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ABSTRACT

This guide, which is intended to help practitioners replicate two model career guidance programs developed at Portland Arts and Technology High School in Portland, Maine, contains materials for conducting a course titled "Exploring Industry" and a career fair. The first half of the guide begins with coordinator instructions and logistics for a course that allows students to explore industry; it contains the following course materials: list of potential visitation sites, course description, class schedules, registration form, site confirmation letter, pretest and posttest questionnaires, brainstorming activity, industry data sheets, site information sheets, sample thank-you letter, course evaluation form, award certificate, and press release. The second half of the guide contains coordinator instructions and logistics for a career fair and the following materials: list of advisory committee responsibilities; planning committee timelines; sample program cover design contest; planning tips and scheduling ideas; career fair program; sample posters; press release; invitations; session enrollment tally; presenters confirmation letter; facility participant event, facility demographics, goals, and logistics; layout; presenter ideas; agenda; hints for presenters; guidelines for preparing presentations; certificate of appreciation; student and teacher/counselor evaluation forms and results; and certificate of success. (MN)

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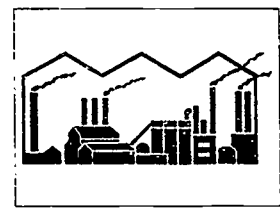
ED 389 903

Implementation Guide

of

Suggested

School-to-Work



Career Guidance Strategies

for School Personnel

and Students

1995

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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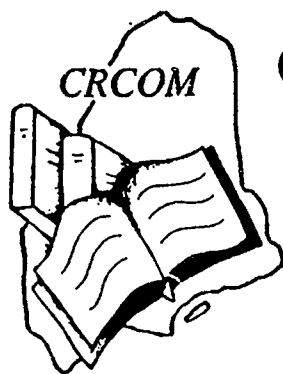
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Curriculum Resource Center of Maine

December 8, 1995

Dear Educators:

It is with great pleasure that the CRCOM presents the following implementation guide entitled **SUGGESTED SCHOOL-TO-WORK CAREER GUIDANCE STRATEGIES FOR SCHOOL PERSONNEL AND STUDENTS**.

Please utilize this guide, which describes two model programs from Portland Arts and Technology High School's (formerly Portland Regional Vocational Technical Center) Guidance Department. In fact, a special thank you goes to Frank Ingerowski for sharing all the information regarding these two programs to make this publication possible. The goal of this publication is to provide this guide to facilitate other sites in duplicating what is known to be excellent educational models that have been proven to be successful.

Once again, I encourage you to adapt these program guidelines to your own needs and initiate similar programs in your area. Good luck!

Sincerely,

A handwritten signature in black ink, which appears to read "Susan N. Donar". The signature is fluid and cursive.

Susan N. Donar
Director

SND:cbb

Green pages = Exploring Industry Course

Yellow pages = Career Fair

Implementation Guide

for

Suggested School-to-Work Career Guidance Strategies for School Personnel and Students

Rationale

The School-to-Work Opportunities Act's purpose is to encourage the launching of programs, which will ensure that students get the preparation needed to be productive in the workplace.

Key to the success of such programs is the creation of partnerships similar to the two programs described in this publication between education systems, educational personnel, and employers.

The three basic elements of a school-to-work system are as follows:

School-Based Learning

- * Career exploration and counseling
- * A career-major focus
- * Program of study that prepares students for postsecondary education and a skill certificate
- * The teaching of academic and vocational subjects as one
- * Meaningful student progress reports for both academic and vocational subjects
- * Formal arrangements for postsecondary education or additional career preparation

Work-Based Learning

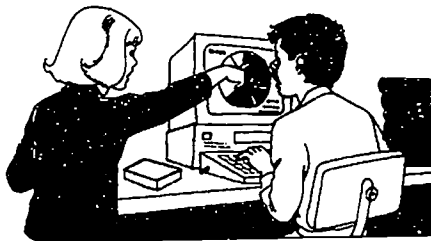
- * Work experience (paid or non-paid)
- * Job training that reinforces school-based learning

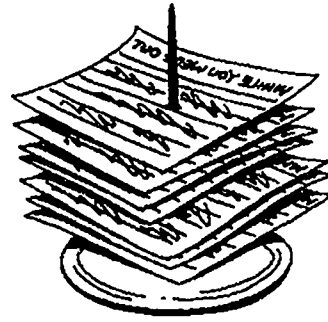
- * Workplace mentoring
- * Instruction in general workplace skills
- * The teaching of all aspects of an industry

Connecting Activities

- * That ensure that the school-based and work-based learning components work together smoothly.

It is imperative for all the stakeholders involved in a school-to-work partnership to understand the connection between school activities and the lifelong opportunities and consequences of our learning. Therefore, the two programs described in this publication are a suggestion to familiarize educational personnel to the needs of the world of work as well as a comprehensive career fair approach to familiarize students to the demands of the work place.





EXPLORING

INDUSTRY



Exploring Industry Course

Description:

The program includes on-site visitations and plant tours of businesses and industries in the area. Each class session will include a brief orientation to the business/industry, a presentation regarding specific personnel requirements and the service/product provided by the business/industry, a tour of the facility, and a question and answer period.

Objectives:

At the conclusion of this course, the participant will be able to:

- discuss day-to-day operations of the businesses/industries visited;
- describe business/industry clusters and the selected skills and knowledges within each cluster;
- list market characteristics of each site visited;
- list potential employment possibilities, job descriptions, and employee qualifications/requirements, for each site visited; and,
- report technological advances, employment opportunities for individuals with disabilities, and the equal opportunity/affirmative action opportunities for women and men at each site visited.

EXPLORING INDUSTRY COURSE

Coordinator Instructions and Course Logistics

- A. Suggested Length: 15-16 weekly sessions
- B. Suggested Time: 3:15 - 5:30
- C. Suggested Cost: \$25
- D. Suggested Audience: Instructors (vocational and non-vocational), administrators, principals, superintendents, guidance, etc.
- E. Prior to First Session: (1-2 months):
1. List potential visitation sites (refer to Example A for potential site ideas).
 2. Contact site and discuss. Only plan one-half to two-thirds of the dates (this allows the participants to identify additional sites). Personal telephone call or visit works best (refer to Example B for complete course description to revise to meet your needs when discussing course with potential sites).
 3. Prepare class schedule (refer to Examples C-1 and C-2).
 4. Prepare registration form (refer to Example D). May also later use as syllabus -- just remove registration portion.
 - Encourage participation of non-vocational instructors and all educational administrators.
 5. Send out Site Confirmation Letter (refer to Example E).

Suggest the visitation site provide the following:

- Welcome by CEO
- Background of company
- Description of services or product
- Top workers to describe departments
- Refreshments

- Entry-level job skills
- Tour of site
- Opportunity to talk with workers
- Wrap-up or debriefing session

F. First Session:

1. Pass out syllabus (refer to E-4 above and Example D).
2. Administer Pre-Test Questionnaire (refer to Example F).
3. Allow only participants to list additional sites they would like to visit. Oftentimes participants may be willing to contact site and set up visit.
4. Generally plan light refreshments for this session (cost covered by registration fee) to allow participants to network and get acquainted.
5. Share list of potential visitation sites (refer to Examples C-1 and C-2).

It is recommended that a group meeting be conducted about half way through the class to better assess how the class is going (refer to Example C-2--December 16 meeting date).

This is also an excellent opportunity for participants to share observations, reactions, and future plans for implementing the new information they have acquired from visiting sites.

6. Divide class into 2-3 groups (depending on total number) and brainstorm potential uses for information being acquired by each visit (refer to Example G).
7. Distribute Industry Data Sheet (refer to Example H) to assist participants with questions while visiting sites.

G. Subsequent Sessions:

1. Meet at business/industry site.
2. Share with participants any information sent to you by site (refer to Examples I-1 and I-2)
3. Follow up each visitation with a thank you letter (refer to Example J)

H. Last Session:

1. Plan light refreshments. This session should be regarded as a celebration of a job well done!
2. Administer Post-Test Questionnaire (refer to Example K).
3. Discuss potential curriculum and/or methodology changes participants now see as appropriate.
4. Complete course evaluation (refer to Example L).
5. Award certificates (refer to Example M).

I. Additional Logistics:

- You may choose to videotape site visits for participants who may miss a session. Also, the videotapes would be good for future recruitment for the class.
- Notify local media about course purpose and participants (refer to Example N) for suggested article format.
- Contact local college Continuing Education office to collaborate regarding awarding 4.5 Continuing Education Units (CEU's recertification credits)
- Possibly design and distribute buttons/pins that participants may wear while on tour and company representatives may be presented with the day of the tour.

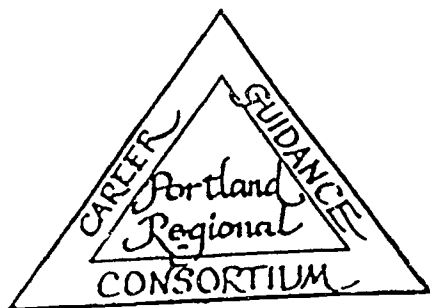
Major Employers with 100+ Employees

UNUM Life Insurance Co. 2211 Congress St Portland, ME 04122 Insurance 3,500 employees	770-2211	Mercy Hospital 144 State St Portland, ME 04101 Hospital 1,005 employees	879-3000	ABB Environmental Svcs, Inc. PO Box 7050, DTS Portl. 1, ME 04112 Environ. management/consulting 400 employees	775-54
Maine Medical Center 22 Bramhall St Portland, ME 04102 Hospital 3,400 employees	871-0111	Bath Iron Works 40 Commercial St Portland, ME 04101 Ship modernization & repair 1,000 employees	761-4800	Konica Quality Photo East, Inc. PO Box 2011 Portland, ME 04104-5008 Wholesale photofinisher 382 employees	883-72
Hannaford Bros. Co. PO Box 1000 Portland, ME 04104 Retail & wholesale grocery 3,386 employees	883-2911	Blue Cross & Blue Shield of ME 110 Free St Portland, ME 04101 Insurance 999 employees	775-3536	City of South Portland PO Box 9422 South Portland, ME 04116 Municipal government 366 employees	767-321
L. L. Bean, Inc. Casco St Freeport, ME 04033 Retailer/marketer: outdoor products 3,000 employees	865-4761	Sebago, Inc. PO Box 3000 Westbrook, ME 04098-3000 Mfg: shoes 850 employees	854-8474	Key Bank of Maine 1 Canal Plaza Portland, ME 04112 Banking 350 employees	874-70X
S. D. Warren Co. PO Box 5000 Westbrook, ME 04098 Mfg: paper 2,100 employees	856-4000	Brighton Medical Center 335 Brighton Ave Portland, ME 04102 Hospital 750 employees	879-8000	Nichols Portland (Division of Parker-Hannifin) 2400 Congress St Portland, ME 04102 Mfg: hydraulic components 350 employees	774-612
National Semiconductor 333 Western Ave South Portland, ME 04106 Mfg: semiconductors 1,500 employees	775-8100	Portland Newspapers 390 Congress St Portland, ME 04101 Daily newspaper 688 employees	780-9000	Peoples Heritage Bank PO Box 9540 Portland, ME 04112 Banking 339 employees	761-850
New England Telephone Co. One Davis Farm Rd Portland, ME 04103 Utility 1,300 employees	797-1081	Casco Northern Bank, N.A. PO Box 678 Portland, ME 04104 Banking 648 employees	774-8221	Holiday Inn by the Bay & West (operated by Harper Hotels, Inc) 88 Spring St Portland, ME 04101-3924 Hotels 325 employees	775-231
Shaw's Supermarkets, Inc. PO Box 3566 Portland, ME 04104 Retail grocery 1,175 employees	773-0211	Maine National Bank PO Box 919 Portland, ME 04104 Banking 550 employees	775-1000	Sears Roebuck & Co. 400 Maine Mall Rd South Portland, ME 04106 Retail department store 325 employees	775-3511
City of Portland 389 Congress St Portland, ME 04101 Municipal government 1,100 employees	874-8300	Eastland Shoe Corporation 5 Park St Freeport, ME 04032 Mfg: shoes 425 employees	865-6314	Central Maine Power Co. PO Box 1801 Portland, ME 04104 Utility 320 employees	800-541-3995
University of Southern Maine 96 Falmouth St Portland, ME 04103 Higher education 1,100 employees	780-4714	GTE Products Corporation Route 35 Standish, ME 04084 Mfg: electromechanical 425 employees	642-4535	Cole-Haan Footwear 44 North Elm St Yarmouth, ME 04096 Retail, wholesale footwear 300 employees	846-3721

