paper, and internship site performance as indicated on internship placement site supervisor evaluations. Assignments will be entered into Infinite Campus within two weeks. If a student is missing an assignment, the grade will appear as MIS, indicating that the assignment has not been turned in but may be completed for credit. Missing grades count as zeros until they are completed and evaluated. Students should make up work during the quarter in which it is assigned.

### Grade Distribution

**Internship Site Performance** tasks are **50%** of your overall grade.

Task	Due Date and Time	Total Possible Points
Student Self-Evaluation 1 – Quarter		100
Student Self-Evaluation 2 – Semester		100
Site Supervisor Evaluation 1 – Quarter		200
Site Supervisor Evaluation 2 – Semester		200

**Assignments** are **40%** of your overall grade.

Task	Due Date and Time	Total Possible Points
Internship Agreement Form***		140
Goal Setting		28
Analysis Paper – Career Event OR Interview		100
ePortfolio – Progress Check 1		28
Goal Reflection 1 – Quarter		28
ePortfolio – Progress Check 2		28
Goal Reflection 2 – Semester		28
ePortfolio – Final		100

\*\*\***Internship Agreement Form** is worth **11%** of your overall grade. By not submitting this form, the highest grade you can earn in the course is an 89%. A completed form must contain your established internship schedule and all required signatures.

The **Final Exam** is **10%** of your overall grade.

Task	Due Date and Time	Total Possible Points
Reflection Paper		120

**Grading Scale:** 90-100 A | 80-89 B | 70-79 C | 60-69 D | 59 and below F





## **District Internship Program (*continued*)**

### **A FEW GUIDELINES TO ENSURE A GOOD INTERNSHIP EXPERIENCE**

**Responsibility and Willingness to Learn:** You are now going to be in the role of a business professional. It is important that you act maturely and responsibly. Make sure you are meeting with your internship site supervisor daily and are prepared every day.

**Confidentiality:** Being in this role may give you access to confidential information. Keeping information confidential is mandatory. Any violation may result in being dropped from the program and disciplinary action.

**Communication is Key:** It is your responsibility to check your district email daily for any updates. If you are absent, you will need to let your site supervisor and me know by 8:00 AM on the day of your absence. If any problem should occur during your internship, please contact me immediately. I want students to be able to have the same opportunity as you do in the future.

**Take Initiative:** You will get out of this program what you put into it! It is a privilege to be an intern. You should not earn less than an “A” for your performance at your internship site since you are expected to step up and give your BEST every day you are there.



## Scoring Rubric for Internship Program ePortfolio Progress Check #1

For Progress Check #1, your ePortfolio template needs to be created, containing a separate page for each of the sections listed below. As a reminder, you must share the link to your ePortfolio with me.

	Instructor Comments	Score
<b>Welcome</b> Page Created 4 pts		
<b>Contact Info</b> Page Created 4 pts		
<b>Career Objective/Profile</b> Page Created 4 pts		
<b>Other Experiences</b> Page Created 4 pts		
<b>Work Samples</b> Page Created 4 pts		
<b>Education</b> Page Created 4 pts		
<b>Letters of Recommendations, Evaluations, Notes</b> Page Created 4 pts		
<b>/28 TOTAL POINTS</b>		





## Scoring Rubric for Internship Program ePortfolio Progress Check #2

For the first progress check, you created your ePortfolio. For Progress Check #2, you will continue to input information into your ePortfolio. Please follow the directions next to each section under instructor comments.

	Instructor Comments	Score
<b>Welcome</b> Paragraph sharing who you are and what visitors can expect to find in your ePortfolio 4 pts	<i>This needs to be <b>completed</b> by Progress Check #2</i>	
<b>Contact Info</b> Email hyperlink works 4 pts	<i>This needs to be <b>completed</b> by Progress Check #2</i>	
<b>Career Objective/Profile</b> Statement summarizes your career goal/objective, what led you to your career path, and what your post- secondary plans include 4 pts	<i>This needs to be <b>completed</b> by Progress Check #2</i>	
<b>Other Experiences</b> Includes school/extra-curricular activities, awards, volunteer experience etc., and also photos or logos 4 pts	<i>This needs to be <b>completed</b> by Progress Check #2</i>	
<b>Work Samples</b> Includes at least 3 articles, papers, projects, and/or reports, so your audience can see your work; also includes at least 3 photos or graphics for further illustration 4 pts	<i>This needs to be <b>started</b> by Progress Check #2</i>	
<b>Education</b> Lists courses you have taken that relate to your career path(s) of interest. Includes early college credit, industry certifications, and/or internship experiences 4 pts	<i>This needs to be <b>completed</b> by Progress Check #2</i>	
<b>Letters of Recommendations, Evaluations, Notes</b> Include at least 3 samples of feedback you have received from your internship site supervisor, employers, teachers, and peers 4 pts	<i>This needs to be <b>started</b> by Progress Check #2</i>	
<b>/28 TOTAL POINTS</b>		



## Scoring Rubric for Internship Program ePortfolio

	Instructor Comments	Score
<b>Welcome</b> Paragraph sharing who you are and what visitors can expect to find in your ePortfolio 10 pts		
<b>Contact Info</b> Email hyperlink works 5 pts		
<b>Career Objective/Profile</b> Statement summarizes your career goal/objective, what led you to your career path, and what your post- secondary plans include 15 pts		
<b>Other Experiences</b> Includes school/extra-curricular activities, awards, volunteer experience etc., and also photos or logos 15 pts		
<b>Work Samples</b> Includes at least 3 articles, papers, projects, and/or reports, so your audience can see your work; also includes at least 3 photos or graphics for further illustration 20 pts		
<b>Education</b> Lists courses you have taken that relate to your career path(s) of interest. Includes early college credit, industry certifications, and/or internship experiences 20 pts		
<b>Letters of Recommendations, Evaluations, Notes</b> Include at least 3 samples of feedback you have received from your internship site supervisor, employers, teachers, and peers 15 pts		
<b>/100 TOTAL POINTS</b>		



## Scoring Rubric for Analysis Paper – Career Event

<b>Criteria</b>	<b>Exemplary 25-23pts</b>	<b>Proficient 22-20pt</b>	<b>Developing 19-18pts</b>	<b>Unsatisfactory 17pts-below</b>
<b>Assignment includes name, date, location, and description of career event.</b>	Assignment not only includes all items requested but they are completed above expectations.	Assignment includes all items requested.	Assignment includes over half of the items requested.	Assignment includes less than half of the items requested.
<b>Knowledge gained from the career event.</b>	Student can accurately answer several questions about the career event and can tell how this event relates to the material in the course.	Student can accurately answer a few questions about the career event and can tell how this event relates to the material in the course.	Student can accurately answer a few questions about the career event.	Student cannot accurately answer questions about the career event.
<b>Assignment is insightful and reflective.</b>	The student's assignment is reflective, highly accurate and perceptive citing specific examples about how the career event shaped their career path/interest.	The student's assignment is reflective and is accurate in citing specific examples about how the career event shaped their career path/interest.	The student's assignment is reflective and accurate.	The student's assignment is somewhat reflective and accurate.
<b>Assignment formatting, editing, grammar and spelling.</b>	The student edited and organized the assignment in a way that made the information clear and interesting. Contains no grammatical or spelling errors.	The student edited and organized the assignment in a way that made the information clear. Contains one grammatical or spelling error.	The student edited and organized the assignment in a way that made the information clear. Contains two or more grammatical or spelling errors.	The student did not edit or organize the assignment. Contains more than two grammatical or spelling errors.
<b>/100 TOTAL POINTS</b>				



## **Township High School District 214 Center for Career Discovery Workplace Learning Agreement**

Workplace Learning Site: \_\_\_\_\_

Address: \_\_\_\_\_

Site Supervisor Contact: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Alternative Contact: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Email: \_\_\_\_\_

### **Township High School District 214 (D214) and the Workplace Learning Site jointly agree to the following:**

1. The workplace learning site will conform to all local, state, and federal labor laws while providing the student with meaningful work- based experiences.
2. The workplace learning experience, even though it includes actual operation of the work site, is similar to training which would be given in an educational environment.
3. The workplace learning experience is for the benefit of the student.
4. The student does not displace regular employees.
5. The student works under the supervision the work site's staff.
6. The workplace learning site that provides the training derives no immediate advantage from the activities of the student and on occasion its operations may actually be impeded.
7. The student is not necessarily entitled to a job at the conclusion of the workplace learning experience; and the work site and the student understand that the student is not entitled to wages for the time spent in the workplace learning experience.
8. The workplace learning site will provide an orientation and safety instruction to the student.
9. The workplace learning site will provide feedback regarding the performance of the student.
10. The workplace learning site will provide a safe working environment and report any accidents or injuries related to the student.
11. The workplace learning site will supervise students while on the business premises and monitor work site staff who have direct contact with students.
12. The student will remain at the workplace learning site for the agreed upon time period. Frequent absence may result in dismissal from the program.
13. This agreement may be terminated for due cause or unforeseen business conditions only after consultation with the Center for Career Discovery administrator or supervisor.

