

EUREKA HIGH SCHOOL & COMMUNITY

CAREER FAIR

in Reverse

Innovation Strategy & Roadmap

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A “Reverse Career Fair” is a **participatory service!** It is...

- Interactive & Creative
- Student-Driven
- Utilizing the library for social infrastructure



Introduction



What is a “Reverse Career Fair?”

Rather than the traditional career fair, where employers table and prospective employees circulate, a “Reverse Career Fair” puts those seeking a job in the driver’s seat. Job seekers have the opportunity to showcase their knowledge and skills, as prospective employers circulate around the room to network with prospective employees. In a high school setting, students may network with prospective employers, internships opportunities, and/or colleges and universities.

ECS VISION & MISSION STATEMENTS

Vision Statement:

Inspiring academic Excellence, Creativity, and the confidence to Succeed

Mission Statement:

Eureka City Schools, in partnership with families and communities, promotes academic success and career readiness for every student. We are committed to:

- Ensuring rigorous and innovative programs through high standards of teaching and learning
- Providing a safe and supportive learning environment
- Embracing our diversity as a strength
- Promoting creative expression, critical thinking and digital literacy
- Offering relevant learning opportunities to help guarantee a sustainable future
- Developing responsible, productive, and ethical citizens for our communities and the world.



In alignment with the Eureka City Schools Vision and Mission Statements, the Eureka High School Reverse Career Fair would promote career readiness, confidence, relevant learning opportunities, and the development of responsible, productive, and ethical citizens.

STUDENT *Goals and Objectives*

Goal: Students will develop successful interpersonal connections in the community to increase their opportunities for employment, internships, and/or college.

Objectives: Students will...

- ✓ Attend a “workshop” in their social science classes to build (or amend) a resume and cover letter. (This step is *required* for all students, regardless of attending the Reverse Career Fair.)
- ✓ Build a display of their choice (audiovisual, poster board, etc.) to showcase their knowledge and skills.
- ✓ Create an “elevator pitch” to practice a brief, 1 minute synopsis of their abilities and goals.
- ✓ Attend a “dress rehearsal” with peers where students will be able to practice their elevator pitch, showcase their display, and proofread their resumes and cover letters with staff.
- ✓ Attend the Reverse Career Fair and network!



Student ACTION Brief



Convince students (grades 10-12) that by participating in the Reverse Career Fair they will build successful connections with employers and college staff, which will enhance their chances of future employment, internships, and/or college-going because they will have the opportunity to showcase their knowledge and skills with a creative, personal touch.



STAFF *Goals and Objectives*

Goal: Staff will host a successful Reverse Career Fair to connect employers and higher education staff with students at our high school.





Objectives: Staff will...

- ✓ Host a 3 day workshop in social science classes for resumes and cover letters. Career counseling staff will support these lessons.
- ✓ Invite community members, including prospective employers and college staff, to the Reverse Career Fair.
- ✓ Prepare the library (and adjacent classrooms, if needed) to host the Reverse Career Fair.
- ✓ Host the “dress rehearsal” 1 week prior to the event.
- ✓ Attend the Reverse Career Fair and support students as they network.

Staff ACTION Brief



Convince staff that by hosting a Reverse Career Fair they will benefit students' prospective employment, internship, and college-going opportunities - in alignment with the mission statement - which will help develop college and/or career-ready students because they will have access to an authentic networking experience.



SERVING

Our Students



The Reverse Career Fair is intended to showcase students knowledge, skills, and abilities in an innovative, creative, and engaging manner. By allowing students to take the lead in a situation that can typically be intimidating, we will boost their confidence and ability to network.

EMPLOYMENT

The event is primarily catered to students seeking current employment (age 15+). Students must possess a work permit and adhere to the policies of being a working minor.

CONNECTIONS

By connecting teens with employers who are able and willing to employ teens, we can create positive connections in our community and help our teens become fruitfully employed.

POSITIVITY

By flipping the script and putting the teens in the “driver’s seat” of the career fair, we are empowering them and telling them that they are an asset! This boost in confidence could improve networking.

OPPORTUNITIES

A Reverse Career Fair should include opportunities to network with those offering potential internships and/or college-going opportunities. The Fair can cater to the present (and future) hopes and dreams of all students.

INSPIRATION

Inside Higher Ed

This comprehensive article provides details from the National Association of Colleges and Employers (NACE), and ample examples from universities all over the U.S.