EXAMPLE A

J. J. Nissen Baking Co. PO Box 3588 Portland, ME 04104 Mfg: bakery products 300 employees	775-3461	N.E. Rehab. Hospital of Portland 13 Charles St Portland, ME 04102 Hospital 250 employees	775-4000	Maine Printing & Bus. Forms PO Box 3878 Portland, ME 04104 Mfg: printed materials 200 employees	775-2216
Levinsky's 278 Congress St Portland, ME 04101 Retail clothing store 300 employees	774-0972	Portland Water District PO Box 3553 Portland, ME 04104 Public water/waste treatment 236 employees	774-5961	Maine Rubber International 21 Saco St Westbrook, ME 04092 Mfg: industrial tires 200 employees	856-6381
Saint Joseph's College Windham, ME 04062-1198 Higher education 300 employees	892-6766	First Allied Home Health 222 Auburn Street Portland, ME 04103 Health care provider 225 employees	878-8100	Maine Turnpike Authority 430 Riverside St Portland, ME 04103 Toll road operations 200 employees	871-7771
Diocesan Human Relations Svcs. PO Box 10660 Portland, ME 04104-6060 Social services 293 employees	871-7430	Hanover of Maine, Inc. PO Box 9001 Scarborough, ME 04070 Insurance 225 employees	883-1695	Pierce, Atwood, Scribner, Allen, Smith & Lancaster 1 Monument Sq Portland, ME 04101 Law firm 195 employees	773-6411
Jordan's Meats PO Box 588, DTS Portland, ME 04112 Meat processing 285 employees	772-5411	County of Cumberland 142 Federal St Portland, ME 04101-4196 County government 220 employees	871-8380	Spurwink School & Foundation 899 Riverside St Portland, ME 04103 Education, human services 195 employees	871-1200
Samoset Resort On The Ocean Portland, ME 04856 Resort 285 employees	594-2511	Saunders Brothers PO Box 1016 Westbrook, ME 04098 Mfg: wood products 215 employees	854-2551	IDEXX Corporation 100 Fore St Portland, ME 04101 Mfg: diagnostic products 194 employees	774-4334
Barber Foods PO Box 4821 Portland, ME 04112 Poultry processor 275 employees	772-1934	Town of Scarborough PO Box 360 Scarborough, ME 04070-0360 Municipal government 212 employees	883-4301	Fleet Bank of Maine PO Box 17537 Portland, ME 04112 Banking *190 employees *does not include employees of the former Maine Savings Bank	874-5000
Emery Waterhouse PO Box 659 Portland, ME 04104 Wholesale hardware 275 employees	775-2371	K-Marts (Falmouth/Scarborough) 206 US Route 1 Falmouth, ME 04105 Retail stores 210 employees	781-4100	Cumberland County Civic Center 1 Civic Center Plaza Portland, ME 04101 Entertainment 182 employees	775-3481
Saint Joseph's Manor 1133 Washington Ave Portland, ME 04103 Long-term care facility 260 employees	797-0600	Burnham & Morrill PO Box 1871 Portland, ME 04104 Mfg: food products 200 employees	772-8341	Jewish Home for the Aged PO Box 466 Portland, ME 04112 Long-term care facility 180 employees	772-5456
G. H. Bass & Company 360 US Route 1 Falmouth, ME 04105 Mfg. & retail: shoes 250 employees	781-3180	Campbell, Payson & Noyes/CU PO Box 527 Portland, ME 04112 Insurance 200 employees	774-1431	Sheraton Tara Hotel 363 Maine Mall Rd South Portland, ME 04106 Hotel 180 employees	775-6161
Jackson Brook Institute 175 Running Hill Rd South Portland, ME 04106 Acute psychiatric hospital 250 employees	761-2200	Community Health Services PO Box 8250 Portland, ME 04104 Home health care 200 employees	775-7231		

EXAMPLE B



EXPLORING GREATER PORTLAND INDUSTRIES A CLASSROOM ON WHEELS

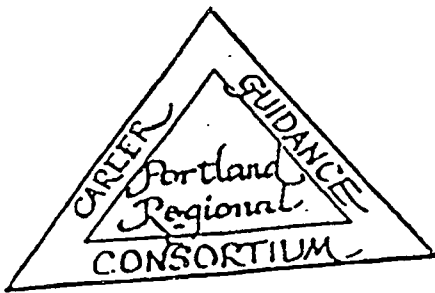
The Exploring Greater Portland Industries course is truly a classroom on wheels. The class, comprised of guidance counselors and vocational instructors, travels each week to a different business or industry in the Greater Portland area. The purpose of the course is to acquaint educators with the rapidly changing world of work and to update their knowledge of the employment requirements of business and industry.

Included in the site visitations to date have been the Portland waterfront (fish auction and P.J. Merrill Co.), the Portland Jetport, the construction site of the new Cumberland County Jail, the New England Telephone Co., Channel 13 TV, the Portland Newspapers, and the Maine Medical Center. Scheduled for January and February will be site visitations to Hannaford Bros., the Sheraton, S.D. Warren Co., Idexx, National Semiconductor, L.L. Bean and UNUM. Although the course is only half completed, participants indicate they have already accumulated a great deal of information regarding employment requirements and career opportunities in area businesses and industries. This information will be shared with colleagues in the schools and with students and their parents.

For some, the visits have provided a dose of reality in respect to the changes in expectations that await today's students as they enter the world of work. The impact of technology (computers, automation, and robotics) have eliminated many of the traditional jobs and have created many new jobs requiring specialized training and skills. The course is sponsored by the Portland Regional Career Guidance Consortium. Participants who complete the 15 week course will earn 4.5 C.E.U.'s from U.S.M.

Frank J. [Signature]

EXAMPLE C-1



EDIS 270 SEC. 51

'92 EXPLORING GREATER PORTLAND BUSINESS AND INDUSTRY

TENTATIVE SCHEDULE

October 8	(Room #250, PRVTC, 3:15 P.M.) Orientation Purpose Expectations Notebooks - Industry Data Sheets Pre-Test
October 15	Waterfront (Working)
October 22	(3:00 P.M. Arrival) Airport (Delta, Air Traffic Control)
October 29	Construction (Site Visit-TBA)
November 5	New England Telephone Company
November 12	(3:00 P.M. Arrival) Broadcasting (Channel 13)
November 19	Newspaper
December 3	Health (Maine Medical Center)
December 10	Retail/Sales (Hannaford Bros.)
December 17	Hospitality (Sheraton)
January 7	Engineering (S.D. Warren Co.)
January 14	BioTech (IDEXX)
January 21	Manufacturing (National Semiconductor)
January 28	L.L. Bean
February 4	Business (UNUM, Insurance)
February 11	Post-Test Wrap-Up Critique Reunion
February 25	Storm Make-up Class

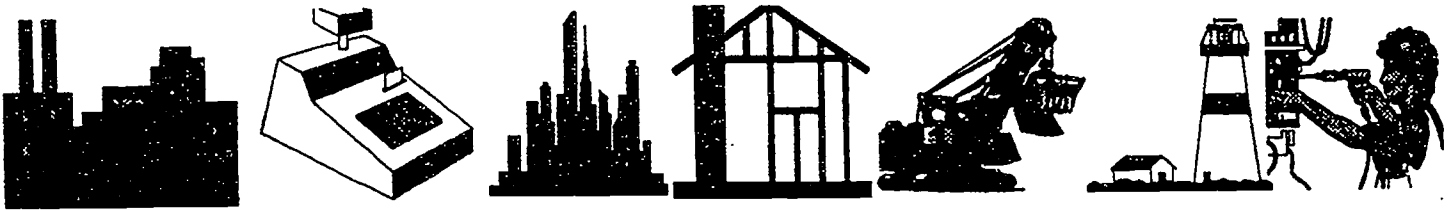
EXAMPLE C-2

EDIS 270-51

Equal Opportunities in Education and Employment

Exploring Greater Portland Industries: Tentative Schedule

1. September 23, Orientation - PRVTC 3:15PM
Course Expectations, Requirements, Industry Data Sheets,
Pre-test (Speaker)
2. September 30: Maine Printing and Business Forms
3. October 7: Channel 13/ WGME-TV
4. October 14: Infiniti of Falmouth, Inc.
5. October 21: Skillin's Greenhouses.
6. October 28: Sheraton Tara Hotel
7. November 4: TBA
8. November 18: National Semiconductor
9. December 2: TBA
10. December 9: Nichols, Portland
11. December 16: Meet at PRVTC for Group Process, speaker,
assessment
12. January 6,: TBA
13. January 13: Hannaford Brothers
14. January 20: ME. Medical Center (tentative)
15. January 27: Meet at PRVTC for wrap-up
Final evaluation and assessment
16. (February 3: STORM DAY MAKE-UP)



Exploring Greater Portland Industries In-service course for Educators 1994 - 1995

PURPOSE: The Portland Career Guidance Consortium with the assistance from the PRVTC Cadre Project is sponsoring an in-service course designed to acquaint educators with the specifics of the rapidly changing world of work in Greater Portland business and industries.

LEARNING OBJECTIVES: As a result of this activity, participants will be able to:

1. Relate the day to day operations of companies visited.
2. Describe the general categories of industries and the related services within each industrial group;
3. List the prominent areas of employment, job descriptions, qualifications, requirements, and idiosyncrasies.
4. Report technological advances observed.
5. Determine opportunities for individuals with disabilities, and the extent of equal opportunities for men and women in each organization visited.

LEARNING ACTIVITIES: The program will include on-site visitations and plant tours of business and industry in the Greater Portland area. Each session will include a brief orientation, a presentation relative to specific activities and products, a personal tour of the facility, and a follow-up question and answer period.

At this time, the following occupational/industrial areas are being considered for inclusion in the course:

Automotive Sales/Service	Health	Machine Tool
Transportation	Engineering	Broadcasting
Graphic Arts	Business and Office	Insurance
Architecture	Retail Sales	Construction
Manufacturing	Hospitality	

LOGISTICS: There will be 15 class meetings. The class will begin on Thursday, Sept. 22, (tentative) at PRVTC. Thereafter, the class will meet every Thursday with the exception of school holidays. The final

class will be held in late January. A schedule of site visits will be distributed at the September 22 meeting. Private vehicles will be used for the site visits, which will be held from approximately 3:15PM to 5:15PM.

The course will be limited to 18 participants who must indicate a commitment to attend all fifteen sessions.

Priority will be given to school counselors, vocational personnel and teachers within the PRVTC region. Class will fill on first come, first served basis.

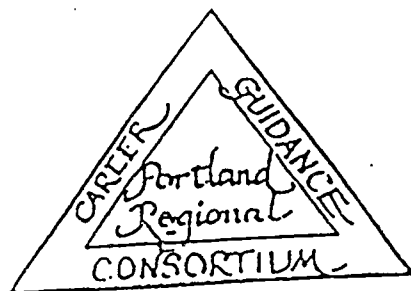
FEES/CREDIT: The fee for the course is \$25.00. This includes course materials and 4.5 Continuing Education Units (4.5 CEU's equal 3 recertification credits). Course fees are non-refundable.

I definitely plan to take the course, EXPLORING GREATER PORTLAND INDUSTRIES

NAME _____
SCHOOL _____
TITLE _____

_____ Enclosed is a check for \$25.00 made payable to PRVTC/ City of Portland
Return to: Frank Ingerowski
PRVTC
196 Allen Ave.
Portland, ME 04103

EXAMPLE E



Career Guidance Consortium
196 Allen Avenue
Portland, ME 04103
Tel. 874-8165

Dear

Thank you for assisting us with the EXPLORING GREATER PORTLAND INDUSTRIES course. This letter is to confirm our plans to visit your firm/company on _____ at _____ P.M.

The objective of the course is to acquaint guidance counselors/teachers with the specifics of the rapidly changing world of work in the Greater Portland area. The program will include on-site visitations and tours to businesses and industries in the Greater Portland area. Each session may include a brief orientation, a presentation relative to specific activities and products, a personal tour of the facility and a follow-up question and answer period.

Counselors/teachers will use the up-dated information to advise and counsel students with their career plans. Also, the information will be shared with faculty members at schools in the region.

On behalf of the teachers and counselors enrolled in this program, thank you for your support.

Sincerely,
Frank Ingerowski

Portland Regional Career
Guidance Consortium

**EXPLORING GREATER PORTLAND BUSINESS & INDUSTRY
PRE-TEST QUESTIONNAIRE**

This course is designed to help you increase your knowledge regarding careers and career opportunities and to improve communication between educators and the business community. Listed below are questions related to areas which will be discussed during the course. You are being asked to complete this questionnaire in order that some evaluation of these activities may be made.

Each question or statement is followed by a ten-point rating scale. Read each question and circle the number on the scale which most nearly corresponds to your own assessment of your present degree of knowledge, understanding, skill, or attitude referred to in the question.

1. How would you rate your present degree of knowledge of business and industry in the Greater Portland area?
0 1 2 3 4 5 6 7 8 9 10

2. Indicate the degree to which you are familiar with current employment trends in the Greater Portland area.
0 1 2 3 4 5 6 7 8 9 10

3. Indicate your knowledge of career opportunities for non-college bound students in the Greater Portland area.
0 1 2 3 4 5 6 7 8 9 10

4. Indicate your knowledge of skills needed by business and industry in the Greater Portland area.
0 1 2 3 4 5 6 7 8 9 10

5. To what extent are you aware of the attitude of employers toward employment of the people with special needs?
0 1 2 3 4 5 6 7 8 9 10

6. To what extent is the community attuned to the needs of non-college bound students?
0 1 2 3 4 5 6 7 8 9 10

7. How would you rate your present degree of knowledge of local training opportunities and programs for non-college bound students?
0 1 2 3 4 5 6 7 8 9 10

8. Indicate the degree of your understanding of a realistic role for the guidance counselor in occupational or career guidance.

0 1 2 3 4 5 6 7 8 9 10

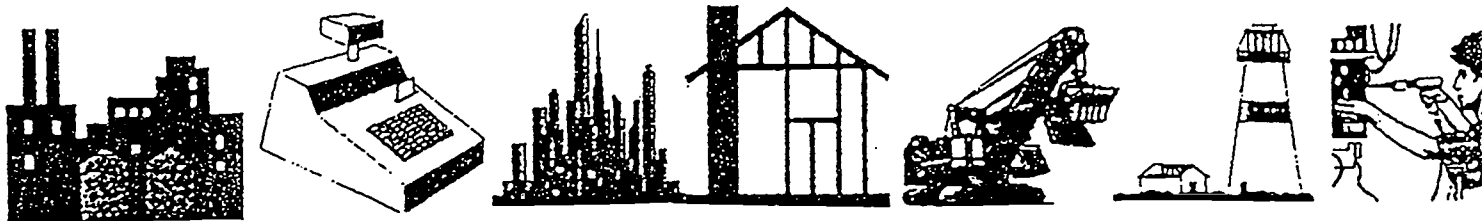
9. How would you rate the potential for a regular flow of communication between school administrators, teachers, counselors, and business and industrial personnel within the Greater Portland area?

0 1 2 3 4 5 6 7 8 9 10

10. Indicate the degree of your knowledge in respect to affirmative action program and sexual harassment policies of local business and industry.

