

Vail Early College Program Senior Exit Project Handbook 2020 - 2021



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General Information

1. The Senior Exit Project is a Vail School District graduation requirement and you will receive a half credit upon passing it. Any student that does not pass the main project components with at least a 70% will not receive a high school diploma.
2. These are five main components to the Senior Exit Project in the Vail Early College Program. See each section of this handbook pertaining to the component for detailed information.
 - Career Exploration (Shadowing or Non-Shadowing)
 - College Plan
 - Evidence of College Level Writing
 - Portfolio
 - Presentation
3. All components/assignments of the Senior Exit Project will be monitored and graded by the Vail Early College staff, except for the college writing component, which will be graded by Pima faculty.
4. All career exploration projects (shadowing and non-shadowing) must be approved prior to starting. If you want to change any portion of your project after it has been approved, you must submit a formal appeal.
5. Late work will not be accepted for full credit. All late work must meet basic requirements and will earn a maximum of 70%.
6. Joint projects are not allowed. Each student must complete a project individually.
7. Plagiarism, as per governing board policy, on any aspect of the project will result in a score of zero. Plagiarism will not be tolerated. Each student will sign a plagiarism contract agreeing to these terms.
8. Students must be aware of the following guidelines for completing the career exploration portion of their project:
 - Students are not allowed to shadow an immediate family member.
 - It is not permitted to miss school in order to complete practicum hours. Any classes that a student does not attend due to shadowing will be entered as an “Unexcused Absence” and be subject to consequence by the administration.
 - Students may not acquire shadowing hours through a paid position.

SEP Checklist

September

- Begin your Career & College research in College Success
- Due September 25th - Letter of Intent & Parent Consent Form**

October

- Due October 2nd - Mentor Agreement Form** (*Shadowing method only*)

November

- Due November 6th - Initial Draft of College Plan**

December

- Due December 14th - Verification of FAFSA submission**

January

- Due January 13th - Mentor Interview** (*Shadowing & Non-Shadowing methods*)
- Reflect on your College Plan and begin the college budget and financing portion.

February

- + Begin work on Resume in College Success and continue to apply for Scholarships

March

- Due March 5th**
 - Resume**
 - Non-Shadowing Method
 - Career Profile**
 - Day in the Life Timeline Narrative**
- Due March 22nd**
 - + **Shadowing Hours Log** (*Shadowing Method - 25 hours Shadowing done!*)
- Due March 26th**
 - Final Draft of College Plan**
 - Evidence of Completion of College Scholarships** (*submitted in College Plan*)
 - Shadowing Method
 - Shadowing Reflection**
 - Non-Shadowing Method
 - Career Exploration Project Reflection**

April

- Due April 9th**
 - Portfolio**
 - Early College Reflection** (*turned in with Portfolio*)
- Practice Presentations in Government & College Success
- April 29th - SEP Presentation Night** (*Date subject to change.*)

May

Graduation...Congrats!!

Component 1: Career Exploration

The purpose of this component is to help VEC students experience their potential career path so they can make the best use of their time in college. For this component, students will choose to shadow a mentor or choose the non-shadowing method. Be sure to review the requirements for each method to understand the expectations. The method of choice will need to be included in detail for the SEP Letter of Intent. **Students must decide their method by the Letter of Intent due date on September 25th.**

Career Exploration with Shadowing

Complete a minimum of 25 hours of job shadowing with a mentor (in-person or virtual) in a career field that you intend to pursue. To complete this method of the Career Exploration component you need to complete the following:

