



OAKLAND SCHOOL VOLUNTEERS

CAREER COACH VOLUNTEER TRAINING

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I. Context for Career Coaches

A. Welcome to the Ed Fund and Oakland School Volunteers

The Oakland Public Education Fund leads the development and investment of community resources in Oakland public schools so that all students can learn, grow, and thrive.

| TOOLS | FUNDS | VOLUNTEERS |
|--|--|--|
| <ul style="list-style-type: none">Fiscal Sponsorship Service | <ul style="list-style-type: none">The A to Z FundCorporate Partnerships, i.e. our hands-on grants with Salesforce and Intel | <ul style="list-style-type: none">Ongoing tutoring and Career CoachesParents/GuardiansOne-time engagementLocal businesses |

In addition to the Career Coach program, Oakland School Volunteers:

1. Engages ongoing volunteers to tutor students weekly in classrooms throughout Oakland.
2. Completes safety and health clearance for all parent / guardian volunteers throughout the district.
3. Hosts four read-in weeks to celebrate heritage and pride, one computer science education week, and back to school clean up support to positively impact school culture and invite all members of our community to rally around Oakland schools regardless of their schedule.
4. Matches local businesses with public schools to provide impactful and relevant volunteer events throughout the school year.

B. Response to COVID-19 Pandemic

Helpful Links to Stay In Touch with OUSD:

- Starting Strong: <https://www.ousd.org/startingstrong>
- Distance Learning and Chief Academic Officer Updates: <https://www.ousd.org/Page/19080>
- Family Central: <https://familycentral.ousd.org/home-learning>
- Teacher Central: <https://sites.google.com/ousd.org/teachercentral?pli=1&authuser=0>

C. OUSD High School Pathways (aka Linked Learning)

OUSD Pathways consist of a cohorted group of students who experience a sequence of industry themed curriculum that integrates career and technical education courses, core academic courses, work-based learning opportunities, and student support services. By blending theoretical knowledge with real-world application, OUSD Pathways result in relevant and rigorous personalized educational experiences that inspire students and prepare them for college, career, and community. <https://www.ousd.org/domain/4013>

| SCHOOLS | PATHWAYS |
|----------------------|---|
| Madison Park Academy | <ul style="list-style-type: none"> Graphic Design Pathway Engineering Design Pathway |
| Oakland High | <ul style="list-style-type: none"> Environmental Science Academy (ESA) Project Lead the Way (PLTW Engineering) Visual Arts Academy (VAAMP) Public Health Academy (PHA) Social Justice and Reform Pathway (SJR) |
| Street Acad | <ul style="list-style-type: none"> Public Service Pathway (in design) |

D. Overview of the Career Coach Program

The Career Coach volunteer program connects experienced community members in pathway-aligned careers to volunteer opportunities in Oakland high schools. Career Coaches Support Pathway work by increasing the access 10th-12th grade students have to volunteer advisors as they plan their futures. This goal is grounded in our belief in the power of individualized, transformative relationships to expand student's awareness of career opportunities, self-esteem, and contribute to their development of vital soft skills (communication, adaptability, work-ethic, leadership).

CAREER COACH ACTIVITIES

| | |
|----------------|---|
| Grades 10 - 11 | Prof. Skills: Resume Support, Interview Skill-building, Career Exploration |
| Grades 11 - 12 | College apps, scholarship applications, supporting senior project capstones |

E. Guided by Equity

“Equity is the approach that consists of finding and using measures that will address inequality and bring about fair treatment. In legal terms equity is the principle of supplementing the law to ensure equality or justice.”

“In educational terms, equity is the principle of altering current practices and perspectives to teach for social transformation and to promote equitable learning outcomes for students of all social groups.”

“Equity is the approach. Equality is the goal.”