0 1 2 3 4 5 6 7 8 9 10

EXAMPLE G



EXPLORING GREATER PORTLAND INDUSTRIES

EDIS 914-51

Group #1

Robert Mullen *
Pamela Anderson
Gail DeVilleneuve
Clover Jordan
John Matheson III
Gina Olore
Robert Kammann

Group #2

Patrick Feury *
Webster Capps
Sandra Guerra
Terese Myatt
William Thombs
Deborah Thayer
Olga Schimmer

Group #3

Susan Neily *
Janice Corliss
Robert Ingerowski
Joseph Lapointe
John Ney
Marilyn Willison
Marie Pollard

* Facilitator / Reporter

#1: What changes could we make in respect to the curriculum to better prepare students for the world of work?

#2: What has been the impact of technology on greater Portland business and industry?

#3: In what ways can business and industry work with education to improve the instructional program for our students?

EXAMPLE H

Equal Opportunities in Education and Employment

EDIS 270 SEC. 51

EXPLORING GREATER PORTLAND BUSINESS & INDUSTRY INDUSTRY DATA SHEET

NAME OF COMPANY: _____

CONTACT PERSON: _____ PHONE NO: _____

MAJOR PRODUCT OR SERVICE:

AREAS OF FUTURE PRODUCT AND/OR OCCUPATIONAL GROWTH:

ENTRY LEVEL OCCUPATIONS AVAILABLE:

EDUCATION, TRAINING, SKILLS REQUIRED:

HIRING PRACTICES:

OPPORTUNITIES FOR ADVANCEMENT/CAREER LADDERS:

WORKING CONDITIONS:

IN-HOUSE BENEFITS (TRAINING, INSURANCES, ETC.):

ANTICIPATED IMPACT OF TECHNOLOGY:

OPPORTUNITIES FOR GRADUATES WHO SEEK EMPLOYMENT IN JOBS NONTRADITIONAL TO THEIR SEX:

OPPORTUNITIES FOR GRADUATES WITH DISABILITIES:

EDUCATIONAL RESOURCES (TOURS, JOB-SHADOWING, GUEST SPEAKERS, ETC.)

COMMENTS:

EXAMPLE I-1

MAINE MEDICAL CENTER

January 12, 1994

Mr. Frank Ingerowski
Portland Regional Vocational Technical Center
196 Allen Avenue
Portland, Maine 04103

Dear Frank:

We are looking forward to meeting next Thursday, January 20th here at the Medical Center with the high school guidance counselors and I thought you might wish to pass on to participants some advance information on parking and a central place to convene before the session.

As we discussed, your best option for parking is at the Gateway Garage adjacent to the Sonesta Hotel on High Street. Participants may pick up our shuttle bus at the garage's High Street entrance and will be dropped off at the hospital's Admitting Lobby where I will meet you. The shuttle makes continuous runs so waits tend to be brief, but if there seems to be any delay, ask one of the garage attendants to check on the shuttle's location. Participants also may find parking in the Bramhall lot across the street from MMC's main entrance, but that lot often is filled with patients' and visitors' vehicles. The entrance to that lot is on Chadwick Street, about half a block from the Bramhall Street doors. Once we arrive at our meeting place, I will provide passes allowing free parking at both locations; participants do not need to bring their parking tickets with them.

You will see from the attached preliminary schedule that we plan to cover a variety of health care arenas. Presenters expect to restrict their talks to about 7 minutes, leaving a similar duration for questions. It isn't much time, but I think striving for breadth rather than depth for these sessions will work best; if the group or individuals want more information about specific positions or departments, we will be happy to develop additional tours or visits to schools or whatever seems likely to be useful to you. We will wrap up this session promptly at 5:00 PM.

Please call me at 871-2814 if you have questions. See you Thursday.

Yours truly,



Janet M. Alexander
Administrative Projects Manager

Attachments

22 Bramhall Street, Portland, Maine 04102 (207) 871-0111

EXAMPLE I-2

MAINE MEDICAL CENTER

PRELIMINARY SCHEDULE

PRELIMINARY SCHEDULE

Portland Career Guidance Consortium
Maine Medical Center Visit
Thursday, January 20, 1994

Parking is recommended at the Gateway Garage next to the Sonesta Hotel on High Street, Portland. A shuttle bus operates continuously during business hours between the High Street entrance to the Garage and Maine Medical Center's Admitting Entrance.

3:00-3:15	Meet Janet Alexander, Administrative Projects Manager at MMC Admitting Lobby and move to Classroom #2, Dana Education Center
3:15-3:30	Introductions and coffee
3:30-3:45	Mary Main, Manager General Employment
3:45-4:00	Emmy Hunt, R.N., Head Nurse Emergency Medicine
4:00-4:15	David Wennberg, M.D., Director Health Services Research
4:15-4:30	John Romano, Asst Dir/Production Food & Nutrition Services
4:30-4:45	Jennifer Lohnes, Director Betsy Smith, Trng/Projs Specialist Medical Records
4:45-5:00	Neil Schuster, Division Director Physical Therapy
5:00	Meet shuttle at Admitting Lobby for return to Gateway Garage
1/12/93	

EXAMPLE J

November 22, 1993

Mr. Eric Longpre
Communications Coordinator
National Semiconductor
333 Western Ave.
South Portland, ME 04106

Dear Eric:

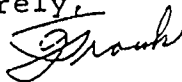
On behalf of the guidance counselors and vocational teachers enrolled in the EXPLORING GREATER PORTLAND INDUSTRIES course, thank you for providing an excellent presentation on National Semiconductor.

All of us were fascinated with the high-tech and the international connections that characterize your industry.

You have been very supportive to our educator's group and we very much appreciate your efforts to keep us up to date as we guide and counsel young people preparing for careers in high-tech industries.

Also, please express our thanks to John Skillings for explaining the very fine SHARP program which is available to your employees.

Sincerely,



Frank Ingerowski

**EXPLORING GREATER PORTLAND BUSINESS & INDUSTRY
POST-TEST QUESTIONNAIRE**

This course is designed to help you increase your knowledge regarding careers and career opportunities and to improve communication between educators and the business community. Listed below are questions related to areas which will be discussed during the course. You are being asked to complete this questionnaire in order that some evaluation of these activities may be made.

Each question or statement is followed by a ten-point rating scale. Read each question and circle the number on the scale which most nearly corresponds to your own assessment of your present degree of knowledge, understanding, skill, or attitude referred to in the question.

1. How would you rate your present degree of knowledge of business and industry in the Greater Portland area?
0 1 2 3 4 5 6 7 8 9 10

2. Indicate the degree to which you are familiar with current employment trends in the Greater Portland area.
0 1 2 3 4 5 6 7 8 9 10

3. Indicate your knowledge of career opportunities for non-college bound students in the Greater Portland area.
0 1 2 3 4 5 6 7 8 9 10

4. Indicate your knowledge of skills needed by business and industry in the Greater Portland area.
0 1 2 3 4 5 6 7 8 9 10

5. To what extent are you aware of the attitude of employers toward employment of the people with special needs?
0 1 2 3 4 5 6 7 8 9 10

6. To what extent is the community attuned to the needs of non-college bound students?
0 1 2 3 4 5 6 7 8 9 10

7. How would you rate your present degree of knowledge of local training opportunities and programs for non-college bound students?
0 1 2 3 4 5 6 7 8 9 10

8. Indicate the degree of your understanding of a realistic role for the guidance counselor in occupational or career guidance.

0 1 2 3 4 5 6 7 8 9 10

9. How would you rate the potential for a regular flow of communication between school administrators, teachers, counselors, and business and industrial personnel within the Greater Portland area?

0 1 2 3 4 5 6 7 8 9 10

10. Indicate the degree of your knowledge in respect to affirmative action program and sexual harassment policies of local business and industry.

0 1 2 3 4 5 6 7 8 9 10

EXAMPLE L

NAME _____ DATE _____

EDIS 270-51
Exploring Greater Portland Industries
Evaluation

1. Did the course meet your expectations?

2. Would you recommend the course to fellow teachers/counselors?

3. List several site visits which were the most interesting/effective.

4. List several site visits which were not effective.

5. Suggestions for improving this course.

6. Suggestions for a sequel to Exploring Industries which would focus on students.

7. Suggestions for other courses that would meet your needs:

8. May I quote your remarks in reports on future course descriptions?

Yes No

THANK YOU!

Portland Regional Career
Guidance Consortium

Awards This
Certificate To

For Successful Completion Of
The 15 Week
Exploring Greater Portland
Industries
Program

Date _____ 19____

Chairman-Career Guidance
Consortium

BEST COPY AVAILABLE

PRVTC Helps Teachers Explore Greater Portland's Industries

Twenty Greater Portland teachers are learning more about the world of work through a 15-session course sponsored by PRVTC. The aim of the course is to provide teachers with knowledge of the needs of business and industry in the Greater Portland area so they can better relate their subject matter to the work environment and also be better able to advise students on career choices.



Tours and on-site presentations will take teachers into the job sites of today, the real-world settings that our educational institutions are preparing students to enter.



Each week the class visits a business or industry in the area for an orientation, a tour, and a question-and-answer session related to the respective business.

To date, teachers in the program have visited Nichols Portland, Maine Printing and Business Forms, MDOT Portland/South Portland Bridge Project, Regional Waste Systems, the Lee Auto Mall, and the Portland Marriott Hotel. Visits to other major employers such as S. D. Warren, UNUM, NYNEX, and L. L. Bean are in the planning stages.



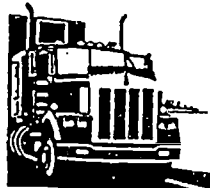
By the final class participating teachers will be able to:

- Talk about the day-to-day operations of a range of companies;
- Describe general categories of area industries and related services within each group;
- List the market characteristics of each organization visited;
- List prominent areas of employment, job descriptions, and qualifications and requirements for different jobs;
- Report on the technological advances observed, the opportunities for the handicapped, and the extent of equal opportunity for men and women.

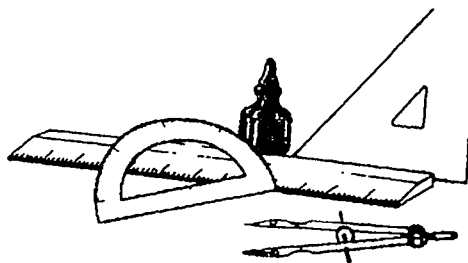
For many teachers the visits have provided a new perspective on the changes that await today's students as they enter the world of work. The impact of technology, including computers, automation, and robotics, has eliminated many traditional jobs but has, in turn, created many new jobs requiring specialized training and skills.

Those who complete the course will earn 4.5 CEUs from the University of Southern Maine.

The following teachers are enrolled: Frank Ingerowski, PRVTC (Course Coordinator); Pamela Anderson, Portland High School; Webster Capps, Portland High School; Janice Corliss, Bonny Eagle High School; Gail DeVilleneuve, Portland High School; Patrick Feury, Portland High School; Sandra Guerra, Portland High School; Robert Ingerowski, Lincoln Middle School; Clover Jordan, Deering High School; Robert Kammann, Lyman Moore Middle School; Joseph Lapointe, Lincoln Middle School; John Matheson III, Lincoln Middle School; Robert Mullen, Bonny Eagle High School; Terese Myatt, Portland Summer School; Susan Neily, Portland High School; John Ney, Portland High School; Gina Olore, Bonny Eagle High School; Marie Pollard, Portland Adult Education; Olga Schimmer, Portland High School; Deborah Thayer, Cape Elizabeth High School; William Thombs, Mahoney Middle School; and Marilyn Willison, Bonny Eagle High School.



CAREER



FAIR



Career Fair

Description:

This event is just one activity to assist students in setting their life's goals. Additional ideas to influence a student's future that are peripheral results of preparing for and participating in such an event include the following R - E - A - C - H areas:

- R - **REMAIN IN SCHOOL.** Do the best you can. Look for opportunities for additional education in areas that lead to your goals.
- E - **EXPLORE THE WORLD OF WORK.** Write to companies, talk with teachers and counselors, and ask people what they like and dislike about their work.
- A - **ASK HOW SKILLS IN SUBJECTS ARE USED** at today's jobs, and how skills in one subject are used in other subjects.
- C - **CHALLENGE YOURSELF** in activities in and out of school. Use volunteer activities and part-time jobs to build skills and explore interests.
- H - **HELP YOURSELF** by taking a wide variety of subjects: Math, Science, Language Arts, Social Studies and other areas of interest.

Objectives:

During this event, the student will be able to:

- participate in career awareness and career exploration activities designed to raise aspirations and increase self-esteem;
- practice the use of interview and research skills;
- develop and use self-assessment skills;
- relate occupational planning to school experiences and high school planning; and,
- develop an awareness of non-traditional careers.

CAREER FAIR

Coordinator Instructions and Logistics

- A. Suggested Length: One Day
- B. Suggested Time: 8:00 a.m. - 1:30 p.m.
- C. Suggested Cost: \$2 - 2.50 per student attending (paid by school not student)
- D. Suggested Audience: 8th Grade Students
- E. Prior to Event: (4 - 5 months)

1. Establish Advisory Committee to assist in planning. Include guidance from all participating schools, instructors, and area business people.
2. Determine areas of responsibility for each Advisory Committee member (refer to Example A).
3. Identify potential expenses and potential sponsors (ie. program booklets, luncheon for presenters, facility, etc.).
4. Determine best site location and find sponsor.
5. Select date for event.
6. Establish timeline for planning committee (refer to Example B-1, B-2, and B-3 sample minutes and meeting agenda sample).
7. Contact businesses and ask to participate.
8. Plan to run a Career Fair Program Cover Design Contest for area students (refer to Example C).
9. Determine future planning committee meeting dates.

NOTE: Additional planning tips and scheduling ideas are included in Example D and E to assist in planning a Career Fair event.