1. Letter of Intent

- Describe your intended shadowing experience in detail.
 - In the first paragraph(s) explain why you chose this career field. Briefly explain what it is you hope to accomplish/learn by doing this project. Make sure you include the name of your intended mentor and where they work. Also indicate if the shadowing will be done virtually, in-person, or a combination of both.
 - The last paragraph states that you know the requirements for your entire Senior Exit Project and you have read the handbook. Address that you understand what plagiarism is and that you are promising not to be involved in using information without proper acknowledgement. Also, clearly express that you understand all project components, and that you agree to the dates and requirements of the Vail Early College SEP and if you fail to meet these requirements you will not graduate from your high school.
- Must be neatly formatted and a professional looking document with a letterhead. Some computer programs have templates available or you can easily create your own.
- Correct spelling and grammar are required for approval.
- Print and sign your name at the bottom of your letter before scanning it and submitting it to Schoology.
- See the sample letter on page 9 of this handbook to help guide you in writing your Letter of Intent.
- Your shadowing experience will be approved or denied based on this document. Any Letter of Intent denied must be resubmitted for re-evaluation. No shadowing hours may be counted prior to the approval of your letter.
- Your approved Letter of Intent will also become part of your SEP portfolio.

2. Parent Consent Form

- See page 21

3. Mentor Agreement Form

- A mentor is required for the Shadowing method. Students should select a mentor who has experience in the student's career of interest.
- The person that signs this form should match the mentor identified in the Letter of Intent.
- Members of your family (immediate and extended) MAY NOT be mentors.
- See page 22

4. Shadowing Hours Log

- This log should be completed and signed by your mentor each time you shadow. See page 23.
- An acceptable alternative to this Shadowing Hours Log is to have your mentor write a letter of verification that you have completed shadowing hours. Verification letters must include your mentor's name, signature, and contact information.

5. Mentor Interview

- As part of your shadowing experience, you must interview your mentor.
- Compile a list of at least 10 questions regarding training, job experiences and other important information you want to know about the profession you are shadowing.
- These questions may not be yes or no; they must be open-ended in order to elicit an elaborate response from your mentor. You may do your interview in person or virtually. If possible, it is recommended that you record your interview so you can use segments of it in your presentation.
- To submit your interview, create a document in which you list your questions at the beginning of the document and include your mentor's response after each question.

6. Shadowing Reflection

- Write a reflection about what you have learned through your shadowing experience, being sure to include a reflection of the mentor interview. Specifically address any new information you learned about the training involved for the career field and the specific job requirements.
- See rubric on page 16.

7. Shadowing Etiquette

- *Don't Forget Important Workplace Etiquette:*
 - Arrive on time & dress appropriately
 - Follow all rules of the workplace
 - Avoid using your phone while shadowing
 - Thank your mentor after each visit and write your mentor a thoughtful thank you note or email at the end of your experience
 - You are also required to take photos of your experience to be used in your Final Presentation. Always ask for permission before taking pictures. In many cases you may not be permitted to take photos of people. Therefore

pictures of rooms, tools, equipment, etc. may be used for the required visuals.

Career Exploration with Non-Shadowing

This method does not involve shadowing. Instead you will research a career of your choice. Ideally, the career you choose should match the career information in your College Plan. To complete this method of the Career Exploration component you need to complete the following:

1. Letter of Intent

- Describe your career exploration topic in detail.
 - In the first paragraph(s), explain why you chose to research this career field. Briefly explain what it is you hope to accomplish/learn by doing this project. Make sure you indicate that you plan on completing this project without shadowing. It is also a good idea to think about who you might interview for the professional interview part of this method and include it in this section.
 - The last paragraph states that you know the requirements for your entire Senior Exit Project and you have read the handbook. Address that you understand what plagiarism is and that you are promising not to be involved in using information without proper acknowledgement. Also, clearly express that you understand all project components, and that you agree to the dates and requirements of the Vail Early College SEP and if you fail to meet these requirements you will not graduate from your high school.
- Must be neatly formatted and a professional looking document with a letterhead. Some computer programs have templates available or you can easily create your own.
- Correct spelling and grammar are required for approval.
- Print and sign your name at the bottom of your letter.
- See the sample letter on page 10 of this handbook to help guide you in writing your Letter of Intent.
- Your career exploration topic will be approved or denied based on this document. Any Letter of Intent denied must be resubmitted for re-evaluation. The documents that follow will not be accepted for credit until this letter has been approved.
- Your approved Letter of Intent will also become part of your SEP portfolio.