This agreement commences as of the day it is signed by all parties and will cease upon [Date].

Workplace Learning Site Representative Signature	Title	Date
--------------------------------------------------	-------	------

D214 Representative Signature	Title	Date
-------------------------------	-------	------

Once form is complete with all signatures, forward to \_\_\_\_\_



## Internship Site Data Base

Internship Site Data Base

District 214 Internships ADD

Internship Site Data Base View

Career  
Cluster

Career  
Area

Site

First  
Name

Last  
Name

Title

Email

Full  
Address

Zip

Office  
Phone

Cell  
Phone

Website

D214  
Staff

Staff  
Phone  
#

General  
Notes

Involvement

- ☐ 2010 Career Night Speaker
- ☐ 2011 Career Night Speaker
- ☐ 2012 Career Night Speaker
- ☐ 2013 Career Night Speaker
- ☐ 2014 Career Night Speaker
- ☐ 2015 Career Night Speaker
- ☐ 2016 Career Night Speaker
- ☐ 2014 Career Day Speaker
- ☐ 2016 Career Day Speaker
- ☐ 2012 Fall Internship
- ☐ 2013 Spring Internship
- ☐ 2013 Summer Internship
- ☐ 2013 Fall Internship
- ☐ 2014 Spring Internship
- ☐ 2014 Summer Internship
- ☐ 2014 Fall Internship
- ☐ 2015 Spring Internship
- ☐ 2015 Summer Internship
- ☐ 2015 Fall Internship
- ☐ 2016 Spring Internship
- ☐ 2016 Summer Internship
- ☐ 2016 Summer Micro Internship
- ☐ 2016 Summer ELL
- ☐ 2016 Fall Internship
- ☐ 2016 Fall Micro Internship
- ☐ 2017 Spring Internship
- ☐ Potential Internship Site
- ☐ Potential Career Night Speaker

**[Year/Semester] Internships**

2017 Spring Internships

2017 Spring Interns ADD NEW

2017 SPRING Interns View Edit

**2017 Spring Interns ADD NEW**

Label Printed

- ☐ Yes  
☐ No

Pre-Interview Notes

Classification

- ☒ General  
☐ ProStart  
☐ Micro

Interview Date

Staff Contact

Interview Time

School

Birthdate

Student Last Name

Career Interest

Student First Name

Related Experiences

- ☐ Career Trek  
☐ Career Night  
☐ Coursework

I.D.

Trans Notes

- ☐ Driving Self  
☐ Has a ride  
☐ CAB Needed

Student Email

Parent Email

During School Availability

Street Address

After School Availability

City

Interview Notes

State

Zip

Student Phone

Parent Phone

Accepted

- ☐ YES  
☐ NO

Counselor



Attend

☐
Acceptance  
Email  
Response  
(Date)

GPA

All  
Paperwork  
Received☐ Yes☐ No

Discipline

Previous  
Internship
Pre-  
Placement  
Notes
Student  
Application  
Received
☐ Yes   ☐ No   ☐ OK
Course  
Registration☐ Yes☐ No☐ Micro

Choice 1

Choice 2

Schoology  
Enrollment☐ Yes☐ No

Choice 3

Internship  
Agreement☐ Yes☐ No

Parent Rec

☐ Yes   ☐ No

Schedule

Health  
Insurance  
Form
☐ Yes   ☐ No  
☐ Electing to  
purchase
Schedule  
Notes
Transportation  
Form
☐ Yes - May  
Drive   ☐ Yes - May  
NOT Drive  
☐ No

Registration

☐ Credit☐ Pass (Credit)☐ Audit (No Credit)☐ Pass (No Credit)Off Campus  
Release
☐ Yes -- Study Hall  
☐ Yes -- Early Release  
☐ No
Pass/No  
Credit/Audit  
Form☐ Yes☐ No☐ Not RequiredTeacher Rec  
1
☐ Yes  
☐ No
Placement  
Name
Teacher Rec  
2
☐ Yes  
☐ No
PC First  
Name
PC Last  
Name

Site Visit Date

PC Street  
Address
Placement  
Phone

Visited by:



Site Visit Notes

Added User1

Last Modified Time1

31

[MM/dd/yyyy]

Last Modified User1

Placement Contact Email

Cab Arranged

☐ Yes

☐ No

Days Cab is Needed

☐ Mon

☐ Tues

☐ Wed

☐ Thurs

☐ Fri

☐ Purple Days

☐ Gold Days

Cab Pick Up Time

Cab Pick Up Location

Cab Return to Site Time

Cab Return location

1st Quarter Self Eval

☐ Yes

☐ No

2nd Quarter Self Eval

☐ Yes

☐ No

1st Quarter SITE Eval

☐ Yes

☐ No

2nd Quarter SITE Eval

☐ Yes

☐ No

Student Picture

Edit this application | Options | Help | Go To | Sign out

Submit

Reset





## Student Self Evaluation Form – MIDTERM

Evaluate yourself as an intern. Please complete the following as honestly as possible.

1. Student Last Name:\*

2. Student First Name:\*

3. Semester\*

-- Please Select -- ▾

4. Year\*

-- Please Select -- ▾

5. School\*

-- Please Select -- ▾

6. ID #\*

7. Student Email Address\*

8. Evaluation Type\*

☐ MIDTERM

9. Internship Placement:\*

10. Site Supervisor Name:\*

11. Site Supervisor Title:\*



## Student Self Evaluation Form – MIDTERM

12. Evaluate yourself as an intern. Please complete the following as honestly as possible. \*

	Rarely Meets Expectations	Sometimes Meets Expectations	Regularly Meets Expectations	Exceeds Expectations
Attending on Scheduled Days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arriving on Time & Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dressing Appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showing Enthusiasm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking Initiative to Familiarize Myself with the Site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing Tasks Responsibly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asking Appropriate Questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding Other's Viewpoints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaving in a Professional Manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Additional comments regarding my performance:

14. To date, I have accrued the following hours: \* The value must be between 0 and 100, inclusive.

15. My typical schedule includes the following days of the week and specific times (i.e. Mondays 4:00-7:00PM):

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning (6am-9am)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Afternoon (10am-12pm)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Afternoon (12pm-3pm)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Evening (4pm-7pm)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evening (7pm-10pm)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. The days and/or times fluctuate due to block scheduling or other specific arrangements  
Only answer this question if you are unable to complete the previous schedule question.

☐ YES



**Student Evaluation Form – SEMESTER**

1. Student Last Name\*

2. Student First Name\*

3. ID #\*

4. School\*

-- Please Select --

5. Student Email\*

6. Semester\*

-- Please Select --

7. Year\*

-- Please Select --

8. Evaluation Type\*

☐ SEMESTER

9. Organization Name\*

10. Site Supervisor Name\*

11. Site Supervisor Title\*

12. What role did this internship experience play for you and your career goals? \*

Check all that apply

☐ Confirmed by Career Interest

☐ Liked this Career - Would like to explore further

☐ Changed by Career Interest

☐ Would like to pursue another career WITHIN the same career cluster

☐ Would like to pursue another career in a DIFFERENT career cluster

☐ Which career cluster/career would you like to explore:

13. To date, I have accrued the following hours:\*

The value must be between 0 and 400, inclusive.