10. Administer "Interest Inventory" to students to determine which sessions would be most relevant.

11. Design and compile program (refer to Example F).
12. Design and distribute advertising posters (refer to Example G -- this copy was 11 x 17 in original format).
13. Notify media of event (refer to Example H for sample event demographics)
14. Send out invitations to guests (refer to Example I).
15. Tally session enrollments to insure no session is over-enrolled (refer to Example J - - was 8 ½ x 14 in original format).
16. List each students schedule and distribute to appropriate school guidance counselor (refer to last page of program booklet in Example F).
17. Schedule students for sessions (name tags may reflect schedules so it -- or the student -- don't get lost).
18. Send out "Presenters Confirmation Letters;" Facility Layout; Participant Event, Facility Demographics, Goals, and Logistics ; Career Fair Presenter Ideas; Agenda; "Hints for Presenters;"and, "Preparing A Presentation" handout to each booth/ presenter (refer to Example K-1, K-2, K-3, K-4, K-5, K-6, and K-7).

F. Day of Event:

1. Distribute "Welcome to Presenters," "Know Your Audience," and "Your Presentation" (refer to Example L-1, L-2, and L-3).
2. Assist presenters in finding assigned areas.
3. Assist students.
4. Keep event on time schedule.
5. Award "Certificates of Appreciation" (refer to Example M).
6. Students fill out Evaluation Form (refer to back of program booklet in Example F).

G. After Event:

1. Mail out thank you letters to presenters.
2. Compile Evaluation results (refer to Example N-1 and N-2).
3. Convene planning committee to debrief.

4. Send thank you letters to sponsors.
5. Distribute "Certificate of Success" to participating students (Refer to Example O).

H. Additional Logistics:

1. Try to recruit diverse non-traditional, and standard career opportunities.
2. Assure that facility is handicapped accessible.
3. Allow students to select 3 sessions and 1 session is assigned.
4. Guidance people meet with students before event to assist in developing questions.

EXAMPLE A

TENTATIVE 1995 CAREER FAIR: ASSIGNMENTS

SCHOOL *****	COUNSELOR(S) *****	RECRUITING ASSIGNMENTS *****
Lyman Moore	Anne LaBossiere Kathy Woods	Set-up
Cape Elizabeth	Rick Madden	Business & Office
Wentworth (SCA)	Ann Noble	Media & Communications
Memorial (S. Portland)	Dick Kinney Jane Lansing	Health Careers
Gray-New Gloucester	Stephanie Bubier	Manufacturing
Harrison Middle (YA)	Jeanne Feintech Brenda Michaelson	Fine Arts
Westbrook	Sue Walbridge Gene Heitz	Natural Resources
Shaw Jr. High (GOR)	Pat Wright	Hospitality & Recreation Personal Services
Mahoney (S. Portland)	Phil St. John Don Lonsway	Public Service
King Middle	Sharon Dennison Jackie McDonough	Clean-up
PRVTC	Molly Graftam	Construction
Falmouth	Lois Murphy	Transportation
Greely	Betsy Stout	Marketing & Distribution
Windham	Eliza Adams Barbara Clark	Evaluations & Thank you letter

EXAMPLE B-1

TARGET DATES CAREERS FOR THE 21ST CENTURY

October
November
December
January

Committee Planning and
Student preparation

February 28

Meet at PRVTC at 8:00 AM

1. Recruiters turn in names of presenters
2. Distribution of Scheduling Packets
3. Selection of cover/poster contest winner

April 12

Meet at PRVTC at 8:00 AM

1. Turn in pink Tally Sheets
2. Distribute booklets for students

April 25

- Set-up Team (Moore) needed at Expo at 9:00 AM
- All recruiters please make last-minute calls to your presenters (several did not show last year).

April 26

8:15 AM Hospitality Team needed to set up registration and help presenters

8:30 AM Welcome

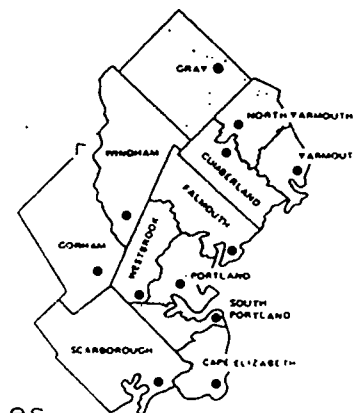
8:45 AM Workshop I begins

1:30 PM Clean-up team (King)

April 27

Evaluation and Thank yous (Windham)

EXAMPLE B-2



Regional Committee Plans Career Activities

Sharing materials and resources, guidance counselors from eleven school districts in the Greater Portland area have been meeting at the Portland Regional Vocational Technical Center to plan career awareness activities for Grade 8 students.

The Regional Planning Committee includes guidance counselors from Cape Elizabeth, Falmouth, Gray-New Gloucester, Cumberland, Portland, South Portland, Gorham, Scarborough, Westbrook, Windham, and Yarmouth.

A series of activities have been planned within the middle schools and junior highs of the participating districts to assist Grade 8 students in making the transition to the high schools. The goal of the Guidance committee is to plan and sponsor career awareness and career exploration activities designed to raise the career aspirations of students and to help students relate career planning to their high school program.

Activities for students which are planned or already in progress include: career assessments, interest inventories, career research, and the study of occupational clusters. In addition, several schools are utilizing the newest computer software which assists students as they study the world of work and widen their career horizons.

Student activities will culminate in a regional career fair for over 2000 students from participating school districts. Careers for the 21st Century, a career fair for Grade 8 students, has been scheduled for April 26 at the Portland Exposition Building in Portland.

Members of the Career Planning Committee include: Rick Madden, Cape Elizabeth Middle School; Lois Murphy, Falmouth Middle School; Stephanie Bubier, Gray-New Gloucester Junior High School; Betsy Stout, Greely Junior High School; Sharon Dennison and Jackie McDonough, King Middle School; Donna Beeley and Kathy Woods, Lyman Moore Middle School; Don Lonsway and Phil St. John, Mahoney Middle School; Richard Kinney and Jane Lansing, Memorial Middle School; Patricia Wright, Shaw Middle School; Ann Noble, Wentworth Middle School; Su Walbridge and Eugene Heitz, Wescott Junior High School; Barbara Clark and Eliza Adams, Windham Junior High School; Brenda Michaelson, Harrison Middle School; Frank Ingerowski and Molly Graffam, Portland Regional Vocational Technical Center.

EXAMPLE B-3

CAREERS FOR THE 21st CENTURY APRIL 1, 1994

AGENDA

1. Distribute posters and PR announcements...
2. Proof-read invitations...
3. Proof-read Career Fair booklet (goes to printer today)
(Final changes, additions, deletions)...
4. Telephone call to presenters on the 26th...
5. Mail packet to each presenter...
6. Floor plan and bus schedule (bus parking)...
7. Teacher Chaperones...
8. Set up, April 26,; Take down, April 28...
9. Student Involvement...
10. Evaluations...
11. Schedule Tally due April 8th (gray sheet)

EXAMPLE C

COMMUNITY INVOLVEMENT PROJECTS

PLANNING A CAREER DAY

MOICC, 1990 Planning to Realize Your
Educational Potential. Hallowell,
Maine: MOICC.



COMMUNITY INVOLVEMENT PROJECTS

PLANNING A CAREER DAY

Career Days are an excellent way to introduce a variety of careers to students in one day.

Some key elements to a successful Career Day are as follows:

- * Begin planning early.
- * Recruit two committees: a core group and an advisory group.
- * Develop a time line.
- * Keep minutes of meetings.
- * Assign tasks to be done.
- * Involve students, parents, teachers, administrators, and board members as much as possible.
- * Inform the administration, teachers, board members, students and community well in advance.
- * Use periodic reminders via the daily announcements to heighten interest in the Career Day.
- * Place posters around the school.
- * Write news articles for the local newspaper.
- * Make radio or television announcements so that it truly becomes a special day.
- * Invite parents to present their careers.
- * Invite Board members and Central office Administrators to attend.
- * Extend invitations to guests early and follow this up with a series of reminder contacts providing information in small amounts.
- * Provide an initial contact to the presenter to explain the purpose of Career Day.
- * Enhance the program with a keynote address.
- * Include the classroom teachers in gathering needed information from students if choices are allowed.
- * Have classroom teachers discuss what are good questions and what are poor questions.
- * Encourage teachers to make student assignments such as research papers on preferred careers.
- * Ask students to write thank you letters to presenters, Board members, and Central office Administrators.

- * Use a personal computer for scheduling if one is available.
- * Print evaluations, have presenters, guests and students complete one, and provide feedback on how the day was received.
- * Compliment board members who attend the Career Day.
- * Submit a newspaper article upon completion of Career Day and include all guest presenters.
- * Invite a television station to cover the Career Day.



SAMPLE

CAREER DAY PLANNING CALENDAR

September 16, 19	Initial proposal presented at staff meeting. Discussion and approval by members. Committee of two formed.
September 2, 19	Committee meeting to develop plan of action.
September 30, 19	Written plan presented to the staff by the Career Day Committee.
October 14, 19	Committee presents a list of careers.
October 21, 19	Team ratified the Committee's career list.
November 24, 19	Career list given to building teachers for comment and a complete explanation given regarding Career Day, i.e., tentative schedule for the day.
January 4, 19	Telephone and letter contact begins to guest presenters.
January 25, 19	Guest presenter list checked for negative replies and additional contact made.
February 10, 19	Guest presenter second mailing. Include an introduction return.
April 1, 19	Third mailing to guest presenters which include a reminder and map to school.
April 12, 19	CAREER DAY

PREPARING STUDENTS FOR A
CAREER DAY EVENT

THE GUIDANCE COUNSELOR

11/11
28

PREPARING STUDENTS FOR A
CAREER DAY EVENT

The Guidance Counselor's Role:

The Guidance Counselor has many roles to play when preparing students for a career day event. These roles include:

- + Project Coordinator
- + Resource Person
- + Scheduler
- + Motivator
- + Evaluator

Project Coordinator

As project coordinator, the Guidance Counselor is responsible for ensuring that the career day event is a meaningful one for all involved. The Guidance Counselor provides information about the event itself--goals, date, time, location--to appropriate school personnel. In addition, the counselor trouble shoots to make sure the logistics are in place and that students and faculty are aware of the behavioral expectations for the event. Some specific responsibilities for the project coordinator include:

- + Faculty orientation to the event including logistics, date, time, as well as the educational goals for the event and expectations for faculty and students.
- + Soliciting faculty cooperation in preparing students to attend the event by using the suggested curriculum in their classroom or by substituting teacher-developed materials. (As a guideline, MCEC has developed six lessons to be used for preparing students. This is a commitment of one lesson per week during the six weeks prior to the event.)
- + Coordinating faculty efforts and recognizing those who do an exceptional job.
- + Working with the faculty to create operating systems for scheduling students for the event.
- + Evaluating the event with faculty and making suggestions for future efforts.
- + Obtaining and using student evaluations for future planning.

Resource Person

The Guidance Counselor is also a resource person to those preparing students for the career day event. During the preparation period, there are several things that the Guidance Counselor can do to make sure that the faculty have the information and support they need to prepare students properly for the event.

The Guidance Counselor may:

- + Work with the school librarian to place on reserve career information and career decision-making-related materials. These materials would be made available to students during their study halls.
- + Distribute a list of materials available from the Guidance Office to participating faculty members. This list may include:
 - * The Maine Job Box
 - * Appropriate pamphlets or products on the World of Work
 - * Short assessment forms such as the Harrington-O'Shea or the Self-Directed Search with directions.
 - * The Guide to Occupational Exploration
 - * The Occupational Outlook Handbook
- + Create a schedule for times that participating faculty members and students could use the Guidance Information System (GIS) to facilitate career match.
- + Train a student aide or guidance assistant to run the GIS and to print out information for participating classrooms based on the GIS survey form.
- + If a computer lab is available, obtain and distribute a list of appropriate software and arrange for students and faculty to use the software.
- + Share other resources of interest as well as good teacher-developed materials.
- + Provide tips and instructions on the ways in which jobs are categorized.

Scheduler

The Guidance Counselor will ultimately be responsible for creating schedules for all students attending the event. This can be done with assistance from participating faculty.

Some things to remember when scheduling students for such an event are:

- + Students should be scheduled by interest as much as possible. Each student should be scheduled for his or her first and second choices.
- + The purpose of the event should be kept in mind. This is an opportunity for students to interact with "real" professionals. For students to benefit most, they must be able to learn and to access what the professionals know best--the demands, dimensions, and quirks of the job they do every day.

Motivator

Noting is more contagious than enthusiasm. If the Guidance Counselor promotes the event in a lively, interesting manner, others will see it as something to attend and to participate in actively.

What are some motivations:

- + Recognizing the efforts of colleagues at meetings, in a note or through a public and/or private "thank you."
- + Recognizing the efforts of students at assemblies, through certificates, thank-you's, or privileges.
- + Involving student government in the promotion.
- + Asking people, "What do you think? How can I be of help? Would you like to take a look at this?"
- + Providing support for the effort (See resource role.).
- + Providing guidelines and expectations for all involved.
- + Using P.R. techniques:
 - * A countdown in the daily bulletin
 - * Signs posted in the school
 - * Announcements at assemblies

- * Local newspaper and radio coverage of preparatory classroom activities that are newsworthy
- * An article for the school newspaper discussing the career day event. Arrange for participating faculty and students to be interviewed, too.
- * Ask a student or students to keep a photographic diary of the event to be used in the future to prepare other students. The diary would include classroom activities as well as the event itself.

Evaluator

Finally, the Guidance Counselor is an evaluator of the process, the event, and the outcomes. When the event is over, the Guidance Counselor should meet with the faculty that participated in the project and obtain their feedback.

What went well?
What went wrong?
Can it be fixed? How?
What have we learned that we want to keep?

Students should also be led through an evaluation. They should determine what the event meant to them and what they need to do to obtain more information about careers and career requirements.

The results of this evaluation process should be used to create follow-up activities and spin-offs during the latter part of the school year and for planning similar events in the future.