BELIEFS AND PRACTICES FOR THE EFFECTIVE CAREER COACH

- **Equity:** A commitment to and focus on doing whatever it takes to make sure that every student is successful
- **Responsiveness:** By asking questions and utilizing observation, the Career Coach can narrow the focus to tailor support to the needs of the student. This isn't about a Career Coach's agenda.
- **Collaboration:** Rather than a top-down relationship, Career Coach and student work as partners, building trust and growing professionally in ways they could not alone
- **Positive Presuppositions:** Every student comes to the profession with a commitment to be effective. They bring their own experiences and understanding to continually learn and grow.
- **Reflective Dialogue:** By asking questions and having conversations about learning, students learn meta-cognition: the ability to self-assess, to imagine how a session can be more effective next time, to explore how to meet the needs of every student
- **Inquiry Stance:** A mindset of curiosity results in continuous growth and actionable planning

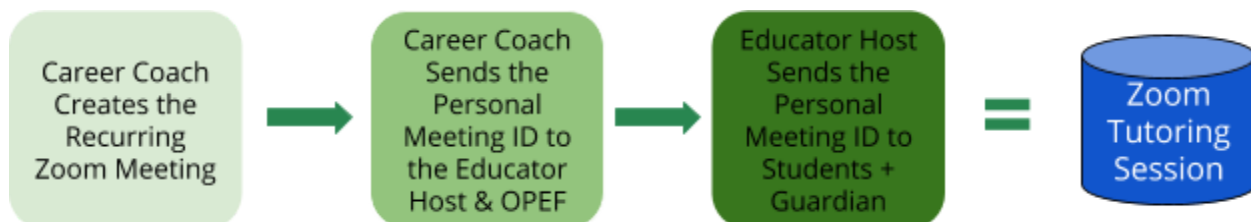
F. Process Overview

ELIGIBILITY

1. Career Coaches apply, are interviewed, and their applications are approved by Staff
2. Once approved, they will be invited to both an orientation and training session. Attendance is required for both - congratulations on completing the training today!
3. Virtual Volunteer candidates are also required to complete DOJ/FBI fingerprint clearance.

ONBOARDING

4. Once eligible, OSV staff will reach out to the Career Coach with potential assignments.
5. The Career Coach selects the assignment(s) that is/are the best fit for them and is e-introduced to the educator.
6. The educator will send individualized and detailed instructions to the Career Coach about the student and academic expectations called a "Work Plan for Career Coaches".
7. The Educator and Career Coach volunteer will set up a time to discuss the Work Plan.
8. The Career Coach will set up the recurring Zoom meeting accordingly and send meeting information back to the educator to communicate to the student and their guardian.



ENGAGEMENT

9. Virtual volunteering begins! The Career Coach will meet with the student weekly during the agreed-upon time. **All sessions will be recorded.**
10. On a weekly basis, the Career Coach is required to upload their video of the week's session while submitting a brief report about what took place during their session. Career Coaches will receive an email from the Ed Fund on Fridays to submit the report and upload the video recording.
11. Virtual volunteers may serve for one academic year at a time - at which point student matches will be re-evaluated and re-assigned based on educator guidance.

G. Expectations for virtual Career Coaches

1. Respond to email/phone communications within 72 hours
2. Record every virtual volunteering session
3. Submit weekly reports about the tutoring session on Fridays and upload your video recording(s) of session(s)
4. Communicate absences **at least 72 hours in advance** to the educator to be able to relay to student(s) and family member(s)
5. Monitor the images on your screen that students have access to, including:
 - a. *Browser Bookmarks, background artwork or photographs, language on clothing, clothing coverage*
6. Volunteers may not use profanity.
7. Volunteers may not discuss their personal lives with students.
8. If anything takes place during your session that makes you feel uncomfortable, please end the Zoom immediately and email osv@oaklandfund.org. We will review the recording and support you with next steps.