## Student Evaluation Form – SEMESTER *(continued)*

### Open Ended Responses

14. Please describe a time during this internship where you saw yourself demonstrate one of your strengths:\*

15. Please describe a time during this internship where you saw yourself overcome an obstacle:\*

16. Please explain your overall experience at this particular site?\*

Was it what you thought it would be? Would you recommend to another student interested in the same field as you?

17. Suggested Feedback/Comments/Concerns

### Multiple Choice

18. Please rate YOURSELF on the following qualities:\*

	Excellent	Good	Neutral	Fair	Poor
Punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety Conscious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Enthusiasm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive Attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsible Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates Maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Student Evaluation Form – SEMESTER *(continued)*

	Excellent	Good	Neutral	Fair	Poor
Self-Motivated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem Solving Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates Integrity/Honesty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Respect for Self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Respect for Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting Course Requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Please rate your SUPERVISOR on the following qualities:\*

	Excellent	Good	Neutral	Fair	Poor
Punctual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety Conscious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided Appropriate Feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed Enthusiasm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive Attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treated Me as a Member of the Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated Integrity/Honesty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed Respect for Me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed Respect for Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understood my Viewpoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willingness to Teach Me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allowed me to Gain Hands on Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided Guidance, while Allowing me to be Independent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Overall Additional Comments



## Site Supervisor Evaluation Form – MIDTERM

1. Semester\*

-- Please Select -- ▼

2. Year\*

-- Please Select -- ▼

3. Evaluation Type\*

☐ MIDTERM

4. Student Last Name\*

5. Student First Name\*

6. Organization Name\*

7. Site Supervisor Name\*

8. Site Supervisor Title\*

9. Site Supervisor Email\*

10. Please describe a time when you saw your intern demonstrate one of his/her strengths:\*

^

v

11. Please describe a time when you saw your intern overcome an obstacle:\*

^

v

12. Please explain your overall experience. \*

Was it what you thought it would be?

^

v



## Site Supervisor Evaluation Form – MIDTERM *(continued)*

### 13. Suggested Feedback/Comments/Concerns

### Multiple Choice

#### 14. Please rate your intern on the following qualities:\*

	Excellent	Good	Neutral	Fair	Poor
Punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety Conscious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Enthusiasm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive Attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsible Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates Maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Motivated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem Solving Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates Integrity/Honesty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Respect for Self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Respect for Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands the Viewpoint of Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 15. If you were assigning the intern a grade for this internship, what grade would he or she earn?\*

☐ A (Excellent)
 ☐ B (Good)
 ☐ C (Average)
 ☐ D (Below Average)
 ☐ F (Needs Improvement)



## Site Supervisor Evaluation Form – SEMESTER

1. Semester\*

-- Please Select -- ▼

2. Year\*

-- Please Select -- ▼

3. Evaluation Type\*

☐ SEMESTER

4. Student Last Name\*

5. Student First Name\*

6. Organization Name\*

7. Site Supervisor Name\*

8. Site Supervisor Title\*

9. Site Supervisor Email\*

10. Please describe a time when you saw your intern demonstrate one of his/her strengths:\*

^

v

11. Please describe a time when you saw your intern overcome an obstacle:\*

^

v

12. Please explain your overall experience. \*

Was it what you thought it would be?

^

v





## Site Supervisor Evaluation Form – SEMESTER (continued)

### 13. Suggested Feedback/Comments/Concerns

### Multiple Choice

#### 14. Please rate your intern on the following qualities:\*

	Excellent	Good	Neutral	Fair	Poor
Punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety Conscious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Enthusiasm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive Attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsible Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates Maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Motivated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem Solving Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates Integrity/Honesty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Respect for Self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows Respect for Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands the Viewpoint of Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 15. If you were assigning the intern a grade for this internship, what grade would he or she earn?\*

☐ A (Excellent)
 ☐ B (Good)
 ☐ C (Average)
 ☐ D (Below Average)
 ☐ F (Needs Improvement)

#### 16. Would you host another D214 Student/Intern?\*

☐ Yes
 ☐ No



## Potential Industry Partner Site Visit

For Potential Career Discovery Engagement

\* Required

Organization Title \*

Your answer

Site Visit Date \*

Your answer

Location \*

Your answer

Site Visit Conducted By: \*

Your answer

Site Contact Name/Title \*

Your answer

Organizations Potential Level of Interest \*

☐ Site/Facility Tour☐ Classroom Presentation☐ Career Day☐ Career Night☐ Workplace Learning site - Internship/Independent☐ Workplace Learning site - Supported☐ Other:

Site Contact Phone

Your answer

Site Contact Email

Your answer

Career Cluster(s) Represented \*

Check cluster that best represents business.

☐ Agriculture, Food & Natural Resources☐ Architecture & Construction☐ Arts, AV Technology & Communications☐ Business Management & Administration☐ Education & Training☐ Finance☐ Government & Public Administration☐ Health & Science☐ Hospitality & Tourism☐ Human Services☐ Information Technology☐ Law, Public Safety, Corrections and Security☐ Manufacturing☐ Marketing, Sales & Service☐ Science, Technology, Engineering and Mathematics☐ Transportation, Distribution and Logistics☐ Other:

Company Profile:

Your answer

Tasks Student Will Participate In:

Your answer

Basic Coursework Required:

Your answer

Goal of the Company:

Your answer

Goal(s) for the Student:

Your answer

Site Visit Notes/Comments:

Your answer

SUBMIT



## Industry Partner Site Visit

To monitor CURRENT Career Discovery Engagement

\* Required

Organization Title \*

Your answer

What tasks has the student been working on? \*

Your answer

Location \*

Your answer

Site Evaluation: Review with student to highlight areas of strength, as well as areas targeted for growth. \*

Your answer

Site Supervisor: \*

Your answer

To date, how has this experience influenced your career path/career interests? \*

Your answer

Site Visit Date \*

Your answer

To date, what has been the most significant experience/task you completed? \*

Your answer

Site Visit Conducted By: \*

Your answer

Is the student interested in participating in a workplace learning experience next semester? \*

☐ Yes

☐ No

☐ Other:

Student First Name: \*

Your answer

Notes/Comments:

Your answer

Student Last Name: \*

Your answer

SUBMIT

Google Forms

# Services

## Career Advising

### Overview Index

Career Advising

Internal Career Advisor

Student Take Away

Student Worksheet – Session A

Facilitator Guide – Session A





## Career Advisor Program Index

Category	Page	Document	Description
Program Information	3   3	Internal Career Advisor	This document summarizes the responsibilities of an internal Career Advisor and reviews the services that supplement career exploration
Career Exploration Model	3   5	Student Take Away	This document is a summary of the career model that students can use as a reference.
Career Exploration Model	3   7	Student Worksheet – Session A	This worksheet is used to document career research findings and is collected by the Career Advisor.
Career Exploration Model	3   10	Facilitator Guide – Session A	This document provides instructions for implementation of career exploration session



## Internal Career Advisor Role

### OVERVIEW

Internal Career Advisors facilitate and promote District wide services and events in their home schools. Each advisor tailors their efforts to meet the needs of their targeted population while working towards the same goal: connect students with career exploration opportunities that will enable them to be college, career, and life ready. Career Advisors frequently collaborate with Student Service and Career & Technical Education staff to meet this goal.

### CAREER EXPLORATION MODEL

The Career Exploration Model (CE Model) is a four part framework Career Advisors use to facilitate the career exploration curriculum. The first phase consists of data analysis to identify students who will benefit from additional career research and exploration support, targeting students who are undecided. These students are selected based on a report and counselor referrals. Advisors target 40-100 students per school.

Once students are identified, advisors run a two session career exploration curriculum to groups no larger than 25 students. Session A (second phase) is administered in the Fall/Winter and Session B (third phase) is administered in early Winter/Spring.

