Virtual Job Spotlight Guide

**A Guide to
Creating Virtual Learning
Experiences.**

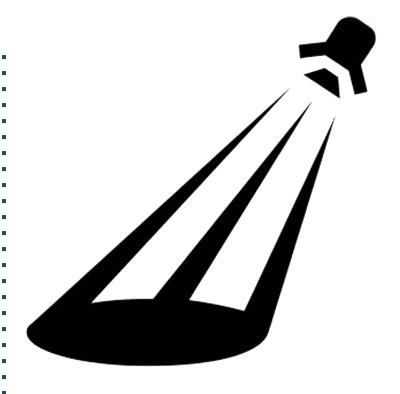# Virtual Job Spotlight Guide

Virtual Job Spotlight Guide

INTRODUCTION

COVID-19 restrictions have created a challenging environment for providing interactive Academic & Career Planning experiences. That said, districts have used creativity and technology to continue offering opportunities for students. This guide was developed based on an activity hosted by the Arcadia School District and CESA 4. The event provided a foundation for this guide and provides a ready made example for how virtual job spotlights can occur. While all Job Spotlights were hosted in a single day event, the materials provided in this guide allow for adaptation to individual needs.

THANK YOU

Thank you to the Arcadia School District for collaborating with us on the development of this Guide based on the event hosted in October 2020. The Arcadia School District is dedicated to offering Academic and Career Planning experiences to all students in grades 6-12. In reaction to the COVID-19 limitations, a plan was devised to create Virtual Job Spotlights and have live, albeit virtual, interactions between students and local employers. For added value, these Virtual Job Spotlights were recorded for students and staff to access in the future. In total, in the single day event, 20 Virtual Job Spotlights were hosted and shared with students and staff. These presentations were also shared out with students at Whitehall, Galesville-Ettrick-Trempealeau, and Blair-Taylor Schools Districts.

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PLANNING & RESOURCES

Planning & Resources

CESA 4 in partnership with the Arcadia School District began brainstorming Virtual Job Spotlights in July 2020 to work through COVID 19 challenges. The result was a Virtual Job Spotlight that simultaneously hosted 20 different speakers. This collaborative event resulted in a cross industry representation of career opportunities throughout the region which were shared with students through virtual presentations. This guide provides a foundation for replicating Virtual Job Spotlight events. Please note that time spent will be based on the total number of job spotlights conducted.

In developing a Virtual Job Spotlight, here are some of the primary materials and process for a successful event:

Materials
- Employer Invites
- Marketing Posters
- Virtual Webinar Software (Zoom recommended)
- Cloud Storage Space, if recording
- Event Schedule
- Calendar Invites via Google calendar
- Room PC's, Laptop, Camera *(for presenter)*, Speakers for Staff and Career Presenter, Projectors
- Google Email to Access Zoom
- Google Drive to Save/Access Individual Presentations
- YouTube for Open Access Storage of Recordings
- Thank You Cards

Process
- Initial Planning
- Staff Needs & Training
- Event Planning
- Employer Outreach

Technology
- Virtual Platform
- Recording Considerations
- Storage

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PLANNING & RESOURCES

Process

    Initial Planning & Brainstorming *(1-2 Days)*

    It is important to first identify what your event will look like.

- What do students need to learn about?
- Who are potential local employers?
- What should the virtual presentation look like?
- What does the ideal event look like?
- How many presenters/spotlights do you want to host?
- Do you plan to host all at the same time, or spread out over weeks, months, etc…?
- Software Needs
  - Zoom vs. Google Meets (or others)
  - Specific Consideration Notes:
    - Zoom charges more for recording 20 live sessions; Google Meets Free
    - Zoom cloud storage, can buy 20 licenses to record and have 1 master scheduler
  - Work Around: Do not do all spotlights at the same time to remain cost effective
- How will you decide what industry's/careers are represented?
  - LMI
  - Xello Data
  - Local Partnerships
  - Etc.…

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Process

    Staff Needs & Training *(1-3 days)*

    Once you determine how you want to host a spotlight you can identify your staffing needs.