II. Session Content

A. Work Plan for Career Coaches by Educators

As a part of the onboarding process, your educator partner will fill out this form for you to learn more about your student before you begin to volunteer. Here is a preview of the document:

| | |
|-----------------|--|
| Educator Name: | |
| Educator Email: | |
| School Name: | |

| | |
|----------------|--|
| Student Name: | |
| Guardian Name: | |

| | | | |
|----------------------------------|-------------|--------------|-------------------|
| | Day: | Time: | Frequency: |
| PREFERRED SESSION TIMING: | | | Weekly |

Support Areas of Interest (for ex: senior capstone):

| |
|---|
| • |
|---|

Tutoring Platforms/Preferred Applications:

| |
|---|
| • |
|---|

Background on Student:

| | |
|---------------------------|---|
| Interests: | • |
| Strengths: | • |
| Areas/Skills to Focus On: | • |

Kicking Off Session Content:

| Week # | Date(s) | Tentative Volunteer Activity |
|--------|---------|------------------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

INTERVIEW QUESTIONS

You'll schedule a time to meet with the educator you've been matched with to review the parts of the Work Plan previewed above and discuss questions related to the following topics:

1. The Educator's background and pathway introduction
2. The Career Coach's Background
3. Resources, Objectives, & Strategy

B. Relevant Approved Educational Apps

Logging into all apps requires logging into “Clever”. Students log into “Clever” and then are automatically logged into the rest of the apps. <https://familycentral.ousd.org/home-learning>

| APP | CONTENTS | URL |
|--------------------------------|--|---|
| <i>Britannica School*</i> | Online Encyclopedia (K-12) Use “OUSD” in both fields to sign in | https://school.eb.com/levels |
| <i>Khan Academy</i> | Math, Science, Computer Programming, and History (K-12) | https://www.khanacademy.org/ |
| <i>Newsela</i> | News Articles for Students (K-12) | https://newsela.com/ |
| <i>Oakland Public Library*</i> | Free eBook lending using library account | https://www.oaklandlibrary.org/ |
| <i>Typing Club*</i> | Keyboarding Practice (create account or use existing one) | https://www.typingclub.com/ |

* Does **NOT** require a Clever account to sign-in

C. Tips to Structure Engaging Sessions

BEFORE YOUR SCHEDULED SESSION

| | |
|--|--|
| Be Cautious of Your Setting and Attire | <p>Dress as if you are tutoring in the school setting:</p> <ul style="list-style-type: none"> • Clothing should cover the entire midsection of your body and extend to at least the knees and shoulders • Clothing not depict/display inappropriate/distracting language/images <p>Choose to tutor in a quiet space, with background materials least likely to distract students</p> |
| Prepare to Respect the Session | Pings and alerts are distracting for tutor and student alike- silence your notifications on your computer and/or cell to limit distractions |
| Have a Pen and Pad of Paper Close By | Consider having writing materials nearby to write notes/reminders to yourself, for ex: follow-up questions for your educator partner |

DURING YOUR THE SESSION

| | |
|--------------------------|--|
| Present Clear Objectives | Start sessions by sharing the agenda/plan for the session , for example: You might let the student know that their teacher asked you to work on English Language Arts with them and that you will spend 15 minutes on guided reading practice and 20 minutes on a Brainpop writing activity of their choice |
| Offer Choice | Lacking autonomy and being subjected to adultism can be a great point of frustration for students. Working with a tutor is a time that they can experience choice in their day. If possible, allow your student to choose the order of |

| | |
|--------------------------------|---|
| | activities and specific games/activities on apps. |
| Model Norms for Engagement | <ul style="list-style-type: none"> - Model appropriate behavior by sitting up or standing while tutoring. - Be aware of your posture and avoid answering emails or chats while working with students - if you seem bored, they will also become disengaged. - Demonstrate your undivided attention to your student and their work by keeping your eyes focused on the student and not their surroundings. |
| Promote a Culture of Curiosity | <p>Communication plays a key role in learning. Ask open-ended questions if your partner student is having trouble getting focused or gets stuck:</p> <p><u>Questions to Ask at the Beginning of an Assignment:</u></p> <ol style="list-style-type: none"> 1. What do the directions say? 2. What did your teacher tell you about this subject? 3. What do you think you are supposed to do in this assignment? <p><u>Questions to Ask if a Student Gets Stuck:</u></p> <ol style="list-style-type: none"> 4. What skills do you need to have to do this work? 5. Which part of the assignment can you do? What is confusing? 6. What skills do you need to be able to do? 7. What do you think will happen if you try...? 8. What strategies will you use to figure out the answer? 9. What are the steps you need to take to find the answer? 10. What will you do to check if your answer is correct? <p>Instead of asking your student if they understand the concept, try asking them to “teach you” it in their own words. This gives you the opportunity to listen to their point of view, evaluate their understanding, and if needed, reinforce concepts that the student might not have understood completely.</p> |
| Use Expressive Body Language | Use your body, facial expressions, hand gestures to act things out, highlight, convey interest, and reinforce key learning takeaways. |