2. Parent Consent Form

- See page 21

3. Career Profile

- The Career Profile will include the demands of the career, career locations, opportunities to advance within the career, pros and cons of the career, finding a real job posting, and an explanation of why you would want that career.
- More information about this component will be provided to those students selecting this method.

4. Interview with a Professional

- Compile a list of at least 20 questions regarding training, day to day job experiences and other important information you want to know about the profession you are researching. Find a person in this field and interview them.
- These questions may not be yes or no; they must be open-ended in order to elicit an elaborate response from your mentor. You may do your interview in person or virtually. If possible, it is recommended that you record your interview so you can use segments of it in your presentation.
- To submit your interview, create a document in which you list your questions at the beginning of the document and include your mentor's response after each question.

5. Day in the Life Narrative

- With the help of the professional you interviewed, or another professional in the same field, research the day in the life of a person in that field. You will write a narrative in which you describe an entire day working in your chosen profession.
- This should be a well written narrative from the moment work starts until the end of the work day.

6. Career Exploration Research Reflection

- Write a reflection about what you have learned through the research of your career field, being sure to include a reflection about the interview with the professional in your field. Specifically address any new information you learned about the training involved for the career field and the specific job requirements and your future plans regarding this career.
- See rubric on page 16.

Letter of Intent - Sample (Shadowing)

This is a formal business letter addressed to the SEP Coordinator explaining how you plan on completing your Senior Exit Project. It needs to be signed and dated by you. Major changes to your project will result in the need for another letter.

Your Name
Your Street Address
Your City, State Zip

Date

Raylee May
SEP Coordinator
Vail Early College
8181 E. Irvington Road
Tucson, AZ 85709

Dear Mrs. May,

Please grant me permission to complete my Senior Exit Project in the field of education. Since coming to high school I have enjoyed being a Teacher's Assistant and it has sparked an interest in the field of teaching. I have also had the opportunity to peer tutor at my church on Wednesday evenings. As a result, I would like to propose teaching as the career field I explore for my project.

I intend to shadow Mrs. Smith, my middle school language arts teacher at Desert Sky Middle School. Although we have similar breaks, I have half days and intend to shadow in the afternoons. By shadowing in the afternoons I will be able to observe her 8th grade classroom, and possibly have the opportunity to help in constructing lessons and preparing materials after school. This experience will afford me the opportunity to explore the different roles of an educator and consider those roles in my future career decisions. I respectfully request to complete my shadowing hours at Desert Sky Middle School as a means of fulfilling the practicum portion of my Senior Exit Project. Thank you for your consideration and time.

I have read the Vail Early College SEP handbook and understand what the requirements are for my entire Senior Exit Project. I understand what plagiarism is and that I vow that all items I turn in will be my own work. Furthermore, I am aware of all the project components and understand that each requires a minimum grade of 70% to pass and that if I fail to meet these requirements I will not graduate from my high school.

Sincerely,

Your Signature

Your Name Typed

Letter of Intent - Sample (Non - Shadowing)

This is a formal business letter addressed to the SEP Coordinator explaining how you plan on completing your Senior Exit Project. It needs to be signed and dated by you. Major changes to your project will result in the need for another letter.

Your Name
Your Street Address
Your City, State Zip

Date

Raylee May
SEP Coordinator
Vail Early College
8181 E. Irvington Road
Tucson, AZ 85709

Dear Mrs. May,

Please grant me permission to complete my Senior Exit Project in the field of education. Since coming to high school I have enjoyed being a Teacher's Assistant and it has sparked an interest in the field of teaching. I have also had the opportunity to peer tutor at my church on Wednesday evenings. As a result, I would like to propose teaching as the career field I explore for my career exploration project.

I will be completing this component through the non-shadowing method. While I am unable to shadow, due to COVID restrictions, I am looking forward to learning more about the requirements to become an elementary teacher, as well as the day to day aspects of this profession. I am hoping to interview my 3rd grade teacher, Mrs. Smith, from Desert Willow Elementary for the interview portion of this project. I am hoping she can help with the day in the life portion as well.