**Session A** consists of students using Career Cruising, an online tool, to complete an interest and skills inventory that matches them to careers and career clusters. Students attend an in-building career trek to highlight CTE programs as well as investigate the district website to identify district opportunities such as Career Nights and Internships. Students utilize the D214 Career Pathways Booklet to explore courses, clubs and activities that can start them on a career pathway while attending high school.

There are three pieces of literature used for this session:

- Career Exploration Model: **Student Take Away** - Session A
- Career Exploration Model: **Student Worksheet** - Session A
- Career Exploration Model: **Facilitator Guide** - Session A

**Session B** consists of resume building. This activity allows students to identify gaps in experience and facilitates discussion around additional opportunities a student may want to pursue.

The fourth phase takes place in Spring. During this phase, Career Advisors provide follow-up support to students who participated in the CE Model. Students are encouraged to self-initiate one-on-one meetings to continue future career goal dialogue. A post-evaluation tool is used to measure success of CE Model.



## Internal Career Advisor Role

The District provides a number of services to supplement the Career Exploration Model. These services target students who participate in the model, but are open to all students.

### CAREER TREKS

Career Treks are career focused field trips for students who have demonstrated in related career. Treks can be hands on events or consist of professional panels. Treks are planned to cover as many career clusters are possible.

District 214 partners with regional Career Advisors to organize regional treks. One Career Advisor is the assigned point person that relays information between the trek site and the rest of the schools. Each District 214 school may also organize treks specific for that school.

The Internal Career Advisor is then responsible for arranging approval from school administration, transportation, promotion of treks, and parent permission forms. Advisors must follow their schools' field trip procedures.

### LUNCH AND LEARNS

Provide small groups (typically 10 attendees or fewer) with detailed information on topics that are relevant to their post high school goals. Topics such as internships, resume-writing, interview preparation, college major exploration are covered. Students can use these opportunities to meet the requirements of attending career-related activities for applications to Talent Development Program Academies and Internships. Lunch may be provided through District funding and presenters are booked through both External and Internal Career Advisors.

### CAREER NIGHTS

High School District 214 hosts three Career Nights during the Fall. Each event focuses on specific career clusters and a variety of occupations within those fields. Professionals from local businesses and industries meet with students and their parents in order to provide valuable information on job skills, work environments, real-world perspectives, and career planning for the future. Students and parents can attend two presentations during the Career Night, as well as a networking session.

Each Internal Career Advisor will host a Career Night at one of their home schools. Advisors are responsible for promoting this event in their respective schools, as well as handling logistical details for the event.

For more details, see  
**District 214 Career Nights.**

### INTERNSHIPS

Internal Career Advisors are responsible for promoting District Internships in their home schools, as well assisting students with the application process.

For more details, see  
**District 214 Internship Program.**



## Career Exploration Model: Student Take Away – Session A

### 1. Career Clusters and Pathways

a. A **Career cluster** is a group of jobs and industries that are related by skills or products. There are 16:

- Agriculture, Food, and Natural Resources
- Arts, Audio/Video Technology and Communications
- Architecture and Construction
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Human Services

- Hospitality and Tourism
- Information Technology
- Law Enforcement Services/ Corrections Services
- Marketing
- Manufacturing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

b. The **Career Pathway Booklet** links career clusters, pathways, classes, clubs and so much more. Check it out at: [http://www.d214.org/assets/1/6/D214\\_Career\\_Pathways\\_Guide\\_2015-2016.pdf](http://www.d214.org/assets/1/6/D214_Career_Pathways_Guide_2015-2016.pdf)

### 2. Career Cruising - Helping You Explore Your Future

a. **Login Info**

[www.CareerCruising.com](http://www.CareerCruising.com)

**School Login**

Username: \_\_\_\_\_

Password: \_\_\_\_\_

**Profile Login**

Username: \_\_\_\_\_

Password: \_\_\_\_\_

Go to **Explore My Interests**

b. **Matchmaker** – is the main tool used to pair interests with careers. Complete all 3 career matchmaker sections to get most accurate results, and feel free to take it multiple times.

- My Top Careers

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- My Top Career Clusters

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c. **My Skills** – Complete the survey to improve your results and learn what careers match your abilities and skills

- Provides information about the skills that you have and what careers work well with them
- What were your top 3 careers?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

d. **Explore Careers** – Click on a career and use the **At a Glance** information on the left side to see all key components of a career





**Career Exploration Model: Student Take Away – Session A (continued)**

**3. Discover Your Resources**

- a. **Career and Technical Education (CTE)** – offers hands-on class work and real world experiences to students

  - Look in the **Student Handbook** for CTE courses:  
<http://www.d214.org/academics/academic-handbook/>
  - Meet with your Counselor if you are interested in taking a class
  - **Examples:** Automotive systems, Woodworking, Business, Foods, Media Technology, Graphic Arts, etc.
- b. **Career Resources** website – located under **STUDENTS** on your school’s web site. This offers information about internships, CTE, independent opportunities, and much more

c. Know where your **College & Career Center (CCC)** is located and check in often to learn about career events, sign up for career treks, job opportunities, or speak with your Career Advisor.

**4. Online Connections to Career Discovery**

- a. On your school’s home web page, the **Career Resources** site is located under STUDENTS Web tour – Provides info about Career Cruising, D214 Internship Program, Cosmetology, Project Lead the Way, Independent Events

**Internship Information** – Discover requirements for participating in Fall, Spring, Summer, or Micro Internships on the Career Discovery web page
- b. **Clubs and Activities** – Go to your school’s Home Web Page, Select CO-CURRICULAR and then select Activities

Clubs offer great learning experiences in a group setting, and can focus on your specific interests.

**Examples are:**

  - **DECA** – Distributive Education Clubs of America - for students interested in Business, Entrepreneurship, Marketing, etc.
  - **FCCLA** – Family, Career, and Community Leaders of America – helping to develop career and life skills through various events

**5. Schoology - “Career Advising Program”**

- a. Code: \_\_\_\_\_
- b. Provides information about upcoming career events, the D214 Internship Program, lunch & learn meetings, flyers and permission forms for career treks, assessments and career exploration tools.

**Notes**



## Career Exploration Model: Student Worksheet – Session A

Welcome! Today, you will explore career interests by examining career clusters, completing a match maker activity, and touring both online and in-school resources. Our main goal is to help you understand and be able to locate all of the career support available to you through D214.

### ***Discover Your Future!***

Date: \_\_\_\_\_ School: \_\_\_\_\_ Student ID: \_\_\_\_\_

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

### 1. Career Clusters and Pathways

a. There are 16 Career Clusters which group jobs and industries by related skills, services, or products:

- Agriculture, Food, and Natural Resources
- Government and Public Administration
- Manufacturing
- Architecture and Construction
- Health Science
- Marketing
- Business Management and Administration
- Hospitality and Tourism
- Transportation, Distribution and Logistics
- Education and Training
- Human Services
- Information Technology
- Science, Technology, Engineering and Mathematics
- Law Enforcement Services/Corrections Services
- Arts, Audio/Video Technology and Communications
- Finance

b. Select **TWO Career Clusters** that sound interesting to you:

1. \_\_\_\_\_
2. \_\_\_\_\_

c. Using the Career Pathways Booklet, select **THREE Classes** you think may be helpful in a future career:  
*[http://www.d214.org/assets/1/6/D214\\_Career\\_Pathways\\_Guide\\_2015-2016.pdf](http://www.d214.org/assets/1/6/D214_Career_Pathways_Guide_2015-2016.pdf)*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Career Exploration Model: Student Worksheet – Session A** *(continued)***2. Career Cruising - Helping You Explore Your Future**

- a. [www.CareerCruising.com](http://www.CareerCruising.com)
- b. **Username:** d214-, first letter of first name, last name, last 4 digits of student ID. (**Example:** Jane Smith 211555 would be d214-jsmith1555)  
**Password:** Student ID number
- c. Go to **Explore My Interests** and select the **Matchmaker** assessment
- d. Label this **Matchmaker** session as:  
**CareerExploration [today's date]**
- e. Begin the survey
- f. Answer 39 questions and record your **Initial Results:**

**Initial Results**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Top Career Clusters**

1. \_\_\_\_\_
2. \_\_\_\_\_

- g. Continue through the first section of **Improve My Results** and record your results:

**Improve My Results**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Top Career Clusters**

1. \_\_\_\_\_
2. \_\_\_\_\_

- h. Select and **explore ONE career** by clicking on the career and using the **At a Glance section**.