AFTER SESSIONS: Upload your video and submit your report

III. Setting Up the Required Zoom

If you already have a Zoom account, we require that you set up a unique account dedicated to only virtual volunteering.

PART I: REGISTRATION

1. Go to zoom.us in your browser and click **SIGN UP, IT'S FREE**
2. Submit your date of birth
3. Submit an email address that you will only use for virtual volunteering. Click **Sign Up**
4. Open your corresponding email account and open the message from Zoom, and click **Activate Account**
5. This will automatically bring you back to a new Zoom tab. Answer “no” to the question “Are you signing up on behalf of a school?”
6. This takes you to the “Welcome to Zoom” page
7. Input your first and last name, select + confirm your password, and click **Continue**
8. **SKIP** the invitation to invite others to join Zoom | Click: **Go to My Account**
9. Review and **X** out of the notices at the top of the screen

10. Go to your "Profile" copy your Personal Meeting ID and paste/send it to osv@oaklandedfund.org

PART II: ADJUSTING ZOOM SETTINGS FOR YOUR ACCOUNT

Now it's time to adjust your account settings to use with the student(s) you'll work with.

1. In your account, on the left hand panel, click the "Settings" tab. In the "Meeting" settings make the following adjustments:
 - Waiting Room = enabled (on)
 - Host video = enabled (on)
 - Participants video = enabled
 - Enable Personal Meeting ID = enabled (on)
 - Use Personal Meeting ID (PMI) when scheduling a meeting = enabled (on)
 - Use Personal Meeting ID (PMI) when starting an instant meeting = enabled (on)
 - Screen Sharing: Who Can Share? = All participants enabled (on)
 - Who can start sharing when someone else is sharing? = Host Only enabled (on)
 - Nonverbal feedback = enabled (on)
 - Meeting reactions = enabled (on)
2. Next Click "Recording" in the "Settings" Menu (towards the top of the screen) and make the following adjustments:
 - Local recording = enabled (on)
 - Automatic recording = enabled (on)

PART III: PRACTICAL USE - ON YOUR OWN

Once you have your final volunteer assignment, you will return to Zoom to set up your recurring meeting schedule with students.

1. Under "Personal" in the left hand tab, select "Meetings"
2. Delete the meeting that we created during training as practice
3. Select "Meeting Templates" on the right hand side of the top options bar
4. Identify the "Virtual Volunteering" template (this should be the only one), and select the Action "Schedule Meeting with this Template"
5. Update information:
 - Topic = What assignment(s) or project(s) has the teacher assigned you to work on
 - Description = Optionally add detailed content from the teacher's instructions to you
 - When = Update based on educator assignment
 - Click **Save**
6. Go to "Meetings" under "Personal" in the left hand bar, find "Invite Link", and click "Copy Invitation"
7. Copy/paste the content in the pop-up window and email it to both your educator partner and osv@oaklandedfund.org. The educator will share with the student and their family.