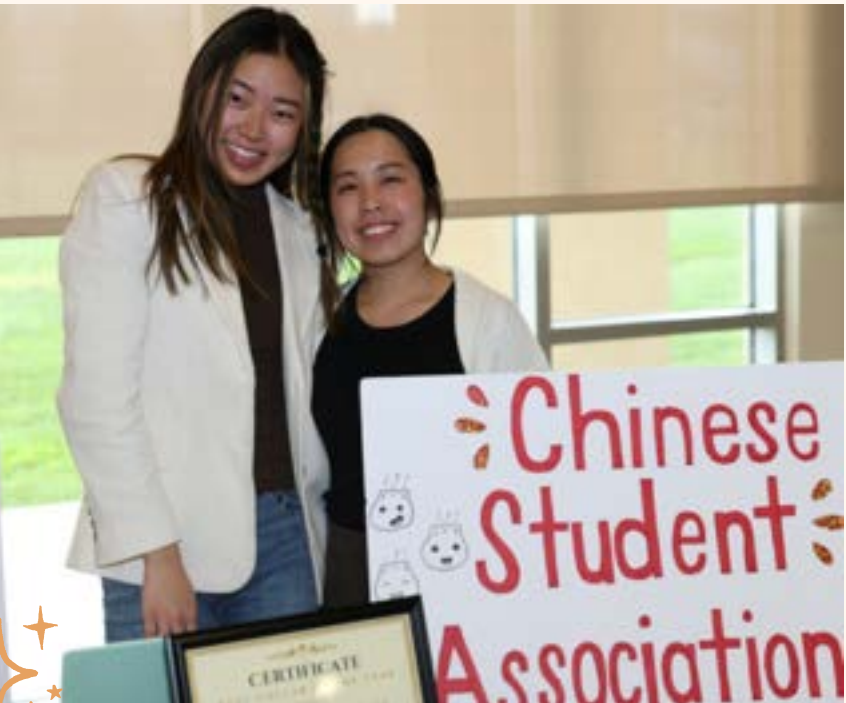


Photo provided by Santa Clara University

University of Texas at Dallas

The University of Texas at Dallas provides details into how they run a Reverse Career Fair on their campus, including the “why” behind it!

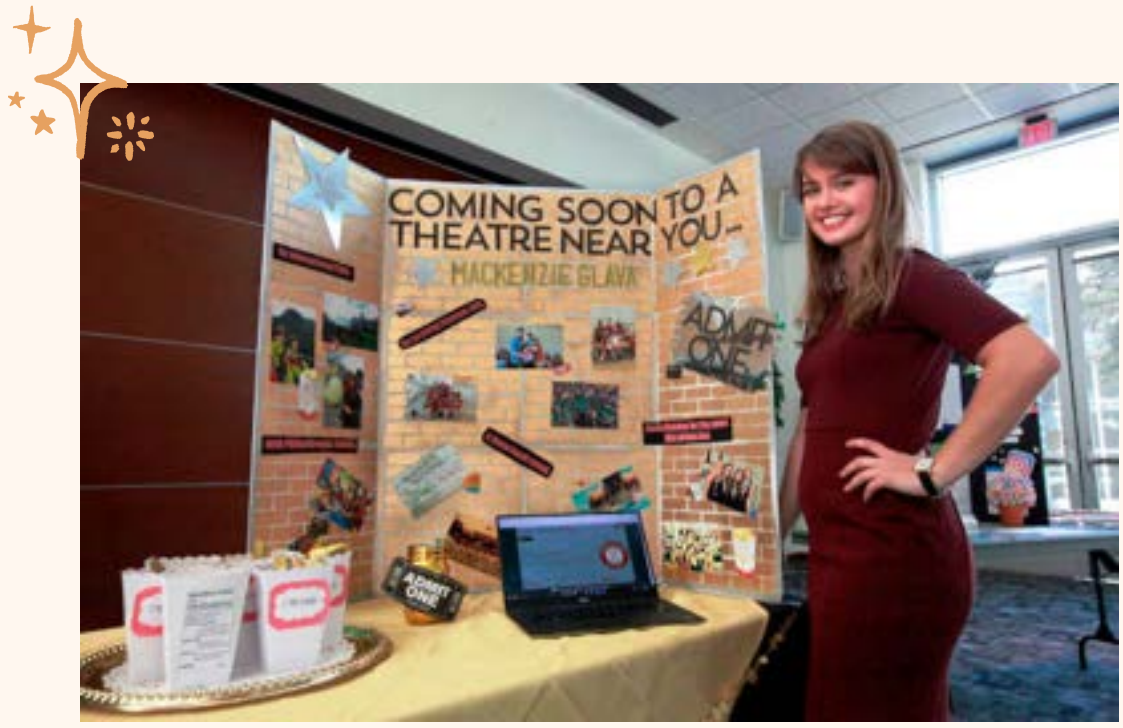


Photo provided by the University of Texas at Dallas

Project CASE

The American Institutes for Research and Project CASE have a very detailed and informational brochure about running a Reverse Career Fair, focusing on disabled youth.