Career of Interest: \_\_\_\_\_

Why is your career of interest a good match for you?

---

---

---

---

j. **My Skills - Complete this at home**

- Provides information about the skills that you have and what careers work well with them

- Top 3 Skills

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## Career Exploration Model: **Student Worksheet – Session A** *(continued)*

### 3. Discover Your Resources

- a. **Career and Technical Education (CTE)** courses offer hands-on learning in the classroom setting. Examples are: Automotive Systems, Woodworking, Intro to Business, Foods 1, Foods 2, Prostart, Graphic Arts, Media Technology

**Career Academies** – Refer back to the Course Handbook for a detailed description of all CTE course offerings: [http://www.d214.org/assets/1/6/D214AcademicHandbook2016\\_17\\_122215.pdf](http://www.d214.org/assets/1/6/D214AcademicHandbook2016_17_122215.pdf)

Select THREE Career Courses you would be interested in taking:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- b. **CTE Tour** – Know where your CTE departments are located

- c. **College and Career Center (CCC) Tour** - know where your resources are located

- This is where your school's Career Advisor is located
- Information about Career Advising, Career Events, Treks, In-School Field Trips, Job Opportunities and more

### 4. Online Connections to Career Discovery

- a. On your school's home web page, the **Career Resources** site is located under STUDENTS Web tour – Provides info about Career Cruising, D214 Internship Program, Cosmetology, Project Lead the Way, Independent Events

**Internship Information** – Discover requirements for participating in Fall, Spring, Summer, or Micro Internships on the Career Discovery web page

- b. **Clubs and Activities** – Go to your school's Home Web Page, Select CO-CURRICULAR and then select Activities

Clubs offer great learning experiences in a group setting, and can focus on your specific interests.

**Examples are:**

- **DECA** – Distributive Education Clubs of America - for students interested in Business, Entrepreneurship, Marketing, etc.

- **FCCLA** – Family, Career, and Community Leaders of America – helping to develop career and life skills through various events

Find a more comprehensive list of clubs and activities in the Pathway Booklet: [https://www.d214.org/assets/1/6/D214\\_Career\\_Pathways\\_Guide\\_2015-2016.pdf](https://www.d214.org/assets/1/6/D214_Career_Pathways_Guide_2015-2016.pdf)

Select TWO or THREE Clubs that you might be interested in joining:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## Career Exploration Model: Facilitator Guide – Session A

Welcome! Today, you will explore career interests by examining career clusters, completing a match maker activity, and touring both online and in-school resources. Our main goal is to help you understand and be able to locate all of the career support available to you through D214.

### **Discover Your Future!**

🗨️ **Facilitator:** Welcome! Today, we will be going over some of the career support services offered through [School Name]. You will also learn about tools you can use to research careers and various areas of study. We hope this session helps you on your way to Discovering Your Future.

**I will be collecting this worksheet at the end of our session, so please be sure to fill this out as best as you can. We can use this information to send you information about career events and career treks, which we will talk about later. We simply have to know what your interests are in order to let you know about related career events. Please complete the small section at the top of your worksheet with your name, ID, etc. 🗨️**

Date: \_\_\_\_\_ School: \_\_\_\_\_ Student ID: \_\_\_\_\_

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

🗨️ **Facilitator:** Now we are going to review some of the Career Clusters. These clusters group jobs by the skills used or services provided within a specific career. Take a minute to review all 16 clusters and then **select TWO career clusters that seem interesting to you. Please be sure to write them down on your worksheet. 🗨️**

### 1. Career Clusters and Pathways - 5 MINUTES

- a. There are 16 Career Clusters which group jobs and industries by related skills, services, or products:
- Agriculture, Food, and Natural Resources
  - Government and Public Administration
  - Manufacturing
  - Architecture and Construction
  - Health Science
  - Marketing
  - Business Management and Administration
  - Hospitality and Tourism
  - Transportation, Distribution and Logistics
  - Education and Training
  - Human Services
  - Information Technology
  - Science, Technology, Engineering and Mathematics
  - Law Enforcement Services/Corrections Services
  - Arts, Audio/Video Technology and Communications
  - Finance

- b. Select **TWO Career Clusters** that sound interesting to you:

1. \_\_\_\_\_

2. \_\_\_\_\_

- c. Using the Career Pathways Booklet, select **THREE Classes** you think may be helpful in a future career:  
[http://www.d214.org/assets/1/6/D214\\_Career\\_Pathways\\_Guide\\_2015-2016.pdf](http://www.d214.org/assets/1/6/D214_Career_Pathways_Guide_2015-2016.pdf)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



## Career Exploration Model: **Facilitator Guide – Session A** *(continued)*

### 2. Career Cruising - Helping You Explore Your Future - 35 MINUTES

**Facilitator:** Now we are going to log on to Career Cruising. Please enter the career cruising link into your search browser and login using the directions listed on your worksheet. If you have any questions, please let me know. ”

- [www.CareerCruising.com](http://www.CareerCruising.com)
- Username:** d214-, first letter of first name, last name, last 4 digits of student ID. (**Example:** Jane Smith 211555 would be d214-jsmith1555)  
**Password:** Student ID number
- Go to Explore My Interests and select the Matchmaker assessment
- Label this Matchmaker session as:  
**Career Exploration [today's date]**
- Answer 39 questions and record your **Initial Results**
- Continue through the first section of **Improve My Results** and record your results

**Facilitator:** You are going to record your results from your Initial Results and Improve My Results in the boxes provided on your worksheet. Please make sure to record the top 3 listed in your career matches and your top 2 career clusters. Please let me know if there are any questions. ”

#### Initial Results

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Top Career Clusters

- \_\_\_\_\_
- \_\_\_\_\_

- Continue through the first section of **Improve My Results** and record your results:

#### Improve My Results

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Top Career Clusters

- \_\_\_\_\_
- \_\_\_\_\_

**Facilitator:** Now that you have completed the beginning of the Matchmaker assessment, you can select one of the top careers in your results and review the At A Glance section. This section provides information about day-to-day job activities, work environments, wages, professional interviews, and so much more. Take a minute to go through some of the pages. Does this job spark interest for you? Can you see how it would relate to some CTE classes we have offer? Give a brief answer as to why this job is a good match for you. ”

- Select and **explore ONE career** by clicking on the career and using the **At a Glance** section.

Career of Interest: \_\_\_\_\_

Why is your career of interest a good match for you?

\_\_\_\_\_  
\_\_\_\_\_

**Facilitator:** While we aren't going to complete the rest of the Improve My Results section or the My Skills assessment, I would strongly suggest you take the time to complete these in your study hall, or when you have a few minutes. These extra surveys can help to adjust your career matches, so that you are better paired with careers that fit your interests. Then you can do additional research and find classes in the Career Pathway Booklet to meet your needs. ”

#### j. My Skills - Complete this at home

- Provides information about the skills that you have and what careers work well with them
- Top 3 Skills

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Career Exploration Model: **Facilitator Guide – Session A** *(continued)*

### 3. Discover Your Resources - 45 MINUTES

**Facilitator:** We're going to briefly talk about Career and Technical Education, or CTE, classes. After this we'll be taking a tour of the CTE areas in our school. ”

- a. **Career and Technical Education (CTE)** courses offer hands-on learning in the classroom setting. Examples are: Automotive Systems, Woodworking, Intro to Business, Foods 1, Foods 2, Prostart, Graphic Arts, Media Technology

Career Academies – Refer back to the Course Handbook for a detailed description of all CTE course offerings: [http://www.d214.org/assets/1/6/D214AcademicHandbook2016\\_17\\_122215.pdf](http://www.d214.org/assets/1/6/D214AcademicHandbook2016_17_122215.pdf)