*Link to Zoom Set-Up Recording:

https://us02web.zoom.us/rec/play/65R4Jbyrrz83SdWdsQSDC_UrW464f_2s0yQbq_AFzxm8B3cKYVa_hN7tBYOWabivgUlcyp4jq2kwO0h89?startTime=1596479381000

IV. Practice Scenarios

A. Session Practice

| TIMING | ACTIVITY | DESCRIPTION |
|-----------|---|--|
| 5-minutes | Relationship-Building Activity | Autobiographical Poem (pg 4) |
| 1-minute | Agenda Review | Explain that you're going to draft an outline for their Personal Insight questions and check in on their Google Classroom assignments, in case you can help |
| 5-minutes | Try out Outlining | Go to https://admission.universityofcalifornia.edu/how-to-apply/applying-as-a-freshman/personal-insight-questions.html and choose a question to begin reflecting on |
| N/A | Google Classroom Check-In Assignment Support | n/a not possible since this is a practice |

IMPORTANT REMINDERS

Volunteers may NOT discipline students. Instead!

- Catch students doing a good job! Celebrate positive behavior with specific compliments as much as possible.
- Acknowledge and empathize with students about the stress they may be feeling not being able to attend school and other extracurricular activities, as usual

B. Review Oakland Ed Fund Webpage Resources for Volunteers

<https://www.oaklandfund.org/programs/volunteer/community-volunteers/>

- Relationship Building Activities
- Planning Virtual Tutoring Sessions
- Guide to OUSD Educational Apps and Online Platforms
- Career Coach Training Packet
- Literacy Tutoring Tools/Strategies Packets (Elementary + Middle)
- Math Tutoring Tools/Strategies Packets (Elementary + Middle)

COMING SOON:

- Relevant Suggested Reading, Watching, Listening for Career Coaches
- Discussion Guide Roadmap

V. Tools and Strategies

A. Building Relationships with Students

Career Coaches are empowered to support their student(s) to grow as much as possible with individualized support. Student data, like grades and test scores, can help identify academic levels of development, but it can be more challenging to learn about **students' other needs and backgrounds as scholars**. We recognize that supportive, trusting relationships are key to providing equitable learning opportunities for all students. For example:

- Personal Interests or Hobbies
- Personal strengths and areas for growth
- Favorite subject(s) in school
- Learning style
- Motivation as a learner
- What communities (if any) one feels they belong to
- Who one considers part of their family
- Proudest accomplishment(s)

IMPORTANCE OF INDIVIDUALITY

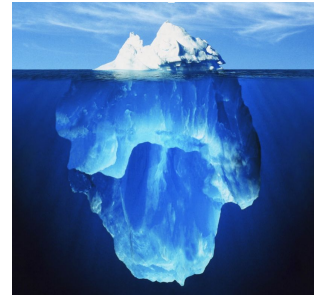
Above the surface...

A Career Coach can learn about students by hearing about their test scores and grades and the kind of student they are, but this information only gives us a small glimpse into who a student really is.

Below the surface...

In order to differentiate instruction and be more responsive to a student's needs, a Career Coach needs to develop a deeper knowledge and understanding about a student's:

- Strengths and Abilities
- Culture and Race
- Interests
- Background and Language
- Optimal Learning Style



As Career Coaches get to know their partner students, they will realize there are more personal details that cannot/should not be gleaned by just asking questions out-right. These more personal aspects of a student's identity may take time to learn because it is necessary to first create a climate of trust and vulnerability. A Career Coach's modeling of motivating language, self-awareness, and vulnerability will really set the tone for more personal conversations about the student, including:

- What the student's home life is like
- Whether the student is experiencing any personal challenges
- Whether trauma is a significant part of the student's background or life

GETTING STARTED

We have designed a "Discussion Guide for Career Coach Volunteers" to assist you with the structure and direction of sessions. Please note that this guide is not comprehensive or personalized; instead, it should be utilized with the direction of your educator partner in mind (i.e. the Work Plan for Career Coach volunteers and additional email communications from the educator), your observations of the students skills and areas for growth, and your student's goals for your time together.

B. Growth via Feedback

Every learner needs feedback to grow. Yet some feedback, no matter how well-intentioned, has a negative effect and can actually do harm and shut down the learner. The most effective feedback shifts from a delivery approach to one that prompts reflective questioning and builds empowerment. Feedback is important because when we seek feedback, we...