Screenshot from the Project CASE Brochure



GUIDELINES

and Policies

A team will form with members from the following 4 groups...

ADMINISTRATION & COUNSELING

Administration, counselors, and the teacher librarian will collaborate to develop school and age-appropriate policies for the Reverse Career Fair. Policies should...

- Adhere to the vision & mission statements (ECS)
- Promote diversity, equity, and inclusion for both the students and staff participants
- Adhere to work permit regulations for students

Administration, counselors, and the teacher librarian will help social science teachers implement a resume and cover letter workshop in their classrooms.

LIBRARY STAFF & STUDENTS

The library staff and students in leadership (student government, inter-club council) will help determine guidelines for the Reverse Career Fair:

- Determine what students can display (poster board, tech-based presentations, items, etc.)
- Determine student eligibility; how will students “apply” to present at the Reverse Career Fair?
- Facilitate printing, crafting, and other necessary steps for student-created products
- Rearrange furniture as needed and work with custodial/maintenance crew for set up and take down

SPRING 2024 (CURRENT)

This Spring, the team will...

- **[April]** Meet with 1 member each from the 4 designated groups (administration, counseling, library staff, and student leadership)
- **[May]** Discuss the “workshop” lessons with Social Science teachers; build the workshop into the pacing guide for the 24-25 school year.
- **[May]** Delegate roles for who will reach out to businesses, employers, colleges, and other potential adults.
- **[May]** Gather a diverse array of adult participants that can offer employment, internships, or college opportunities.
- **[June]** Add the Reverse Career Fair to the Student Activities Calendar (choose a date). Coordinate with Student Government to ensure timing is appropriate.

Creating a TIMELINE



FALL 2024

Creating a TIMELINE

August

Re-initiate contact with adult participants and confirm attendance

Meet as a site team to ensure we are on track.

September

Implement the workshop in social science classes.

Allow students to apply for the job fair (rough draft)

Review and accept applicants; provide feedback.

Submit a facility use request for the required space(s)

October

Dress rehearsal (1-2 weeks prior to event)

Provide students with feedback and practice

Confirm adult and student attendees.

Host the event!
Document the experience.

Conduct a digital survey to get feedback.

November

Meet as a team to review and evaluate.



MARKETING *and Promotion*



ADULT OUTREACH

Reach out to:

- Local clubs and organizations (Rotary, Soroptimist, Chamber of Commerce)
- Local businesses known to employ teens (In N Out, Target)
- Outreach programs at local colleges and universities

Promote the event in news media and on social media

YOUTH OUTREACH

Advertise to students by...

- Putting flyers on bulletin boards around campus
- Promoting information on club and school social media sites (Instagram, Facebook)
- Promoting the event in classrooms (especially Social Science during workshop)
- Recruiting students via student leadership
- Present to classes to encourage sign-ups/applications

MENTORSHIP

Provide upperclassmen the opportunity to mentor underclassmen.

Upperclassmen may...

- Make presentations to classes
- Reach out to students via social media or in their classrooms
- Recruit underclassmen in their clubs or sports teams

TRAINING

ADULT TRAINING

Counseling and social science teachers will work with the Teacher Librarian to develop the lessons for the resume and cover letter workshop.

Adults will support the training of the students (see right).

Adult participants (employers, etc.) will receive an informational packet with recommended questions for students during the Reverse Career Fair, as well as guidelines for etiquette and behavior.

STUDENT TRAINING

Counseling, social science teachers, and the Teacher Librarian will work directly with students to train them how to build a resume and cover letter, and how to engage professionally with prospective employers (and other adults) during dress rehearsal.

Students will receive ample feedback from school staff.

Upperclassmen who have experience with resumes, cover letters, interviews, and more may mentor their younger peers to support them in this process.

EVALUATION *Process*

- After the inaugural event, we should consider both quantitative and qualitative data:
 - How many students participated?
 - How many adults participated?
 - What did the participants share about their experience in the survey?
 - Who was included?
 - Who was left out?
- After 3 months, we should survey student participants again to determine if their networking opportunities were successful.
- If the event is deemed worthwhile by students and adults, we should consider:
 - How can we get additional students and adults to attend?
 - How can we streamline our planning process?
 - If there was a group/demographic missing, how can we include them?
 - Do we need more room and/or time to host the event?





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THANK *You*

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