SAMPLES

FACULTY MEETING AGENDA

FACULTY EXPECTATIONS

STUDENT EXPECTATIONS

FACULTY MEETING AGENDA

- + Career Day Event date, time, logistics, goals

- + Faculty expectations

- + Student Expectations

- + Faculty/Student Packet

- + Resources Available

FACULTY EXPECTATIONS

- + To present one lesson per week for six weeks preparing students for the career day event

- + To attend the event with the students

- + To provide support and assistance to students and presenters at the career day event

- + To participate in follow-up activities

- + To evaluate the preparatory process and the event itself

- + To make recommendations for future career education activities

STUDENT EXPECTATIONS

- + To complete all preparatory assignments for the career day event

- + To determine career cluster areas and careers of interest

- + To participate actively in the event itself by interviewing presenters

- + To follow event guidelines, such as attend all scheduled presentations

- + To prepare a report on each of the presentations attended

- + To evaluate the event itself and to make recommendations for future career education activities

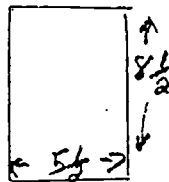
CAREERS FOR THE 21ST CENTURYCOVER CONTEST

ELIGIBILITY: Grade 8 students in the PRVTC region

Cover for "94 Regional Career Fair
Theme: Careers for the 21st century

Your cover design may be drawn to the actual size of
5 1/2" x 8 1/2" or you may draw it as large as
11" x 17" and we will reduce it.

You will be using black ink on white paper



Grade 8 students will submit entries to their middle school counselor in their respective schools by February 1, 1995. Middle school counselors et al will select the winning entry for their school.

Winning entries from 15 middle schools will be submitted to the Career Fair Planning Committee by Feb. 28, 1995 by counselors.

Career Fair Planning Committee will select 1st, 2nd and 3rd place winners.

The 1st place winner will be on the cover of 2500 copies which will be printed with the name of the winning artist.

Fifteen prizes, one for each winner from the fifteen middle schools will be awarded.

1ST PLACE WINNER: \$25.00 Mall Gift Certificate
2ND PLACE WINNER: \$15.00 Mall Gift Certificate
3RD PLACE WINNER: \$10.00 Mall Gift Certificate

selected from 15 entries

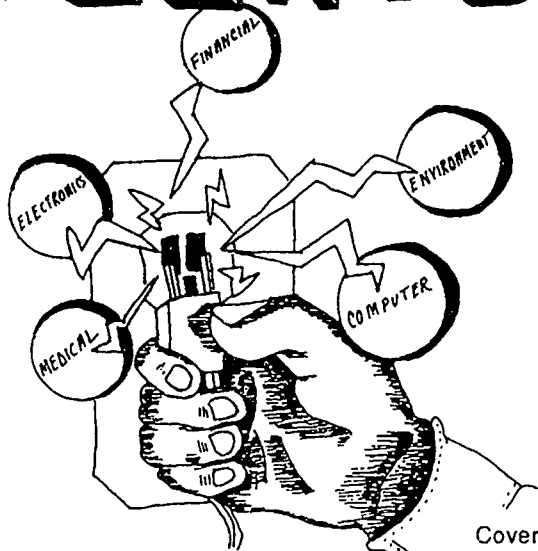
Fifteen \$5.00 Mall Gift Certificates will go to the remaining winning entries.

All entries will be displayed at the Career Fair in April.

GRADE 8 REGIONAL CAREER FAIR

April 26, 1995 • Portland Exposition Building

**PLUG
INTO
CAREERS
FOR THE
21^{ST.} CENTURY**



Cover Designed by:
Andrew W. Whetstone
Grade 8, Wescott Junior High

TODAY'S SCHEDULE

WORKSHOP I

Four 18 minute presentations:
8:45 9:05 9:25 9:45

WORKSHOP II

Four 18 minute presentations:
10:20 10:40 11:00 11:20

WORKSHOP III

Four 18 minute presentations:
11:55 12:15 12:35 12:55

WORKSHOP I

(8:45 - 10:05)
Cape Elizabeth
Gray-New Gloucester
Greely (Cumberland)
Mahoney (S. Portland)
Wentworth (Scarborough)

WORKSHOP II

(10:20 - 11:40)
Falmouth
Shaw (Gorham)
Windham
Yarmouth
Moore (Portland)

WORKSHOP III

(11:55 - 1:15)
King (Portland)
Memorial (S. Portland)
Wescott (Westbrook)
Gray-New Gloucester

Today's career fair is just one activity to help you to set your life's goals. You will need to extend yourself in many ways before you can grasp these goals. Here are additional ways for you to influence your own future:

- R** REMAIN IN SCHOOL. Do the best you can. Look for opportunities for additional education in areas that lead to your goals.
- E** EXPLORE THE WORLD OF WORK. Write to companies, talk with teachers and counselors, ask people what they like and dislike about their work.
- A** ASK HOW SKILLS IN SUBJECTS ARE USED at today's jobs, and how skills in one subject are used in other subjects.
- C** CHALLENGE YOURSELF in activities in and out of school. Use volunteer activities and part-time jobs to build skills and explore interests.
- H** HELP YOURSELF by taking a wide variety of subjects: Math, Science, Language Arts, Social Sciences and other areas of interest.

**WELCOME
TO CAREERS FOR THE 21ST CENTURY**

Welcome to CAREERS FOR THE 21st CENTURY. This ninth annual career day for regional eighth graders is a project of the Portland Regional Career Consortium.

During the career day sequence, students will have the opportunity to:

1. Participate in career awareness and career exploration activities designed to raise their aspirations and increase self-esteem;
2. Practice the use of interview and research skills;
3. Develop and use self-assessment skills;
4. Relate occupational planning to school experiences and high school planning;
5. Develop an awareness of non traditional careers

Over two thousand students from eighth grades in thirteen area schools will hear presentations from seventy occupational areas. CAREERS FOR THE 21st CENTURY is the culmination of weeks of activities on careers, interests, aptitudes, and interviewing for students and months of planning on the part of area counselors.

The response from area businesses has been wonderful! The regional career fairs are a great opportunity for business and education to work together to better the futures of Portland area students. The Portland Regional Career Guidance Consortium appreciates the opportunity to facilitate the joining of schools and businesses in this project.

Enjoy Your Day!

BEST COPY AVAILABLE

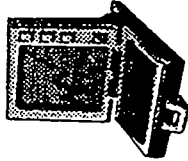
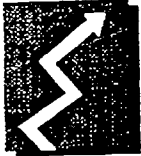
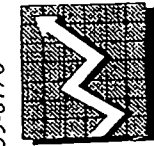
BUSINESS & OFFICE

ACCOUNTANT

Table 15
W. Benson Dana, C.P.A.
17 Orchard Rd.
Cape Elizabeth 04107
767-3421

SECRETARIAL CAREERS

Table 14
Sally Tammaro
Cape Elizabeth 04107
799-8176



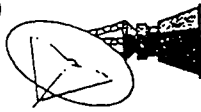
GENERAL COMPUTER CAREERS

Table 69
Donna Hutchins, Educational Technicians,
PRVTC
Students from PRVTC
Joseph Ricci, Windham Christian School
Christine Besette, Gorham High
Deborah Edes, Deering High
Michelle Charron, Deering High
David Snyder, Gorham High
Matthew Walker, Thornton Academy

COMMUNICATIONS & MEDIA

GRAPHIC ARTS

& PRINTING
Table 66
David Nichols
Instructor, PRVTC
Graphic Arts



COMMERCIAL ART

Table 8
Kevin Fahrman
Idexx Laboratories, Inc.
Westbrook, 04092
856-0300

Students from PRVTC

Lucinda Frazier
Portland Adult Education
Marisa Faietta
Portland Adult Education

NEWSPAPER CAREERS

Table 45
Ed Beem
308 Newell Rd.
Yarmouth, 04096
846-3177

NATURAL RESOURCES

ENVIRONMENTAL ENGINEER

Table 18
Lisa Spahr
Nick Rico
ABB Environmental Services
110 Free St.
Portland, 04101
775-5401

FORESTRY CAREERS

Table 10
Dennis Brennan
Maine Forestry Service
RFD #2, Box 148
Alfred, 04002
324-7000

FISH & GAME WARDEN

Table 30
Dan Menard
Maine Inland Fisheries/
Warden Service
328 Shaker Rd.
Gray, 04039
657-2345

LANDSCAPE/GREENHOUSE

FLOWERSHOP CAREERS

Table 59
Robert Francis
Instructor, PRVTC
Students from PRVTC
Diane Berry
Gray New Gloucester High
Jodi Newcomb
Portland High
Shawn Gagne, Gorham High
Jason Williams, Bonny Eagle High
Nikita Lovejoy, Bonny Eagle High
874-8165

MARINE BIOLOGIST

Table 17
James Booker
Dan Schick
Dept. of Marine Resources Lab
West Boothbay Harbor
04575
633-5542

WEATHER FORECASTER

Table 29
Fred Ronco
National Weather Service
P.O. Box 1208
Gray, ME 04039
598-3216

METEOROLOGIST/WEATHER

Table 32
Monica Wood
62 Dennett St.
Portland, 04102
797-7796

COMMERCIAL ART

Table 8
Charles Jacobson
McDonald/O'Meara Communications
One Portland Square
Portland, 04101
774-5545

TELEVISION NEWS

Table 25
Workshop II
Lou McNally
WMTW-TV
Channel 8
P.O. Box 8
Auburn, 04210
782-1800

RADIO CAREERS

Table 21
Jeff McBride & Steve Kelly
WLPZ/WCSO Ocean 98
P.O. Box 6713
Portland, 04101
775-6321

TELEVISION NEWS

Table 25
Workshop I
Amy Sinclair
WGME-TV, Channel 13
Northport Business Park
Portland, 04103
797-9330

AUTHOR/WRITER

Table 32
Monica Wood
62 Dennett St.
Portland, 04102
797-7796

TELEVISION NEWS

Table 25
Workshop III
Jill Bennett, Fox 51
2320 Congress St.
Portland, 04102
774-0051



CHEF/COOK

FOOD SERVICE

Table 61
Jesse Calen
Culinary Arts Dept
5 S.M.C. Fort Rd
50 Portland, 04106
767-9608

COSMETOLOGY

HAIR DESIGN

Table 68
Auggie Favazza
Hairhunters II
School of Hair Design
26 Forest Ave
Portland, 04101
772-2591

FOREIGN LANGUAGE CAREERS

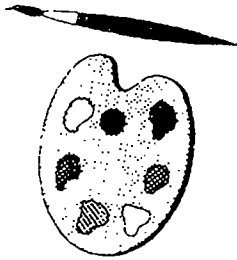
Table 12
Diana Rudloe
331 Veonada St
Portland, 04101
874-8135

PERSONAL SERVICES



EXAMPLE G COPY AVAILABLE

FINE ARTS



ARCHITECT

Table 20
Workshop I
Janet Hansen
P.O. Box 618
39 Forest Ave.
Portland, 04104
772-3846

ARCHITECT

Table 20
Workshop II
Barry Stallman
Design Alliance
60 York St.
Portland, 04101
773-1756

ARCHITECT

Table 20
Workshop III
Bill Bisson
155 Gray Rd.
Falmouth, 04105
878-5304

DANCER

Table 22
Larry Miller
Gotta Dance Studio
657 Congress St.
Portland, 04101
773-3558

INTERIOR DECORATOR

Table 34
Kim Connell
Shop 'n Save Plaza
South Portland, 04106
772-2526

MUSIC CAREERS

Table 11
Tony Boifa
Cape Elizabeth
Middle School
Cape Elizabeth, 04107
799-8176

ACTOR/ACTRESS

DIRECTOR
Table 19
Tom Scannel
P.O. Box 223
Sleep Falls, 04085
675-3457

PHOTOGRAPHER

Table 24
Brian Peterson
229 Prospect St.
Portland, 04103
773-7838

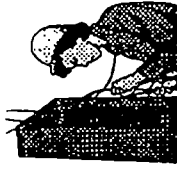
MANUFACTURING

CIVIL ENGINEER

Table 7
Workshop I
Kenneth Recker
Haley & Aldrich, Inc.
600 Roundtree Drive
Scarborough, ME
883-4411

ELECTRONICS TECHNICIAN

Table 64
National Semiconductor
333 Western Ave.
So. Portland, 04106
775-8418



WELDING

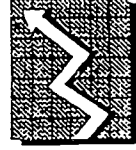
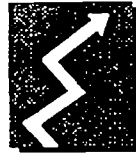
Table 65
Kenneth Curtis
Instructor, PRVTC
Deane Gower
Cape Elizabeth High

MACHINE TOOL

TRADES
Table 63
Larry McCarthy
Nichols of Portland
2400 Congress St.
Portland, ME
774-6121
Walter Jellison
Instructor, PRVTC

EXAMPLE F

MARKETING & DISTRIBUTION



ADVERTISING

Table 16
Jule Church
Jameda
137 Preble St
Portland
879-7412

MODEL

Table 33
Ruth Gibson
Gibson Girl School
of Modeling
650 Forest Avenue
Portland, ME 04103
772-2638

RETAIL & FASHION

MERCHANDISING
Table 71
Jane Kelley
Instructor, PRVTC

INTERIOR ARCHITECT/ENGINEER

Table 73
Philip Kaminsky, Architect
39 Forest Avenue
Portland, ME
772-3846
Kathy Faucher, Electrical Engineer
Stevens, Morton, Rose & Thompson

VISUAL ART

Table 26
Vivienne Russe
403A Browns Point Rd.
Yarmouth, 04096
846-7777

MARKETING & SALES

Table 52
Hannaford Bros

STOCKBROKER

Table 51
Merrill Lynch
75 Market St
Portland
775-3755

Students from PRVTC

Allison Perry
Scarborough High
Crispy Cromme
Windham High
Melissa Cook
Deering High
Heather Roaks
Gray-New
Gloucester High

HEALTH CAREERS

DENTAL CARE

Dentistry
Table 58
Dr. Geoff Wagner
4 Fundy Rd.
Falmouth, 04105
761-4625

LABORATORY CAREERS

Table 55
Lab Department
Mercy Hospital
144 State St.
Portland, 04101
879-3284

OCCUPATIONAL THERAPY

Table 57
Claudia Henry
Candace Hyde
Gina Mosher
Jackson Brock Inst.
RR #4 Box 1323
Wells, 04090
JBI 761-2228