- Can better understand standards for excellence in our field
- We open ourselves to inquiry and outside perspectives

→ Reflection in Breakout Rooms:

Can you recall when you received feedback that helped you learn and grow? What made that feedback valuable, or how did you feel as you received this type of feedback?

Now, think of a time when you received feedback that was not helpful or shut you down- why wasn't it helpful? Why did it shut you down?



→ FEEDBACK TIPS

Everyone has experienced the effects of both positive and negative feedback, so here are some helpful reminders for what makes really effective feedback:

Provide evidence instead of opinion: when we praise, criticize or evaluate a student's work, we are placing value on it. Consider what the student wanted to accomplish and support them with deciding on a manageable next step

Offer feedback in a timely manner: feedback loses impact if time has elapsed

Give just enough feedback: providing too much feedback can make your student feel overwhelmed and disheartened

Include wait time: when posing questions or seeking ideas for your partner student, remember that your partner student may need to spend some time thinking

Look for cues to see if feedback is successful: be conscious of how your feedback is being received by observing verbal (as well as tone of voice) and non verbal cues (facial expression, body orientation, posture & body language, eye contact)

Appreciating students as hard-working individuals and scholars.

C. Career Exploration

SHARE YOUR OWN STORY

Many students may be interested in entering into a career field where they do not have connections. You can help them achieve goals by sharing your own experiences with students.

- What roadblocks did you encounter? How did you surmount them?
- What surprised you about your professional field?
- How did you get started in your career? How did you build your resume?

HELP STUDENTS TO DISCOVER THEIR PERSONAL VALUES

By working with students to determine their own personal values, you can discuss what matters most to students and the type of impact they would like to have on the world. This may help them to narrow down the options, or at minimum, learn more about themselves and have the opportunity for some healthy self-reflection. To identify your personal values, we recommend the following steps: ¹

| PERSONAL VALUES EXERCISE | | |
|--------------------------|---|--|
| Step 1: | Getting Perspective | Consider a meaningful moment in your life. <ul style="list-style-type: none">• What was happening to you? What was going on?• What values were you honoring then? Consider a time that you were angry, frustrated, or upset. <ul style="list-style-type: none">• What was going on? What were you feeling? What must you have in your life to experience fulfillment? <ul style="list-style-type: none">• Creative self-expression, a strong level of health and vitality, a sense of excitement and adventure, or always learning? |
| Step 2: | Group the values from Step #1 into related themes | |
| Step 3: | Highlight the central theme of each value group | |
| Step 4: | Narrow down & identify | What values are essential to your life? <ul style="list-style-type: none">• What values represent your primary way of being?• What values are essential to supporting your inner self? |

TAKE AN APTITUDE TEST TO HELP START CONVERSATIONS

By taking quizzes or aptitude tests, students can learn about some of the many different career options that are out there. By looking at options through different lenses, students can start to understand the bigger picture of the vast sectors & employment opportunities:

- Career Aptitude Test <https://www.whatcareerisrightforme.com/career-aptitude-test.php>
- Princeton Review <https://www.princetonreview.com/quiz/career-quiz>
- MAPP Career Assessment <https://www.assessment.com/>

CAREER & TECHNICAL EDUCATIONS

Career and Technical Education (CTE) programs are another way for recent high school graduates to develop technical skills and career competencies. CTEs prepare graduates with skills to enter the workforce directly after high school. (See Career Coach Toolkit).

CHATBOX QUESTION: Here are a couple of common questions that may come from students related to your career journey:

- How do your values show up in your job?
- What did you learn in high school that you still use now?