**Facilitator:** Please write down 3 CTE courses you might be interested in taking. We can also take a moment when we get back to the computer lab to look in the Course Handbook for class descriptions. ”

Select THREE Career Courses you would be interested in taking:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Facilitator:** Now we will take a tour of the CTE areas. It is helpful to know where you can locate the career resources you have available in school. We'll take a tour of the College and Career center, too, which you should use throughout your high school career. [\*\*\* email teachers ahead of time to ask for a 3 minute overview/pathway explanation for their classes\*\*\*]. ”

- b. **CTE Tour** – Know where your CTE departments are located

**Facilitator:** Here is your College and Career Center, or the CCC. [Show students your office, job board, event board, career trek location, etc.] ”

- c. **College and Career Center (CCC) Tour** - know where your resources are located
- This is where your school's Career Advisor is located
  - Information about Career Advising, Career Events, Treks, In-School Field Trips, Job Opportunities and more





## Career Exploration Model: **Facilitator Guide – Session A** *(continued)*

### 4. Online Connections to Career Discovery - 5 MINUTES

“**Facilitator:** Did everyone find a few classes that they thought were interesting? Now we’re going to do one more activity that allows us to find career resources online. Please go to the [SCHOOL NAME] home page, under **STUDENTS**. Select **CAREER RESOURCES**. Here you can find information about upcoming events and all the services I can help provide. You’re going to want to make a note that this is where you find info about the District Internship Program, including the due dates and application. Take some time to explore this site - just a few minutes during a study hall or free time.”

- a. On your school’s home web page, the **Career Resources** site is located under **STUDENTS** Web tour – Provides info about Career Cruising, D214 Internship Program, Cosmetology, Project Lead the Way, Independent Events

**Internship Information** – Discover requirements for participating in Fall, Spring, Summer, or Micro Internships on the **Career Discovery** web page

“**Facilitator:** We’re also going to take a look at the school clubs and extracurricular activities. You can find these by going to the [SCHOOL NAME] home page, under **CO-CURRICULAR**. Select **ACTIVITIES**.”

- b. **Clubs and Activities** – Go to your school’s Home Web Page, Select **CO-CURRICULAR** and then select **Activities**

Clubs offer great learning experiences in a group setting, and can focus on your specific interests.

**Examples are:**

- **DECA** – Distributive Education Clubs of America - for students interested in Business, Entrepreneurship, Marketing, etc.
- **FCCLA** – Family, Career, and Community Leaders of America – helping to develop career and life skills through various events

Find a more comprehensive list of clubs and activities in the Pathway Booklet: [https://www.d214.org/assets/1/6/D214\\_Career\\_Pathways\\_Guide\\_2015-2016.pdf](https://www.d214.org/assets/1/6/D214_Career_Pathways_Guide_2015-2016.pdf)

“**Facilitator:** Please take a minute to select **TWO** or **THREE** clubs that you are interested in. Please write them down on your worksheet. Are there any clubs that you would like to see here at [SCHOOL NAME]? You can write those over to the side.”

Select **TWO** or **THREE** Clubs that you might be interested in joining:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_





## Career Exploration Model: Facilitator Guide – Session A *(continued)*

## 5. Schoology - “Career Advising Program” - 1 MINUTE

**Facilitator:** The schoology code for this session and for future career-related events or materials is [SCHOOLGY CODE]. Please join the course as soon as possible, so that you don't miss any information. We will keep notifications to a minimum, but check in often to find out about career exploration, treks, internships, lunch and learns, and so much more. Record the Schoology Code in your "Take Away Sheet".

- a. Code: \_\_\_\_\_
- b. Provides information about upcoming career events, the D214 Internship Program, lunch and learn meetings, and more opportunities
- c. Includes informational flyers and permission forms for career treks available
- d. Provides assessments and career exploration tools to help with planning for the future

## 6. Post Survey - 3 MINUTES

**Facilitator:** As we're wrapping up, I need everyone to please complete the Online Post Survey. Please go to your email and click on the survey link - take 3 minutes to complete it.

**“ Facilitator:** Thank you so much for participating in today’s event. We will have another session in the spring, and look forward to seeing you then. Again, if you have any questions or would like to meet one-on-one for extra support, just send me an email and we can set up an appointment. ”

## Notes

# Events

## Career Nights

### Overview Index

Career Nights

Career Night Flyer

Newsletter Promotion

Speaker Request

Speaker Confirmation

Speaker Technology Request Form

Questions For Speakers

Student Evaluations

Checklist





## Career Night Program Index

Category	Page	Document	Description
Promotion	4   3	Career Night Flyer Newsletter Promotion	Sample Career Night promotion materials and information.
Speakers	4   5 4   6 4   7 4   8	Speaker Request Speaker Confirmation Speaker Technology Request Form Questions for Speakers	Career Night Speaker information and planning.
Evaluations	4   9	Student Evaluations	Sample Evaluation submitted by students at the conclusion of a Career Night.
Preparation	4   10	Checklist	Sample preparation and follow up checklist.

Each Career Night event focuses on specific career clusters and a variety of occupations within those fields. Professional representatives from various local businesses and industries meet with students and parents in order to provide valuable information on job skills, work environments, real-world perspectives, and career planning for the future. Students and parents can select and participate in two presentations during the Career Night, and attend a one-on-one networking session at the end of the evening.



## Sample Market Material

High School District 214 presents:

# Career nights

Life and Career Planning



Discover and begin  
planning your  
career pathway on  
October 5, 25 and  
November 15

Each Career Night will provide an opportunity for students and parents to choose career presentations and interact with many local professionals.

Onsite Registration begins at 6:00 pm | Program begins at 6:30 pm | Evening concludes at 8:30 pm

### Rolling Meadows High School

#### Arts & Communication

Careers in Arts and Communication include the visual and performing arts such as graphic and interior design, theater and music, entertainment services, multimedia production, journalism and writing.

**Speakers may include:** Marketing or Advertising professional, Author, Journalist, Graphic Artist, Interior Designer, Broadcasting or Entertainment professionals in Music and Theater

Wednesday October 5, 2016

#### Human Services

Human Services prepares individuals for employment in career pathways which relate to families and people in need.

**Speakers may include:** Lawyer, Firefighter, Police Officer, Psychologist, Social Worker, Chef or Teacher with an emphasis in Elementary, High School or Special Education

### John Hersey High School

#### Health

A professional career in Health includes planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

**Speakers may include:** Pharmacist, Physician, Physical Therapist, Occupational Therapist, Psychiatrist, Nurse, Emergency Medical Training, Physician Assistant or Athletic Trainer

Tuesday October 25, 2016

#### Natural Resources

Careers in Natural Resources include the production, processing, marketing, distribution, financing, and development of resources such as fuel, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

**Speakers may include:** Veterinarian, Horticulturist, Landscaper and other professionals focused in Agriculture and Environmental Programs such as the EPA and Water Reclamation District

### Buffalo Grove High School

#### Engineering & Industrial Technology

Careers in Engineering and Industrial Technology include planning, managing, providing scientific research and technical services (e.g., physical science, social science, engineering), laboratory and testing services, plus research and development.

**Speakers may include:** Chemical, Mechanical, Civil or Electrical Engineer, Automotive Technician, Architect, Building/Construction Tradesmen or Construction Management

Tuesday, November 15, 2016

#### Business & Computers

Business careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

**Speakers may include:** Accountant, Salesperson, Investment Planner, Sports Marketing Professional, Entrepreneur, Computer Programmer, Website Developer or Software Engineer



## District 214 Career Nights

High School District 214 hosts three Career Nights throughout October and November. Each event focuses on specific career clusters and a variety of occupations within those fields. Professionals from local businesses and industries meet with students and their parents in order to provide valuable information on job skills, work environments, real-world perspectives, and career planning for the future. Students and parents can select and participate in two presentations during the Career Night and attend a networking session.

Career Nights are **free**, district-sponsored events that are organized to help our students discover and explore their future interests. Discover and explore career pathways today!