X-RAY TECHNICIAN

Table 50
Mercy Hospital
144 State St.
Portland, 04101
879-3501

PHARMACIST

Table 23
Ralph Cabana

DENTAL CARE

Dental Hygiene
Table 58
Joyce Duffy
Center for Community
Dental Health
813 Washington Ave.
Portland, 04103
874-1025

NURSE

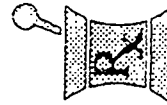
Table 56
Dale Smith
Brighton Medical Ctr.
335 Brighton Ave.
Portland, 04102
879-8078

PHYSICAL THERAPY

Table 57
Janice Korda III
Mercy Hospital
144 State Street
Portland, 04101
879-3287

VETERINARIAN

Table 49
Technician
Cape Elizabeth
Veterinarian Clinic
27 Ocean House Rd.
Cape Elizabeth, 04107
799-6952



HEALTH OCCUPATIONS

Table 46
Mary Brennan
Instructor, PRVTC

Students from PRVTC

Meegan Diconzo
Deering High
Michael Hoyt
Corham High
Julie Gowen
Corham High

PHYSICIAN

Table 54
Resident Physicians
c/o Betty Whited
Health Education Off.
Maine Medical Ctr.
22 Bramhall St.
Portland, 04102
871-2137

SPORTS MEDICINE

Table 39
David Drew
Jennifer Deraspe
U.S.M.
College Ave.
Corham, 04038
780-5435
780-5140

PUBLIC SERVICE

ARMED SERVICES

Table 67
Recruiters, U.S.
Army, Marines,
Navy, Coast Guard
c/o Raymond Kaulizman
U.S. Navy Education
Specialist
14 Middle St.
Brunswick, 04011
729-3197

LAWYER A

Table 35
Patricia McDonough
Jensen, Baird, Gardner
& Henry
10 Free St.
Portland, 04112
775-7271

LAW ENFORCEMENT

Table 36
Portland Police Officers
Portland Police Dept.
109 Middle St.
Portland, 04101
870-8330

SOCIAL WORKER

Table 43
Ruth Mueller
240 Ocean St.
So. Portland, 04106
799-7386

U.S. NAVAL

ACADEMY

Table 9
John Love, CDR, USNR
Supt. of Schools
228 Windham Cir. Rd.
Windham, Me 04062
892-1800

CHILD CARE WORKER

Table 37
Irv Williams
Instructor, PRVTC
Students from PRVTC
Joni Rhoades
Portland High
Kelly Poland
Portland High

LAWYER B

Table 40
Patricia Smith
Perkins & Perkins
30 Milk St.
Portland, 04101
775-7271

PSYCHOLOGIST

Table 48
Dr. Jud Smith
148 Spring St.
Portland, 04101
775-0398

TEACHER

Table 44
Kelly Keene
Paul Fiore
Mahoney Middle School
240 Ocean St.
So. Portland, 04106
799-7386

FIREFIGHTER

Table 53
Gerald DiMillo
Public Information Officer
Portland Fire Dept.
380 Congress St.
Portland, 04101
874-8409

PARAMEDIC/EMT

Table 47
Lt. Terry Walsh
MEDCU
38 Congress St.
Portland, 04101
874-8406

PARALEGAL

Table 72
Lucy Hannigan &
Charlotte Walker
Andover College
Paralegal Program



**THANKS AND DEEP APPRECIATION TO
ALL THE PRESENTERS
AND THE ORGANIZATIONS THEY REPRESENT
FOR SHARING
THEIR TIME AND TALENT WITH US.**

We offer a special acknowledgment to the classroom teachers who led the preparation of students for this event and are providing supervision today.

TO THE COUNSELORS AND GUIDANCE STAFFS OF THE PARTICIPATING SCHOOLS FOR THEIR TIME, COORDINATION EFFORTS, AND COMMITMENT TO THIS PROJECT.

- | | |
|------------------------------|-------------------------------|
| Cape Elizabeth Middle School | Memorial Middle School, |
| Rick Madden | So. Portland, ME |
| Falmouth Middle School | Richard Kinney & Jane Lansing |
| Lois Murphy | Charles C. Shaw Middle School |
| Gray-New Gloucester | Gorham, ME |
| Junior High School | Patricia Wright |
| Stephanie Bubier | Wentworth Middle School |
| Greely Junior High School | Scarborough, ME |
| Cumberland, ME | Ann Noble |
| Betsy Stout | Wescott Junior High School |
| King Middle School, | Su Walbridge & Eugene Heitz |
| Portland, ME | Windham Junior High School |
| Jackie McDonough & | Barbara Clark & Eliza Adams |
| Sharon Dennison | Harrison Middle School |
| Lyman Moore Middle School, | Yarmouth, ME |
| Portland, ME | Brenda Michaelson |
| Donna Beely & Kathy Woods | Portland Regional |
| Mahoney Middle School, | Voc. Tech. Center |
| So. Portland, ME | Molly Graftam |
| Don Lonsway & Phil St. John | |

We add a special note of gratitude for the help of Director Carolyn Chaplin and all the participating faculty and students of Portland Regional Vocational Technical Center.

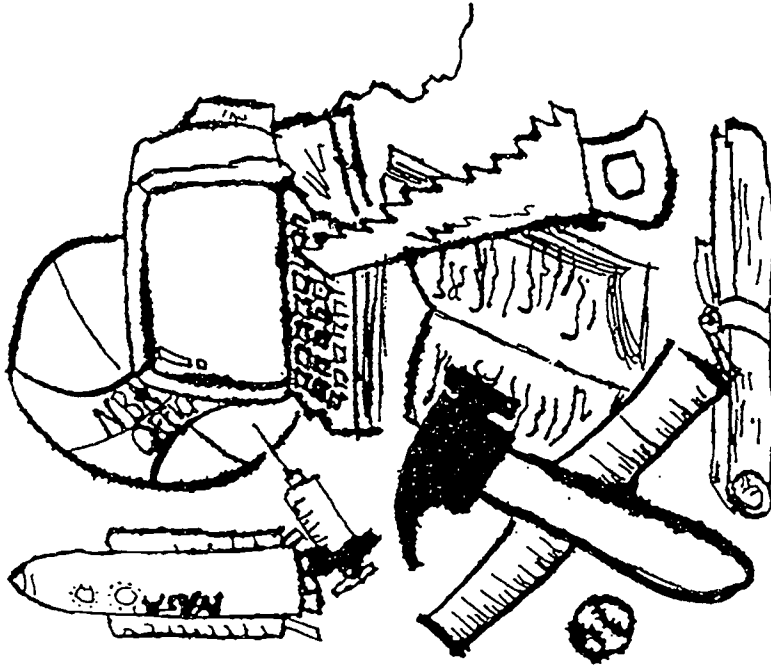
THE EFFORTS OF FRANK LA TORRE, ARTHUR STEPHENSON, TERRY MARCHELEWSKY AND LARRY ROBINSON OF THE PORTLAND EXPO HELPED TO MAKE EVERYTHING GO SMOOTHLY.

Frank Ingerowski, P.R.V.T.C.
Regional Coordinator

Student Evaluation Form

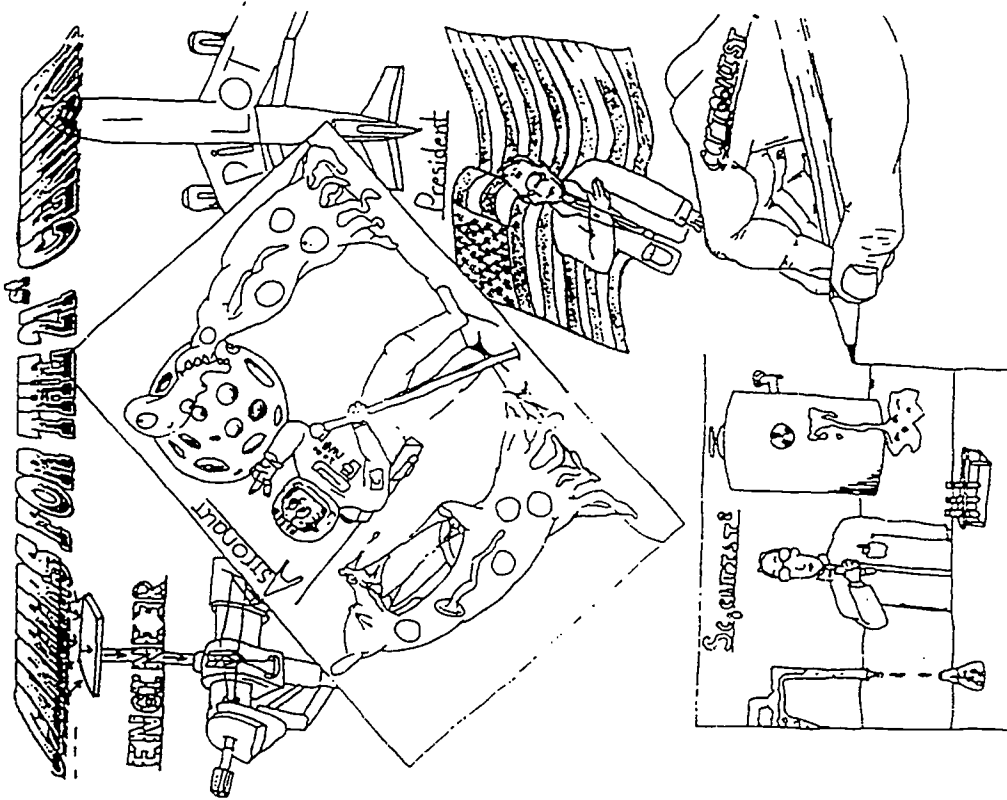
- List the occupations you investigated while at the career day.
1. _____ 2. _____
3. _____ 4. _____
- Of the occupations listed above, name the one you most liked and explain why.
2. _____
- Did the presenters tell you what you wanted to know about their occupations? Yes _____ No _____
- Did you ask any questions? Yes _____ No _____ if no, why not?
- Did your appointments include your first two choices?
Yes _____ No _____
- What one occupation would you like to have explored that was not listed or was all booked? _____
- How do you think you might benefit from this experience in the future?
7. _____
- Should we have a career fair for 8th graders again next year?
Yes _____ No _____
- If you were in charge of the career day, what changes would you suggest to improve the program?
9. _____

'95 Regional Career fair



Hans Axelsen
Grade 8
Falmouth Middle School

71



Leonid Kriyanitsa
Grade: 8
Gray-New Gloucester
Junior High School

70

BEST COPY AVAILABLE

Student: _____

School: _____

Appointment:

Table:

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

My Questions:

1. _____
2. _____
3. _____
4. _____

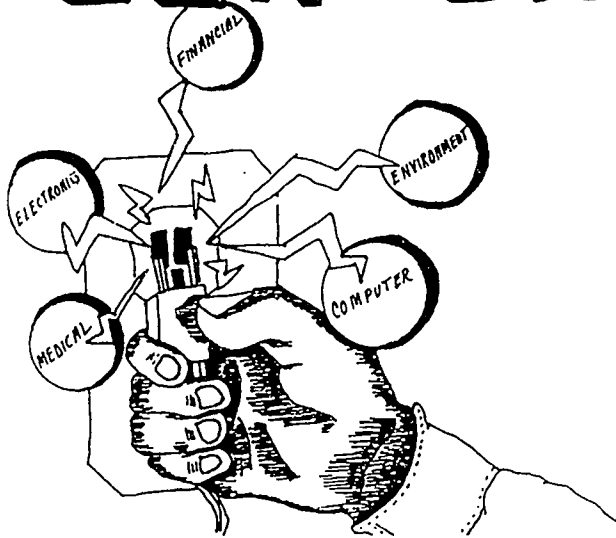


Printed On Recycled Paper

GRADE 8 REGIONAL CAREER FAIR

April 26, 1995 • Portland Exposition Building

PLUG INTO CAREERS FOR THE 21ST CENTURY



Participating Schools:

Cape Elizabeth Middle School

Falmouth Middle School

Gray-New Gloucester
Junior High School

Greely Junior High School
Cumberland, ME

King Middle School
Portland, ME

Lyman Moore Middle School
Portland, ME

Mahoney Middle School
South Portland, ME

Memorial Middle School
South Portland, ME

Charles C. Shaw Middle School
Gorham, ME

Wentworth Middle School
Scarborough, ME

Wescott Junior High School
Westbrook, ME

Windham Junior High School

Harrison Middle School
Yarmouth, ME

Portland Regional
Vocational Technical Center
Sponsor

Poster Designed by:
Andy Whetstone, Grade 8
Wescott Junior High

Over seventy businesses and professional people have agreed to describe their work to the students and answer their questions. Their numbers include those involved in office, health, art, sales, transportation, manufacturing, natural resources, recreation, construction and service enterprises. Portland Regional Vocational Technical Center students and instructors will also be at the fair to exhibit vocational-technical careers available to area students.

Each participating school designates counselors and teachers to coordinate preparation at that institution. Project coordinator is Frank Ingerowski, a vocational counselor at PRVTC. Organizing the participation of the PRVTC instructors and students is vocational counselor, Molly Graffam.

Attached is a copy of the theme poster contest winner. This year's poster contest winner is Andrew Whetstone, a grade 8 student from Wescott Junior High School of Westbrook. Andrew was overall winner from entries submitted by 13 schools.