¹ From Scott Jeffrey

VI. Resources Review Appendix (Toolkit)

A. Resources for Building Relationships

RESOURCES FOR BUILDING RELATIONSHIPS

| | |
|---------------------|---|
| Domain 1 Handout | Students' Personal Context (<i>cultural and linguistic background, non-school literacies, family traditions, educational history, student perceptions</i>) |
| Domain 2 Handout | Students' Individual Preferences (<i>learning preferences, multiple intelligences, strengths, interests, aptitudes</i>) |
| Domain 3 Handout | Students' Meta-Cognitive Behaviors and Skills (<i>motivation, methods of learning, use of time, ability to self-monitor, study skills, setting/attaining goals</i>) |

MOTIVATING LANGUAGE

An effective Career Coach is one who can listen, support, advise, and who really cares about what the student has to say. You are charged with fostering reflection and empowerment in your mentee, and the language you use to do so is key! Using 'Career Coaching Language' can:

- Promote trust and respect that facilitate safe discussions (collaboration, responsiveness, equity)
- Be invitational and collegial (reflective dialogue, responsiveness, and inquiry)
- Promote efficacy and empowerment (positive presuppositions, inquiry)

#1 PARAPHRASING

| | | |
|------------------------|--|---|
| Intention: | Builds trust; communicates that you hear, understand, and care | |
| Language Stems: | So...(then restate) In other words... What I'm hearing is... | From what I hear you say... I'm hearing a few things... As I listen to you, I'm realizing that... |

#2 CLARIFYING QUESTIONS

| | | |
|------------------------|--|---|
| Intention: | Deepens understanding, facilitates discussion, and seeks connections | |
| Language Stems: | Let me make sure I understand... So, are you suggesting that...? I'm intrigued by/interested in/wondering about... | Can you tell me a little more about...? I'd be interested in hearing more about... Tell me what you mean when you say... Tell me how that idea is like/different from... |

#3 MEDIATIONAL

| | | |
|-------------------|---|--|
| Intention: | Helps hypothesize what might happen, analyze what works, compare plans with outcomes, and imagine possibilities | |
|-------------------|---|--|

| | | |
|------------------------|---|---|
| Language Stems: | What is another way you might...? What do you think would happen if...? How was...different from/similar to...? What sort of impact do you think...? | How did you decide...? How did you come to the conclusion that...? When have you done something like...before? What criteria do you use to...? |
|------------------------|---|---|

#4 NON-JUDGEMENTAL RESPONSES

Intention: Builds trust, encourages self-assessment, and fosters risk-taking

| | | |
|------------------------|--|--|
| Language Stems: | I noticed how when you...your peers... It will be interesting to see which of your ideas work out the best. How do you think this assignment went? What makes you think so? | What did you do to make the project successful? Are there any things you might do differently next time? We all grow by taking risks, making mistakes, and reflecting on how to improve next time. |
|------------------------|--|--|

#5 SUGGESTIONS

Intention: Opens possibilities, provides courage, and encourages independence

| | | |
|------------------------|---|---|
| Language Stems: | One thing I've noticed is... A couple of things to keep in mind... From my experience, I've learned... Sometimes it is helpful if... | Some students I know have tried a couple of different things in this situation; perhaps one might work for you... What I know about ...is... |
|------------------------|---|---|

#6 TEACHABLE MOMENTS

Intention: Spontaneous opportunities that offer a chance to fill in instructional gaps and take a new teacher to the "next step"

| | | |
|------------------------|--|--|
| Language Stems: | One thing to keep in mind is... If you're interested in ..., it's important to... | What I know about...is... It's sometimes/usually helpful to...when... |
|------------------------|--|--|

B. Scholarship Opportunities

There are thousands of scholarships available offered by schools, employers, individuals, private companies, nonprofits, communities, scholarship funds, religious groups, and professional/social orgs.

Tip #1: Populate your scholarship profiles and/or filters with as much information as possible

By keeping your profiles and filters up to date, you'll be able to see all the scholarships that you qualify for in real time as accurately as possible

Tip #2: Utilize updated resources and lists on key scholarship databases

For example, FastWeb creates lists of new and exciting scholarships every year. This year's list is called [College Scholarships: 2020 Edition](#).

Tip #3: Keep track of your scholarship deadlines

Utilize either a digital or physical calendar and build in both deadlines and actual blocks of time for you to complete applications or other supplementary scholarship materials

Tip #4: Apply for all scholarships you qualify for, regardless of award amount

A common issue that students encounter is limiting themselves based on the scholarship amount. Don't forget that small amounts really add up!