**[Day/Date] – Rolling Meadows High School**  
Arts & Communication and Human Services

**[Day/Date] – John Hersey High School**  
Health and Natural Resources

**[Day/Date] – Buffalo Grove High School**  
Engineering & Industrial Technology and Business & Computers

Registration opens at 6:00 p.m. Speaker and networking sessions conclude at 8:30 p.m. Please check the D214 Discovery website often for additional speaker and event information at: <http://www.d214.org/academics/career-nights/>



## Sample Industry Partner Request

Each Fall, High School District 214 hosts Career Nights to provide an opportunity for local professionals to interact with high school students/parents and help them become informed about career choices.

We are hoping you might be able to provide a (i.e. Secondary Education) presentation.

[Day/Date]

High School District 214 Career Night

“Arts & Communication/Human Services”

Rolling Meadows High School

2901 Central Road

Rolling Meadows, IL 60008

Speakers are asked to arrive by 6:30 pm

Dinner is provided

### **SCHEDULE**

Speakers present two identical 25-minute sessions.

After the presentations, there will be a 30-minute networking session for all speakers and attendees.

7:00 pm – 7:25 pm (Presentation 1)

7:25 pm – 7:35 pm (BREAK)

7:35 pm – 8:00 pm (Presentation 2)

8:00 pm – 8:30 pm (Networking & Refreshments)

We can assist speakers with content planning and we'll provide audio/visual equipment support as well.

Additional District 214 Career Night Information (including previous speaker information) is available online at: [http://www.d214.org/educational\\_services/career\\_nights.aspx](http://www.d214.org/educational_services/career_nights.aspx)

If you have additional questions, please contact me at any time.

Thanks!





## Sample Confirmation to Industry Partner

[Date]

Thank you for volunteering to help high school students become more informed about their career choices.

We are grateful for your willingness to participate in the upcoming District 214 Career Night.

[Day/Date]

High School District 214 Career Night

Engineering, Industrial Technology, Business & Computer Careers

Buffalo Grove High School

1100 W Dundee Road

Buffalo Grove, IL 60089

Please plan to arrive by 6:30 pm

Enter the building at the Theater/Student Services entrance near the “Career Nights” banner.  
Please proceed through the entrance to check in.

A box dinner will be provided.

### **NEXT STEPS:**

#### **In the next couple of days**

Please complete and submit the online form at: [Website]

The information you submit will help ensure accuracy in our printed program and website promotion.  
It also assists us in planning for any audio/visual accommodations.

#### **Schedule**

You will have two identical 25-minute breakout sessions.

After the breakouts, there will be a 30-minute networking session in the cafeteria for all speakers and attendees.

7:00 pm – 7:25 pm (Presentation 1)

7:25 pm – 7:35 pm (BREAK)

7:35 pm – 8:00 pm (Presentation 2)

8:00 pm – 8:30 pm (Networking & Refreshments)

At the start of each session, please introduce yourself and give an overview of your current positions and job responsibilities. Feel free to bring handouts and other visual aids.

Attached is a list of questions that might be beneficial to you as a guide.

Additional District 214 Career Night Information is available online at:

<http://www.d214.org/academics/career-nights/>

If you have additional questions, please contact me at any time.

Once again, thank you for agreeing to participate in District 214’s Career Night.

We look forward to seeing you [Day/Date]



## Industry Speaker Technology Requests

We are grateful for your willingness to participate in the upcoming District 214 Career Night. Please submit the following information to assist us with our planning.

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

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

E-Mail Address : \_\_\_\_\_

Cell Phone Number:\* \_\_\_\_\_

Title: \_\_\_\_\_

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

Mailing Address: \_\_\_\_\_

Job Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Audio Visual:

**Please briefly describe how you will be facilitating your session so that we can determine the level of technical support. (ie. mostly lecture, mostly video, mostly Powerpoint, etc.)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Audio Visual:

Most classrooms are quipped with projectors – NOT computers

- ☐ I will be bringing a MAC
- ☐ I will be bringing a PC
- ☐ My presentation will require sound from my computer
- ☐ My presentation will require use of the Internet from my computer
- ☐ My presentation will include at least one DVD

\* *Required*





## Industry Partner Provided Questions

### QUESTIONS SPEAKERS MAY WISH TO ADDRESS:

1. What got you interested in your particular specialty?

What were your interests in high school?

Where did you go to college?

What did you major in?

What prompted you to choose your career?

How and when did you know it was “right” for you?

2. What was the biggest “if only I had known” that you can think of?

What do you wish you would have known earlier in your life about choosing a career?

3. Describe your “typical” day at work.

How routine is it? How different is it each day?

What do you most look forward to as you head in to work each day?

4. What are the upsides of your job?

What makes it worthwhile?

5. What are the down sides of your job?

What might discourage a person from entering this career?

6. To whom do you most recommend this career?

What qualities and qualifications would they need to fit in?

7. Who should avoid this career? What qualities would those people have?

8. Are there any courses you wish you would have taken which might be helpful in your career?

9. What is the single most important reason why a person should consider doing what you do?

10. Are there any resources you would recommend?



## Student Survey

### District 214 Career Night

November 15, 2016

Student I.D. Number \_\_\_\_\_

Please make every effort to submit the form electronically.

Text careers to the number 555888 to receive the link.

☐ Form submitted electronically.

Student Last Name \_\_\_\_\_

Student First Name \_\_\_\_\_ School \_\_\_\_\_

#### **Which presentation did you attend for Breakout Session 1**

##### **Business & Computer Careers**

- Accounting
- Actuary
- Entrepreneur
- Marketing
- Social Media
- Sports Marketing
- Supply Chain Management
- Technology Solutions

##### **Engineering & Industrial Technology Careers**

- Chemical Engineering
- Civil Engineering
- Electrical Engineering
- Industrial Engineering
- Mechanical Engineering
- Software Engineering
- Architecture
- Automotive
- Aviation
- Building Trades
- Construction Management
- Manufacturing

#### **Which presentation did you attend for Breakout Session 2**

##### **Business & Computer Careers**

- Accounting
- Actuary
- Entrepreneur
- Marketing
- Social Media
- Sports Marketing
- Supply Chain Management
- Technology Solutions

##### **Engineering & Industrial Technology Careers**

- Chemical Engineering
- Civil Engineering
- Electrical Engineering
- Industrial Engineering
- Mechanical Engineering
- Software Engineering
- Architecture
- Automotive
- Aviation
- Building Trades
- Construction Management
- Manufacturing

(PLEASE COMPLETE BOTH SIDES)

Please answer the following questions. 1= Low 5 = High

Your overall rating for the **Breakout Session 1** presentation you attended.

1      2      3      4      5

Your overall rating for the **Breakout Session 2** presentation you attended.

1      2      3      4      5

How would you rate your knowledge of these Careers **PRIOR** to today's experience?

1      2      3      4      5

How would you rate your knowledge of these Careers **AFTER** today's experience?

1      2      3      4      5

The length of each session was:

☐ Too Long      ☐ Too Short      ☐ Just Right

Do you plan to attend the **Networking Session** after tonight's presentations?      ☐ Yes      ☐ No

☐ I am interested in the District 214 Internship Program.

Have you completed or are you currently enrolled in any career course(s)?

Applied Tech, Automotive, Business, Construction, Education, Engineering, or Fashion  
☐ Yes      ☐ No

Do you plan to enroll in any career courses prior to graduation?

Applied Tech, Automotive, Business, Construction, Education, Engineering, or Fashion  
☐ Yes      ☐ No

How did you hear about Career Nights?