- Planning Team
    - 2 Lead Planners & Additional Assistant Planners Recommended *(final # depends on the number of events run simultaneously)*
    - Identify Roles/Responsibilities for each Stage
        - Planning, Contacts, Event, Follow Up
    - Sample numbers for 20 rooms/presenters simultaneously:
        - 2 Lead Planners & 5 Assistant Planners
        - 2 Staff per Presentation
            - 1 to Run the Virtual Session/Moderator
                - Recommend the moderator is in a different room.
            - 1 to monitor the room
                - Recommend the monitor uses the chat function for student questions, due to classroom feedback noise.
    - Plan ahead for absences, the need to go virtual, etc...
- District Technology Assistance/Staffing
    - Identify someone able to assist with staff logins, broken computers, speakers, projectors, etc...
- Staff Training
    - Inform school staff of the Virtual Job Spotlight (email, meetings as needed)
    - Share documentation on how to access Zoom, career presentations and how to set up classroom PC (as needed)
    - [Day of Event Directions](#)
    - Share Step by Step Directions with all adults moderating or supervising - [Moderator/Additional Adult Training for Career Presenter Event](#)
    - Additional staff training may be needed if hosting a fully virtual event
        - A practice run may be needed to understand technology needs

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Process

Event Planning *(2 Days)*
- Job Spotlight Presenters
  - Identify potential presenters and make initial contact
  - Assign a staff member(s) responsible for communicating with the presenters
    - Initial contact, confirmation, follow up
- Student Engagement
  - Design student registration form via Google Form and send to students to identify who is attending each session
    - If you offer multiple sessions at the same time, how will students select?
    - Send Google Form to students to select desired employer presentation
    - Plan time to follow-up with students that do not respond
    - Arcadia School District incorporated this into their ACP Google Classroom
  - Create ACP Follow Up: Develop a student post presentation survey to complete reflecting on the day's activity.
  - Assign a staff member(s) responsible for follow ups

Marketing Work *(1-2 Days)*
- Create poster to include a full listing of presenters - Job Spotlight Poster
- Identify presenter rooms *(and virtual links)* and hang posters
- Share out the contact/login information

Coaching Sessions *(up to 5 Days)*
- Confirm all career presenters and provide coaching sessions to presenters to help prepare
- Plan for Cancellations

Day of Event *(1 Day)*
- Schedule of Events
- Ensure everything runs on schedule
- Sample Event Schedule

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Process

Employer Contact *(3-5 Days)*
- Employer Contacts
  - Review employer information in Inspire, review Xello/ACP data about student interests, review local economic data for future jobs
  - Create a list of possible employer contacts to invite. Plan for extra presenters in case employers cancel
  - Offer coaching sessions to each employer/presenter to help them feel comfortable presenting virtually,
    - Software how to
    - Presentation Slide Template
    - Provide a Structure of the Presentation for Consistency
    - Provide a Sample List of Questions
    - Allow for at least 20 minutes per presenter
    - Consider bilingual needs for presenters and students
  - Employer Resources:
    - Career Presenter Invite
    - Job Spotlight Presenter Training
    - Presentation Slide Template
    - Interview Structure/Preparation Questions
  - Remember to send Thank Yous
    - Tip - have students create and send these!

Follow Up Event *(1 Day)*
- Student follow up - Complete Google Form with reactions
- ACP Follow Up Activity

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Technology

   Virtual Platform Considerations: Zoom vs. Google Meets
   - Most schools are Google based. Google Meets is generally free to these schools.
     - [Record a video meeting](#) following these directions.
   - Zoom is a paid for subscription
     - 20 licenses where purchased *(correlated to specific email addresses - separate gmail accounts were created for each license and were used to house individual presentations)*
     - Extra cloud storage was purchased to handle 20, 1 hour records at the same time
     - Lead Planner can schedule all 20 licenses and send the links to all employers and teachers to join the meeting
     - Lead Planner has a list of all scheduled meetings with links and can send links to virtual students
     - Lead Planner can set up the virtual room to auto record to the cloud and retrieve later

   Cloud Space
   - Check with District Technology Department about how much cloud space is available to record 30-60 minutes of Zoom or Google Meets
   - Check how much bandwidth is available to record multiple meetings at one time
   - Where will the recording be stored at the end of the session
     - i.e. staff computer, Google Drive, cloud, Zoom account
   - How will you access the recordings?
   - See Appendix B: Links to YouTube Video Presentations from Arcadia Event

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Technology

Videoing Process/Considerations
- Will students be video recorded?
- Will staff and employer be video recorded?
- Is there a district policy on recording and distributing video?
- Closed Captioning can be utilized in Google Slides

Permission to Record
- Check with your school district policy and presenters to confirm permission
- The Arcadia event did not record students but did record career speakers
  - Some career presenters did not provide a copy of their presentation ahead of the recording for distribution but all presenters agreed with recording and sharing post event.