I have read the Vail Early College SEP handbook and understand what the requirements are for my entire Senior Exit Project. I understand what plagiarism is and that I vow that all items I turn in will be my own work. Furthermore, I am aware of all the project components and understand that each requires a minimum grade of 70% to pass and that if I fail to meet these requirements I will not graduate from my high school.

Sincerely,

Your Signature

Your Name Typed

Component 2: Your College Plan

Component Task: Create a college plan that includes your current year(s) at Pima and then the years that follow, leading up to your Bachelor or Associates degree. Much of this portion will be completed during the College Success class, but there will be portions necessary to complete on your own.

Through completion of your college plan you will:

1. Identify your future career goals and create a college plan to achieve these goals.
2. Identify your potential college major and the college in which you plan to obtain your chosen major.
3. Research and plan out the classes you will take at your chosen college to achieve that major.
4. Incorporate potential college expenses into your college plan, being sure to include financial aid/scholarship details.
5. Complete the FAFSA (Free Application for Federal Student Aid)
 - Go to <https://fafsa.ed.gov> and complete the application.
 - Application is to be submitted by December 19th for the purpose of the SEP but students should identify the specific due date that their intended college has for its FAFSA deadline and complete the application by that date.
 - Note: Check on the priority deadline for your intended university/college to ensure timely submission. Each university/college is different!
 - The outcome of your FAFSA completion should be incorporated into the financial portion of your College Plan.
 - Parent involvement is needed for completion of the FAFSA, so make sure to coordinate with your parents to complete this task.
6. Apply for a minimum of 3 scholarships that relate to your college plan.
 - Each scholarship is different, so methods of how to document this portion will be discussed in the College Success Class.
 - Students are encouraged to apply for more than three scholarships!
 - You will also provide evidence of the scholarship application by incorporating it into your college plan.

Due Dates for this component:

- Initial Draft of College Plan – November 6th
- FAFSA – December 14th
- Evidence of application of a minimum of 3 Scholarships – March 26th
- Final Draft of College Plan – March 26th

Component 3: College Level Writing

With all Senior Exit Projects in Vail there is a major writing component. The purpose behind the writing component is to ensure that all Vail students leave high school with the tools to be successful in writing a college level paper. Since Vail Early College students are already in a college level course, i.e. Writing 101, writing an additional paper geared to “prepare” high school students for college writing is redundant. Therefore, Early College students will demonstrate their readiness for college level writing through obtaining a minimum grade 70% on the Argument/Research Essay in their Writing 101 class. Note: Any Early College student taking a writing class other than Writing 101 will need to discuss which essay will qualify for this component.

Students with papers below 70% should be aware that they might be ineligible to continue in the Early College program for the spring semester.

Due Dates: TBA*

*Due dates are based on the syllabus of the Writing 101/102 classes and will be discussed in the College Success class.

Component 4: Portfolio

Students will be expected to compile all necessary components from their Senior Exit Project and compose it in a portfolio to be turned in and graded. The portfolio is to be completed and turned in no later than April 9th.

Students will need to purchase a 3-ring binder and tabs for the portfolio. Sheet protectors are also recommended.

The following components must be in your portfolio and may be presented in any order that fits the organization of your portfolio:

- Title Page
- Table of Contents
- Section 1 = Career Exploration
 - + *Shadowing Method*
 - Letter of Intent
 - Parent Consent Form
 - Mentor Agreement Form
 - Career Exploration Mini-Project from College Success
 - Shadowing Reflection with photos/evidence from the experience included
 - Mentor Interview
 - Shadowing Hours Log
 - Resume (*see details below*)

- + *Non-Shadowing Method*
 - Letter of Intent
 - Parent Consent Form
 - Career Exploration Mini-Project from College Success
 - Career Profile
 - Professional Interview
 - Day in the Life Timeline and Detail
 - Career Exploration Project Reflection
 - Resume (*see details below*)
- Section 2 = College Plan
 - + College Plan
- Section 3 = VEC Experience
 - + Early College Reflection (*see below*)
 - + Essay from Writing course that was used for Component 3
 - + Selected work from at least two other Pima courses

See Portfolio Rubric on page 17.