— U.S. Mail      — Email      — Poster      — Other \_\_\_\_\_

Additional Comments & Suggestions:



## Career Event Planning Checklist

### EARLY SEPTEMBER

- ☐ Reserve Rooms
- ☐ Reserve Theater (6:00pm – 7:00pm)
- ☐ Confirm Cafeteria Availability
- ☐ Computer Lab for entering surveys

#### Audio Visual

- ☐ Confirm Tech Assistance (5:30pm – 8:30pm)

#### Student Volunteers *(Ideally 20 – NHS)*

- ☐ Develop sign up and reminder plan

#### Develop Promotion Plan

- ☐ Announcements
- ☐ School Website Homepage
- ☐ Marquis
- ☐ Banners
- ☐ Posters
- ☐ All Staff Message

#### Cookies & Water

- ☐ 400 Cookies
- ☐ Water Containers
- ☐ Cups
- ☐ Tablecloths
- ☐ Napkins

#### Custodial Requests

- ☐ Hanging/Unhanging Banners
- ☐ Registration Set Up
- ☐ Networking/Refreshment Set Up
- ☐ Board Member Reserved Parking

### 10 DAYS PRIOR

- ☐ Reminder note to hired Tech
- ☐ Get list of Audio Visual Requests
- ☐ Contact Building Tech to confirm A/V requests (including Microphone/Podium for Theater)
- ☐ Reminder note to Student Volunteers

#### Review/Execute Promotion Plan

#### P.A. System Instructions

(Confirm access to specific office if necessary)

#### Find out how to obtain Elevator keys

#### Confirm Cafeteria Requests

- ☐ Pick Up/Return Instructions clarified
- ☐ Confirm specific rooms reserved (Visit each room – verify it's appropriate for a presentation)

### 2 DAYS PRIOR

#### Reminder to student volunteers

#### Confirm custodial requests

- ☐ Banner outside
- ☐ Refreshments set up
- ☐ Elevator (keys)
- ☐ Theater access (microphone/podium)

#### Confirm theater availability

#### Confirm computer lab

#### Message to Teachers in Career Night Rooms

- ☐ Leave cords and adapters out
- ☐ Leave remote out
- ☐ Store sensitive materials

#### Confirm Audio/Visual Requests

- ☐ Extra laptop, 2 radios, adaptors



## Career Event Planning Checklist

### FEBRUARY

- ☐ Establish dates  
(General request for rooms, theatre, cafeteria)

### AUGUST

- ☐ Career night posters & banners

### SEPTEMBER

- ☐ Promotion
- ☐ Mass mail and email from D214
- ☐ Press release
- ☐ Marquees
- ☐ Tweets
- ☐ Prior interns for theatre presentation
- ☐ Confirm speakers
- ☐ Establish from links for speaker details  
(including Audio/Visual requests)
- ☐ Develop & print booklet
- ☐ Career Night web page
- ☐ 350 booklets
- ☐ iPads
- ☐ Student sign in sheets
- ☐ Evaluation sheets
- ☐ Pencils
- ☐ Signs
- ☐ Tape
- ☐ Table stands
- ☐ Room signs
- ☐ Table stand signs
- ☐ Boxed dinner & water arrangements
- ☐ Speaker appreciation gifts
- ☐ Student volunteer lanyards
- ☐ Speaker packets (labeled) speaker nametags
- ☐ Cart

### CAREER NIGHT PACKING CHECKLIST

#### Table Skirts

#### 11 x 17 signage

- ☐ Main doors (arriving & leaving)
- ☐ Speaker sign in, student sign in, room doors, arrows

#### Student registration

- ☐ 350 booklets
- ☐ iPads with form link
- ☐ Evaluation — *simpletexting.com* link
- ☐ Student sign in sheets
- ☐ Pencils
- ☐ Internship information

#### Student volunteers

- ☐ Speaker packets, Labeled (include room number), Nametag attached
- ☐ Program
- ☐ Speaker evaluation
- ☐ Student instruction/checklist  
(include room number & speaker info)
- ☐ Lanyards
- ☐ Student volunteer sign in

#### Speaker registration

- ☐ Speaker sign-in
- ☐ Water for speakers
- ☐ Boxed dinners
- ☐ Speaker appreciation gifts

#### Networking

- ☐ Signs, tape, table stands



## Career Event Planning Checklist

### DAY OF CAREER NIGHT

- ☐ Get elevator keys
- ☐ Confirm audio/visual
- ☐ Confirm cookies and water order with cafeteria
- ☐ Get radios and other tech supplies if necessary
- ☐ Confirm access to P.A.
- ☐ Reserved Parking for Board member
- ☐ Get custodial contact info (cell phone?)

#### 4:30pm

- ☐ External door signs
- ☐ Classroom signs
- ☐ Table signs

#### 5:30 pm

- ☐ Boxed dinners arrive
- ☐ Confirm board member reserved parking

#### 6:00pm

- ☐ Speaker packets/dinners available
- ☐ Student volunteers arrive
- ☐ Center for Career Discovery rep. "briefs" student volunteers
- ☐ Prepared to begin registration
- ☐ iPads, Sign in Sheets
- ☐ Programs
- ☐ Electronic evaluations

#### 6:30pm

- ☐ Speaker are arriving and are escorted to classrooms by student volunteers
- ☐ Someone at elevator with key
- ☐ Attenders directed to Theater

#### 6:30 pm – 6:55 pm

- ☐ **In Theater**  
Center for Career Discovery rep. provides introductory remarks and instructions (emphasize electronic completion of evaluation)

#### 6:55pm

- ☐ **Announcement**  
"Welcome to Career Night at \_\_\_\_\_ High School. Students and Parents, please make your way to the classroom with the presentation you would like to attend first. Speakers, feel free to begin your presentation in 2 minutes."

#### 7:00pm

- ☐ **Presentation 1 Begins**

#### 7:23 pm

- ☐ **Announcement**  
"Excuse the interruption. This is the end of the first presentation. Students and parents, please gather your personal belongings and make your way to the classroom of the next presentation you would like to hear."

#### 7:25

- ☐ **Presentation 1 Ends**

#### 7:25

- ☐ **Break Begins**

#### 7:32 pm

- ☐ **Announcement**  
Speakers, feel free to begin your presentation in 2 minutes.

#### 7:35pm

- ☐ **Break Ends**

#### 7:35 pm

- ☐ **Presentation 2 Begins**

#### 7:40 pm

- ☐ Cookie and Water Set Up

#### 8:00pm

- ☐ **Announcement**  
"Excuse the interruption. This is the end of the second presentation. Students, please take a moment to complete the electronic evaluation form. We will collect the evaluation forms as you make your way to [Location] for some refreshments and an additional opportunity to speak one-on-one with any or all of our speakers." (Specific evaluation instructions also give – emphasize electronic completion)



## Career Event Planning Checklist

### DAY OF CAREER NIGHT (Continued)

**8:00pm**

- ☐ **Networking in Cafeteria Begins**
- ☐ Collect hand-written evaluations
- ☐ Student volunteers assist with entering hand-written evaluations
- ☐ Collect lanyards and speaker packets from student volunteers

**8:30pm**

- ☐ **Networking in Cafeteria Ends**

**8:45pm**

- ☐ **Clean up**  
Cookies/Water, Take Down Signs, Collect and Return Elevator Keys

### Follow Up

#### HOST SCHOOL CAREER ADVISOR

- ☐ Return Tech Equipment & Radios
- ☐ Thank You to Student Volunteers
- ☐ Drawing Winner

#### DISTRICT OFFICE

- ☐ Speaker Thank You
- ☐ "Drawing" Gift Cards

#### Gather

- ☐ Student Evaluations (Surveys & Results)
- ☐ Speaker Evaluations
- ☐ Room Host Attendance Form
- ☐ A few extra programs
- ☐ Student Volunteer List

#### Using info above

- ☐ Update Career Night Summary Report

- ☐ Export all speaker details to Industry Partner Date Base.

#### Use Student Survey Results to create:

- ☐ List of students with Internship interest (Generate and email response to them)
- ☐ Reports for CTE instructors regarding student interest.

# Contact Information

Overview Index

Website

Questions





## Contact Information

Please visit our Department's Website or our District's Website for additional information:

**Center for Career Discovery**

<https://bit.ly/2l3LhTe>

**High School District 214**

[www.d214.org](http://www.d214.org)

Any additional questions can be asked in this form and a member of our team will be happy to provide further information.

<https://goo.gl/forms/zTUhatBNvtRtfmyh1>

or

Scan the QR code for easier access:







Center for **Career Discovery**  
2121S. Goebbert Road  
Arlington Heights, IL 60005