Recording Formats
- Check with the virtual webinar software to understand the format of the records and how universally compatible they are to share
- Will you plan to share these out with students and staff at a later date?
- This event utilized Zoom, purchased additional cloud storage for 1 month, saved all recording within the Zoom cloud, downloaded each recording to a Google Drive
  - Google Drive allowed us to provide hyperlink access to recordings
  - Recordings where also stored on a YouTube channel to share outside of the organization
  - If saving to a Google Drive, what is the process to transfer ownership, if a staff member leaves the district?
    - YouTube is an option

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Technology

How to Share on YouTube
- Create a YouTube channel to archive recorded videos in a format that is accessible to all devices.
- Cut and edit recorded videos to remove 20 minutes of pre-recording and after presentation shutdown.

Directions to edit
- Download from Zoom
  - Select "Recording Management" to see videos
- Review videos & trim
  - Watch the video first and write the times down that you want to start/end the viewing
  - Watch for any part of the video that would be inappropriate for students, families, and community members
- Open the video and click "Open with Photos"
  - Option is to right click on the screen and select "Photos"
  - Some PC default to Media Player - this does not trim the video
  - Click on Edit & Create>Trim>Screen will open to the video and have a white pacer bar at the bottom
  - Move the "white circle" to the minute that you want to start and end
  - Click Save As
  - Save to a designated file location.
  - One video at a time, saving can take 20-30 minutes.
- Load to YouTube

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APPENDIX A
Supporting Materials/Links

Day of Event Directions

Moderator/Additional Adult Training

Job Spotlight Poster

Sample Event Schedule

Presentation Slide Template

Career Presenter Invite and Outline

Job Spotlight Presenter Training

Interview Structure/Preparation Questions

Record a video meeting

Google Form - ACP Follow Up

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APPENDIX B
Links to YouTube Video Presentations

Virtual Job Spotlights	Video Link
Claire Ferry: Marketing	https://youtu.be/4fFp4_O3QAg
Mitzi Rubio: Paraprofessional	https://youtu.be/yFGY4WXg0lo
Michelle Pinzl: Interpreter	https://youtu.be/se9uUYcPMpo
Kalli Boland: School Psychologist	https://youtu.be/RHZDaKU_wDA
Mike Marcks: Special Agent	https://youtu.be/uqabGm4zu3Y
Miguel Flores: Army Officer	https://youtu.be/c7nB5uI2XHA
Matt Tranberg: Mechanical Engineer	https://youtu.be/4iukPQO1FQM
Ruth Dupey: Medical Lab Scientist	https://youtu.be/ldqp-lsfYqA
Noah Olson: Truck Driver	https://youtu.be/sJNqLulH8qE
Andrea Rippley: 4H Program Educator	https://youtu.be/3Xh-bGTeRQo
Hippie: Electrician	https://youtu.be/dg_1HNNfHJY
Brianna Heffner: Restaurant Manager	https://youtu.be/y_DdSFP3woY
Matilde Garcia: Stylist	https://youtu.be/z9X5QMa-HQ8
Peter Herman: Coordinator of Basketball Operations	https://youtu.be/FNtVvRghyuw
Holly Engel: Travel Nurse	https://youtu.be/Ialpybw3rI4
Amanda Schock: IT	https://youtu.be/6yW0kanA1YA
Jackson Boehm: Flight Instructor	https://youtu.be/1Lfatxu_L8E
Nick Severson: Lawyer	https://youtu.be/x2WL-67yZmA
Daniel Perez: Water Operator	https://youtu.be/E_7OmDfE2GI
Stephanie Schindler: Supply Chain	https://youtu.be/fMaWTz5qKjY