Tip #5: Improve your scholarship essays

Utilize support from educators and Career Coaches to improve your scholarship essays. Some websites may also offer resource articles with helpful tips about scholarship writing. (See Career Coach Toolkit)

TIPS: SEARCHING FOR SCHOLARSHIPS ONLINE

Scholarship search services, like FastWeb, are helpful tools to utilize. However, an easy, accessible alternative is internet searching via Google or another search engine. Think further into what relates to your partner student personally. Include specifics like the following in your searches, like: *Location, Corporation, Field of Study, Ethnicity, Background, or Special Interest*

Resource: Seeking Financial Aid (See Career Coach Toolkit)

FAFSA INFORMATION

| Free Application for Federal Student Aid (FAFSA) | | |
|--|---|--|
| Acronyms | FAFSA = Free Application for Federal Student Aid https://fafsa.ed.gov/ | EFC = Expected Family Contribution. The EFC is the # that's used to determine eligibility for federal student aid. Indicator of your family's financials |
| Getting Started | School Code - Each college & university has a unique code. This code connects your FAFSA to the schools financial aid/scholarships | Parent Information - Parents must set up their own FAFSA account (email, password, and special code). They will need to include tax info from the previous year. |
| Eligibility | Demonstrate need. U.S. Citizens or an Eligible Noncitizen (Have a valid Social Security #). Register with Selective Service if identify male and 18 - 25. | Maintain satisfactory academic progress. Have a high school diploma, General Educational Development (GED) Certificate, or within a homeschool setting approved under state law. |

C. Professional Skills

RESUMES

| | |
|------------|---|
| Dos | <ul style="list-style-type: none"> ● Include soft skills and personal accomplishments ● Use Relatable, Measureable English <ul style="list-style-type: none"> ○ Ex: Instead of "Utilized innovative social media techniquet to boost leadership and engagement among core demographic", say, "posted on Twitter three times a day and brough follower count from 1,000 to 3,000. ○ Use "buzz" words that match the application/opportunity that you're applying to ● Keep it short (one page if possible!) ● Design look and layout depending on the job you are applying to ● Save and send as PDF |
|------------|---|

Don'ts

- Don't worry if you have no relevant experience. Many skills can cross-over to different sectors. It's all about how you **frame** your experience.
- Don't use the Job Descriptions' exact phrasing.
- Don't Use an Objective Statement (unless you are making a huge career change and your past experiences are transferable skills)

JOB INTERVIEW SUCCESS

TIPS FOR JOB INTERVIEW

Before the Interview

- Research: Learn as much as you can about the company before the interview
- Timing: Know where your destination is. Arrive 5-15 minutes early.
- Be prepared with Materials: Bring extra copies of your resume, your portfolio (if you have one), questions for the interview, and a pen.
- Dress for Success: Collared shirt or blouse, dress pants, skirt, or dress. Blazer is recommended.

Beginning the Interview

- Inform the person who receives you that you have an interview, whom it is with, and the time.
- When you meet the interviewer, shake hands firmly, introduce yourself with confidence.
- Be positive. Let the interviewer lead the interview. Express that you're happy to have the opportunity to interview.
- **DON'T:** smoke, chew gum, curse, slouch, or fidget.

During the Interview

- Use positive body language.
- Know your resume and portfolio well and be prepared to answer questions about them.
- If you don't understand the question, ask for elaboration.
- Never just answer with a "yes" or "no". Always provide explanations and examples.
- Organize your thoughts before speaking. Feel free to take a moment about tough questions. Silence is not bad if it's not excessive. Stay away from: "Uh" and "Umm."
- **DON'T:** emphasize weakness, criticize former employer/peers, or discuss salary or benefits.
- Watch for illegal questions about age, religion, family details, race, ethnicity, or marital status.

After the Interview

- Ask job related questions you prepared for the interview.
- Make sure the interviewer knows how to contact you for any additional information needed.
- Thank the person for the interview. Shake hands firmly on the way out.
- Send the interviewer a thank-you note or email soon after the interview.