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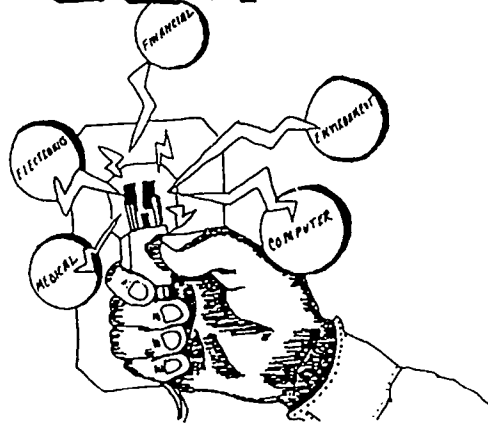
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GRADE 8 REGIONAL CAREER FAIR

April 26, 1995 • Portland Exposition Building

PLUG INTO CAREERS FOR THE 21ST CENTURY



Participating Schools:

Cape Elizabeth Middle School

Falmouth Middle School

Gray-New Gloucester
Junior High School

Greely Junior High School
Cumberland, ME

King Middle School
Portland, ME

Lyman Moore Middle School
Portland, ME

Mahoney Middle School
South Portland, ME

Memorial Middle School
South Portland, ME

Charles C. Shaw Middle School
Gorham, ME

Wentworth Middle School
Scarborough, ME

Wescott Junior High School
Westbrook, ME

Windham Junior High School

Hamson Middle School
Yarmouth, ME

Portland Regional
Vocational Technical Center
Sponsor

BACK

School Schedule

WORKSHOP I

8:45 - 10:05

- Cape Elizabeth
- Gray-New Gloucester
- Greely (Cumberland)
- Mahoney (S. Portland)
- Wentworth (Scarborough)

WORKSHOP II

10:20 - 11:40

- Falmouth
- Shaw (Gorham)
- Windham
- Harrison (Yarmouth)
- Lyman Moore (Portland)

WORKSHOP III

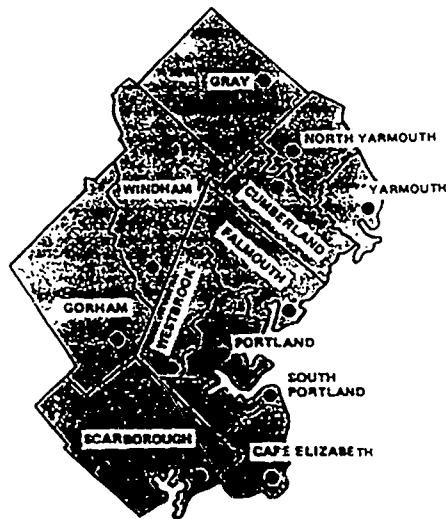
11:55 - 1:15

- King (Portland)
- Memorial (S. Portland)
- Wescott (Westbrook)
- Gray-New Gloucester

Fold in half

FRONT

Careers for the 21st Century



An Invitation

INSIDE OF INVITATION

The counselors of the Portland Regional Career Guidance Consortium cordially invite you to visit *Careers for the 21st Century - 1995*, the 9th annual regional career fair for eighth graders.

Over two thousand students from 13 area schools will hear presentations from over seventy occupational areas. *Careers for the 21st Century* is the culmination of weeks of career activities affording students the opportunity to:

1. Participate in career awareness and career exploration activities designed to raise their aspirations and increase self-esteem;
2. Practice the use of interview and research skills;
3. Develop and use self-assessment skills;
4. Relate occupational planning to school experiences and high school planning.

Careers for the 21st Century

Portland Exposition Building

239 Park Avenue, Portland

April 26, 1995

8:45 a.m. - 1:15 p.m.



EXAMPLE J

SCHEDULE TALLY: SCHOOL: **MAHONEY** WORKSHOP: 1... QUOTA: **3**. DUE 4/15/45.

PRESENTATION:	1	2	3	4	PRESENTATION:	1	2	3	4
ACCOUNTANT	1	2	1	1	LAWYER A	0	2	3	2
ACTOR/ACTRESS	1	2	2	1	LAWYER B	0	3	2	3
ADVERTISING	1	3	3	3	MACHINE TOOL	1	1	0	2
ARCHITECT	0	2	2	1	MARINE BIOLOGY	3	3	3	3
ARMED SERVICES	3	2	3	1	MARKETING	0	1	0	2
ATHLETIC TRAINER	1	1	3	2	MASON	2	1	2	2
AUTO BODY RPR	1	1	3	1	METEOROLOGY	2	0	1	1
AUTOMOTIVE TECH	2	1	0	2	MODEL	2	3	2	1
CARPENTER/CABINET	3	3	2	2	MUSIC CAREERS	3	3	3	3
CHEF	2	3	3	3	NEWSPAPER CAREERS	0	3	2	2
CHILD CARE	3	3	3	2	NURSE	2	0	0	1
COMMERCIAL ART	1	2	0	1	OFFICE MANAGER	1	3	0	0
COSMETOLOGIST	2	1	1	2	PARALEGAL	1	2	1	2
DANCER	0	2	3	1	PAPAMEDIC	3	3	3	3
DENTAL CARE	3	2	2	2	PHOTOGRAPHER	3	3	3	3
PHARMACIST	3	1	1	1	PHYSICIAN	3	3	3	1
DRAFTER	3	0	3	2	PILOT	1	2	2	3
ELECTRICIAN	3	3	1	1	PLUMBER	1	1	0	0
ELECTRONICS	3	3	3	0	PPO ATHLETE	3	2	2	3
ENGINEER	3	1	1	3	PSYCHOLOGIST	2	1	1	1
ENVIRONMENTAL ENG.	1	1	3	3	RADIO CAREERS	2	2	2	3
FASHION MERCH.	3	3	3	3	RECREATION THER.	3	2	0	1
FIREFIGHTER	3	2	0	2	SECRETARIAL SER.	2	1	3	2
FISH & GAME W/DMN	3	1	2	0	SOCIAL WORKER	0	0	2	2
FOREIGN L.C.	2	0	1	1	STOCKBROKER	0	1	2	1
FORESTRY CAREERS	3	3	1	1	TEACHER	2	2	1	3
GEN. COMPUTER	3	3	3	3	TELEVISION NEWS	1	1	1	3
GRAPHIC ARTS	2	3	1	1	THEPAPIST, OT, PT	3	3	3	1
HEALTH OCC.	2	2	2	1	TRAVEL AGENT	0	0	1	1
INTERIOR DE.	0	1	2	3	TRUCKING	2	0	1	0
LAD CAREERS	3	0	1	0	VETERINARIAN	3	3	3	3
LANDSCAPE/GH/FS	3	1	1	3	VISUAL ARTIST	0	1	3	1
LAW ENFORCEMENT	2	3	1	3	WELDER	0	2	1	1
US NAVAL ACADEMY	0	0	0	0	WRITER/AUTHOR	1	1	3	0
					W-PAY TECH	2	2	1	0
TOTALS:	67	62	61	60		54	59	60	61
GRAND TOTALS:	121	121	121	121	(should agree)				

EXAMPLE K-1

CAREERS FOR THE 21st CENTURY

Portland Exposition Building

April 27, 1994

April, 1994

Dear Presenter:

It was a great pleasure to learn that you had agreed to represent your career at the upcoming regional eighth grade career fair on April 27th.

In organizing your presentation, you may need time to set up in advance. The doors of the Portland Exposition Building will be open on the afternoon of April 26th between 2:00 and 4:00 PM and again at 7:30 AM on the morning of the fair. The east side loading door can be opened from the inside for any bulky items. Valuable electronic equipment should be stored in the ticket booth for overnight security. Please see a committee member or a custodian for this. Also, if you will come inside and make your needs known, we will try to provide willing hands to assist you.

On the morning of April 27, ample parking will be available behind the Portland Ice Arena. Entry is from Deering Street. A floor plan is enclosed noting the station for your presentation. Off the front lobby you will find a cloak room, rest rooms, and pay phones.

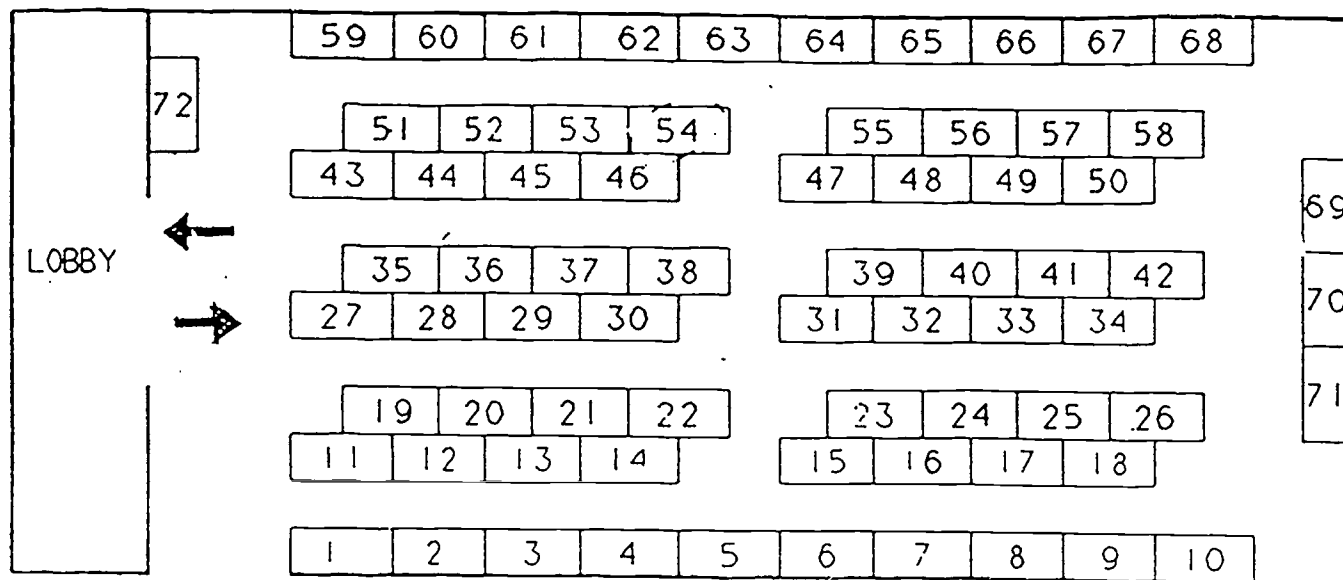
Please take a minute to sign in at the registration table as you enter on Wednesday morning. The first students will enter the building at 8:30 AM. Coffee breaks at 10:05 and 11:40 are scheduled for presenters. We hope you are planning to join us for a buffet lunch to be served promptly at 1:15.

It takes time and thought to prepare a lively career presentation. The counselors' committee truly appreciates your contributions to this project and hope that you will enjoy helping these youngsters shape their goals.

Sincerely,

Frank Ingerowski
Regional Coordinator
874-8165

EXAMPLE K-2



KEY

- | | | |
|-------------------------|-------------------------------|---------------------------|
| 15 - ACCOUNTANT | 53 - FIREFIGHTER | 13 - OFFICE MANAGER |
| 19 - ACTOR/ACTRESS | 30 - FISH & GAME WARDEN | 47 - PARAMEDIC/EMT |
| 16 - ADVERTISING | 12 - FOREIGN LANGUAGE CAREERS | 24 - PHOTOGRAPHER |
| 20 - ARCHITECT | 10 - FORESTRY CAREERS | 52 - PHYSICAL THERAPIST |
| 67 - ARMED SERVICES | 69 - GENERAL COMPUTER CAREERS | 54 - PHYSICIAN |
| 39 - SPORTS MEDICINE | 66 - GRAPHIC ARTS | 41 - PILOT |
| 2 - AUTOBODY REPAIR | 46 - HEALTH OCCUPATIONS | 4 - PLUMBING & HEATING |
| 1 - AUTOMOTIVE TECH | 34 - INTERIOR DECORATOR | 28 - PROFESSIONAL ATHLETE |
| 3 - CARPENTRY/CABINETRY | 55 - LAB CAREERS | 48 - PSYCHOLOGIST |
| 61 - CHEF/FOOD SERVICE | 59 - LANDSCAPE/GREENHOUSE | 21 - RADIO CAREERS |
| 37 - CHILD CARE WORKER | 36 - LAW ENFORCEMENT | 38 - REC THERAPY/FITNESS |
| 8 - COMMERCIAL ART | 35 - LAWYER A | 14 - SECRETARIAL CAREERS |
| 68 - COSMETOLOGIST | 40 - LAWYER B | 43 - SOCIAL WORKER |
| 22 - DANCER | 63 - MACHINE TOOL | 51 - STOCKBROKER |
| 58 - DENTAL CAREERS | 17 - WILDLIFE BIOLOGY | 44 - TEACHER |
| 23 - DESIGNER | 52 - MARKETING & SALES | 25 - TELEVISION NEWS |
| 6 - DRAFTER | 31 - MASONRY | 42 - TRAVEL AGENT |
| 5 - ELECTRICIAN | 29 - METEOROLOGIST | 27 - TRUCKING CAREERS |
| 64 - ELECTRONICS | 33 - MODEL | 49 - VETERINARIAN |
| 7 - ENGINEERING | 11 - MUSIC CAREERS | 26 - VISUAL ARTS |
| 18 - ENVIR'NTL ENG. | 45 - NEWSPAPER CAREERS | 65 - WELDING |
| 71 - FASHION MERCH. | 56 - NURSING | 32 - WRITER/AUTHOR |
| | 57 - OCCUPATIONAL THERAPY | 50 - X-RAY TECHNICIAN |

EXAMPLE K-3

April 27, 1994

WHAT THE PROSPECTIVE PRESENTER MAY WISH TO KNOW ABOUT. . .

WHAT: CAREER AWARENESS AND EXPLORATION ACTIVITY. A Career Fair, not a job fair!

WHO: 15 MIDDLE SCHOOLS - 2100 8TH GRADERS.

WHEN: April 27, 1994 8:45 - 1:15

OPEN FOR SET UP 2 - 5 P.M. ON APRIL 26th
7:30 - 8:30 SET UP AND SIGN IN FOR PRESENTERS
8:30 BRIEFING FOR PRESENTERS
8:45 FIRST PRESENTATION

WHERE: EXPOSITION BUILDING, PARK AVENUE

HOW: 12 - 18 MINUTE SESSIONS

2 MINUTES BETWEEN SESSIONS

MAXIMUM STUDENTS AT ONE SITTING - 16 USUALLY FEWER.

MAKE PRESENTATION OF ABOUT 12 MINUTES.

ALLOW ABOUT 6 MINUTES FOR STUDENT QUESTIONS.

HAVE EXTRA MATERIAL FOR GROUPS WITH NO QUESTIONS.

RECOMMEND HANDS-ON MATERIALS OR WORK SAMPLES.

ELECTRICITY CAN BE MADE AVAILABLE FOR AUDIO VISUAL MATERIALS.

A. V. PRESENTATIONS SHOULD BE LIMITED IN LENGTH AND VOLUME OF SOUND TRACKS. IN PERSON PRESENTATION MORE VALUABLE

PRESENTERS SHOULD SUPPLY OWN EQUIPMENT.

PRESENTERS WELCOME TO BRING COLLEAGUE (S).

PRESENTERS AND PARTY INVITED TO BUFFET LUNCH AT 1:15 SHARP.
RESERVATIONS HELP BUT NOT ESSENTIAL.

TABLES ARE 8 FEET LONG. BOOTH SPACE IS ROUGHLY 16 FEET DEEP AND 20 FEET LONG.

LIGHT WEIGHT CURTAIN BACKDROP IS PROVIDED. MATERIALS CAN BE PINNED ON.

WHY: RAISE STUDENT ASPIRATIONS

INCREASE AWARENESS OF CAREER OPPORTUNITIES

PRACTICE USE OF INTERVIEW AND RESEARCH SKILLS

DEVELOP AND USE SELF ASSESSMENT SKILLS
RELATE OCCUPATIONAL PLANNING TO SCHOOL EXPERIENCES AND HIGH SCHOOL PLANNING

EXAMPLE K-4

A Few Ideas for Career Fair Presenters

If you are representing more than one occupation within a career cluster, be sure to be inclusive in your remarks as much as possible.

Holding Students' Attention

1. Before you begin to talk, be sure you have everybody's attention.
2. Give a brief preview of what you'll be covering in the short time you have with the students.

Keeping It Interesting

1. Personalize a bit. Talk briefly about your own career path if it feels appropriate. Did you work summers at a job related to your present field?
2. What led to your choosing this field?
3. What high school courses or life skills have particular relevance to your present occupation?
4. Gear your talk to the young adolescent. Don't use a lot of business or professional jargon.
5. Use a variety of approaches and materials. Bring items related to your work that students may touch or that may be passed around.
6. Use visual aids, if possible, and consider bringing some brochures or handouts.
7. There's not time enough to share all you know about your field, so select what would have interested you at this age and stage.

Looking to the Future

1. What changes have you seen or do you predict will be seen in your job because of changes in technology?
2. What will be the job market be in the future in Maine, New England, nationwide? What is the starting pay?
3. What are the benefits that come with your line of work? Security, vacation time, travel, standard of living, workplace?

Treating your "Neighbors" Kindly

1. Keep your voice at a volume that allows your group to hear you but not your neighbors.
2. If you use AV equipment, be aware of the volume so you don't "blast out" the folks next to you.

THANK YOU for your willingness to share your time and knowledge with our 8th grade students. Having a chance to interact with someone who is excited about the kind of work they do already plus to making your presentation a success with students.

EXAMPLE K-5

Careers For the 21st Century

7:30 a.m. EXPO OPEN FOR SET-UP

8:30 a.m. WELCOME TO PRESENTERS

8:40 a.m. ***FIRST STUDENTS ADMITTED TO BUILDING***

8:45 - 10:05 **WORKSHOP I** Four 18 minute presentations:
8:45 9:05 9:25 9:45

10:05 - 10:20 **BREAK**

10:20 - 11:40 **WORKSHOP II** Four 18 minute presentations:
10:20 10:40 11:00 11:20

11:20 - 11:55 **BREAK**

11:55 - 1:15 **WORKSHOP III** Four 18 minute presentations:
11:55 12:15 12:35 12:55

WORKSHOP I

8:45 - 10:05

Bonny Eagle
Cape Elizabeth
Gray-New Gloucester
Greely (Cumberland)
Mahoney (S. Portland)
Wentworth (Scarborough)

WORKSHOP II

10:20 - 11:40

Falmouth
Lincoln (Portland)
Shaw (Gorham)
Windham
Yarmouth

WORKSHOP III

11:55 - 1:15

King (Portland)
Lyman Moore (S. Portland)
Westbrook

EXAMPLE K-6

PORTLAND REGIONAL CAREER GUIDANCE CONSORTIUM

HINTS FOR PRESENTERS

Students would be interested in the following kinds of information:

- Your name, occupational title, company
- Duties of your job
- Working hours
- Special clothing needed
- Tools and equipment used
- Working conditions: indoors, outdoors, noise, temperature, privacy, office space, hazards
- Ways you depend on other people to help you do your job
- Ways society benefits from your occupation
- Subjects taught in school that are useful to you on the job
- Interests and abilities necessary for success
- Physical demands on job
- Factors that caused you to select this job
- Rewards and drawbacks
- Educational preparation needed after high school
- Jobs that teens could do that would help prepare them
- Starting salary ranges, fringe benefits, and vacation time
- Opportunities for advancement
- Opportunities for travel
- Effect of changing technology
- Future outlook for job opportunities in your field
- Other occupational areas that utilize similar skills
- Effect of job on personal life

Revised 1987 by the Maine Career Education Consortium

EXAMPLE K-7

PREPARING A PRESENTATION

When you think back to when you were about to enter high school, what did you know about work and working? What did you wish you had known? Many occupations have changed, but the questions have remained the same.

The students you will be seeing will be thirteen and fourteen years old. The goals of this fair include offering the students an opportunity to relate occupational planning to school experiences and to high school planning. As you describe your work to the students, you may be able to explain how certain high school courses have helped you in your particular field. You may also wish to highlight the types of post-secondary training usually required for our job. You could describe how your work is affected by changes in the general economy. If the opportunities for non-traditional workers (eg. women, minorities, handicapped) is a relevant issue in your work, you might light someone's fire with a few well chosen words.

The eighth graders have selected a number of careers about which they would like to learn more. Wherever possible, counselors have made the students' appointments with these preferences in mind. The maximum number of students at any one presentation will be 16 and most groups will be much smaller.

Each student will have a chance to attend four presentations. The presentations will be 18 minutes long. For each group that you work with roughly six minutes should be reserved for students' questions. Please bear in mind that some student groups will be reticent about asking questions, so do be prepared with additional material. Some successful past presenters have invited questions at the outset, using the questions as a springboard to their presentation.

From past fairs we have learned that the use of audio-visual material can enhance certain presentations but overuse and loud soundtracks detract from the total activity. Slide presentations with a live narration by the presenter are usually successful.

Hands-on activities are lively and useful. Students learn in different ways, and hands-on learning is usually stimulating. Samples of work, tools, or materials help students to visualize what is being explained.

Some presenters have reached students with organizational brochures and handouts. You might wish to prepare a one page overview of your typical day which could serve as a handout and guide for the presentation as well as to foster student questions.

Whatever approach you try, be assured the students will reap immediate and long term gains from meeting and talking with you. Do they know it? Indeed they do! Here is a brief sampling of student reactions at past fairs:

Q: How do you think you will benefit from this experience in the future?

A: "I learned many things that I can do now which will better prepare me for my future career."

A: "I will try much harder in school so I will be accepted at college."

A: "It will make me more apt to follow up on this subject and I also think I will visit a few of these places and see what a real work day is like."

EXAMPLE L-1

PORTLAND REGIONAL CAREER GUIDANCE CONSORTIUM

WELCOME TO PRESENTERS

Welcome and many thanks to you for participating today. This is our seventh annual regional eighth grade career fair. Such projects could not continue without the strong community support we have enjoyed in sponsoring these events. Everyone involved in planning and preparing for this event appreciates your contribution.

Some information you may need for today is detailed below:

Please leave your completed evaluation sheet at the registration table. Your responses and comments are carefully considered when the planning committees meet.

With the tally of students expected to visit your booth today you can estimate when your group is complete. Please begin your presentation at that time. There will be public announcement at the conclusion of each presentation, but not for the beginning. Please do not feel responsible for any attendance records today. Because of absences, the numbers may not always agree with your tally.

Each student is furnished with an individual schedule printed on the back cover of the program. Please begin each presentation by asking students to hold up their schedules for you to see. Students at the wrong table should be redirected, but do not be concerned should they elect to remain with you.

Chaperones will be positioned strategically throughout the building and should you want help, just signal to one of them.

The breaks between Workshops are for 15 minutes but the students will begin to file in about halfway through that time. Their chaperones will be directing them to their seats while you are having your break.

We are attempting to control the noise level during presentations. It will help if the volume on sound tracks is kept quite low.

Thanks again for your interest in this project!

EXAMPLE L-2

YOUR PRESENTATION

1. Before you begin to talk, be sure you have everybody's attention.
2. Give a brief preview of what you will be covering.
3. Personalize it a bit. Talk briefly about your own career path if it feels appropriate. Did you work summers at a related job?
4. What led to your choosing this field?
5. What high school courses or life skills have particular relevance to your present occupation?
6. Gear your talk to the young adolescent. Avoid business or professional jargon.
7. Use a variety of approaches and materials. Try to bring items related to your work that students may touch or that may be passed around.
8. Use visual aids, if possible, and consider bringing brochures or handouts.
7. There is not enough time to share all you know about your field, so select what would have interested you at this age and stage.
8. Identify changing trends within your field.

(Adapted from materials researched at Lyman Moore Middle School, Portland Public Schools)

EXAMPLE L-3

KNOW YOUR AUDIENCE

Middle school counselors and teachers observe these characteristics in their students:

1. They come in all shapes and sizes
2. They are active and sometimes fidgety.
3. They are highly egocentric.
4. They are highly influenced by peers.
5. They are inconsistent.
6. They do not like anything that will make them stand out and be the exception.
7. They are concerned only in what is happening in their lives right now.
8. They are undergoing constant changes, physically and emotionally.
9. They do want to participate in meaningful activities.
10. Long range commitment is nonexistent.
11. The concentration time for this age level is 14 minutes for boys and slightly longer for girls. Only 20% of youngsters learn by lecture; 45% learn best visually; 35% need hands on. Successful teachers talk little and have lots of visuals and hands-on materials.

Certificate of Appreciation

Careers for the 21st Century

Regional Career Fair for 2,000 Grade 8 Students

This certificate is awarded to

*for serving as a Career Presenter at the Annual Career Fair
held at the Portland Exposition Building, Portland, Maine*

Date _____

Wally Graffano
Guidance Counselor

Frank D'Agostini
Regional Coordinator

LITHO IN U.S.A.

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EXAMPLE N-1

STUDENT EVALUATION RESULTS

(Please report numerical results, not percentages)

1. Did the presenters tell you what you wanted to know about their occupations? Yes 912 (91%) No 90 (9%)
2. Did you ask any questions? Yes 669 (67%) No 285 (28%) If no, why not?

The other people asked my questions. Questions were answered by presenters. They explained things well enough. I didn't want to. Not enough time. I was too nervous.

3. Did your appointments include your first two choices?
Yes 719 (76%) No 223 (24%)

4. What one occupation would you like to have explored that was not listed or was all booked?

Actor/actress, professional sports, game warden. No new choices, but lots of complaining about the hot spots they missed. Sports medicine, model, lawyer, guidance counselor, physician, interior designer.

5. How do you think you might benefit from this experience in the future?

It gave a realistic portrayal of the jobs. We got a personal point of view which helps. Now I know what courses to take in school. Gave me information so I can make better choices in the future. It has steered me in directions I didn't think I'd ever go.

6. Should we have a career fair for 8th graders next year?
Yes 845 (95%) No 45 (5%)

EXAMPLE N-2

CAREER FAIR

TEACHER/COUNSELOR EVALUATION

Teachers responding 63

Counselors responding 14

1. Do you think that the career day was a relevant project?
Yes 72 ^(96%) No 3 ^(4%)

2. Were most of the students interested in the presentation?
Yes 70 ^(93%) No 5 ^(7%)

3. Please list the kinds of activities that you used to prepare students in your class for this event:

The PREP Program is a part of the school curriculum (4 schools). Classroom programs by teachers and/or guidance counselors range in length from one day to eight weeks.

4. Were you satisfied with student attitudes? Yes 61 ^(92%) No 6 ^(8%)
Please explain below: (Three or four quotes)

Students reported enthusiasm with the program.
Students were impressed with presentors' credentials.
Some behavior problems, but were overshadowed by an excellent student response.

5. How would you rate the day in effectively exposing 8th graders to career opportunities? ^(44%)
Excellent 37 ^(56%) Good 29 Fair 0 Poor 0

6. Do you feel that this program should be continued?
Yes 66 ^(100%) No 0

Certificate of Success

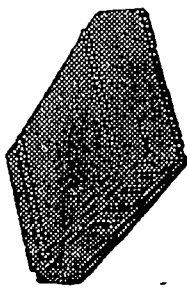
This certifies that

Attended the Data Processing
Awareness Presentation at
The Regional Career Fair
For Grade 8 Students
April 28, 1993
And Successfully Completed
An Alphabetic timing
With a speed of

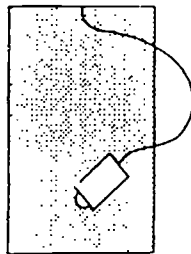
_____ WPM

Mike Murphy

Mike Murphy (Instructor)

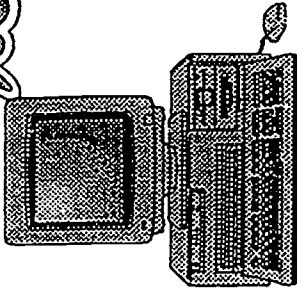


SCANNER



MOUSE

FLOPPY
DISK

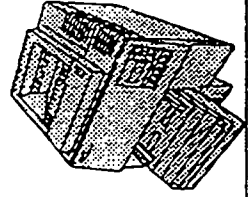


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