If the student fails the portfolio he or she must attend an SEP Reteach Workshop in order to receive a passing grade of 70%. The following is the rubric/checklist for the portfolio. Students will have the opportunity to re-submit their portfolio for a second time, if they have attended the reteach.

Late Portfolios: Portfolios that are late or do not include completed hours will receive an automatic failing grade. Any students with portfolios not turned in on the due date will be required to attend mandatory SEP tutoring. The highest possible score a late portfolio can receive is a 70%.

Along with the main Senior Exit Project components, the portfolio has two additional tasks to be completed by their due date and included in the portfolio: Resume & Early College Reflection.

Resume

- Students will create a professional resume of their educational and vocational experiences.
- At minimum, although the heading names may be different, the resume should contain the following categories:
 - Name/address/phone number/email address
 - Objective
 - Experience (work & school related)
 - Skills
- See Resume Rubric on page 15.
- Due Date: March 5th

Early College Reflection

- Write a reflection on your experience as a senior in the VEC Program. This reflection should be an honest account of your successes and struggles, with particular attention paid to what made you successful and how you overcome your struggles.
- Reflection will also discuss the justification behind the selection of the two college papers included in the portfolio.
- The reflection should be at minimum two pages double-spaced, standard font size.
- See rubric on page 16.
- Due with your portfolio on April 9th

Please Note: This portfolio must be professional in appearance! Although you have been given some freedom in how you construct it, please exercise discretion and allow your portfolio to reflect a positive image of you and the work you have completed. If you have questions about what is acceptable, please speak with VEC staff prior to the due date.

Resume Rubric

Minimum Content Requirements (heading names may be different from those listed here):

- Name
- Contact Information: Address/Phone Number/Personal Email Address
- Objective
- Experience (work & school related)
- Relevant Skills

Category	Exceeds-4	Meets-3	Approaches-2	Falls Below-1
Format	Structure is clear, logical, and consistent; appearance is professional and readable; resume distinguishes itself without being obnoxious.	Structure is clear and consistent; appearance is somewhat stylized but does not affect readability or professionalism.	Structure changes throughout the page; appearance detracts somewhat from readability; personalized style makes an unprofessional impression.	Structure is non-existent; appearance makes reading difficult; style is too personalized.
Objective	Articulates clear educational or vocational objectives; tapers information included to fit the objective.	Articulates educational or vocational objectives; some information included fits the objective.	Articulates a vague educational or vocational objective; one piece of information included fits the objective.	Fails to articulate an educational or vocational objective; information included does not fit the objective.
Content	All information is included and is relevant.	All information is included and is mostly relevant.	Some information is missing and/or is not relevant.	Information is missing and/or is not relevant.
Descriptions	Detailed descriptions that elaborate on skills used and tasks accomplished through experiences.	Descriptions are present and articulate skills used and tasks accomplished through experiences.	Descriptions are sometimes present and articulate skills used or tasks accomplished through experiences.	Descriptions of skills and tasks are not present.
Grammar & Spelling (Conventions)	0 errors in grammar or spelling; Verb tense is consistent in descriptions of past work; employs strong verbs to articulate experiences.	1-2 errors in grammar and/or spelling; 1-2 changes in verb tense; sometimes employs strong verbs to articulate experiences.	3-4 errors in grammar and/or spelling; 3-4 changes in verb tense; occasionally employs strong verbs to articulate experiences.	More than 4 errors in grammar and/or spelling; More than 4 changes in verb tense; fails to employ strong verbs to articulate experiences.

Reflection Rubric

	Exceptional 2	Proficient 1	No Credit 0
Focus	Clearly states the purpose of the activity. Never diverges from the topic.	Implies but does not clearly state the purpose of the activity. Never diverges from the topic.	Does not state or imply the purpose of the activity. Diverges from the topic.
Content	Demonstrates a thorough self-reflective analysis including a summary of the activity supported by specific and illustrative details. Draws conclusions and makes connections to future plans.	Demonstrates reflective analysis including a summary of the activity supported by details. Draws conclusions and makes connections to future plans.	Lacks development and self-reflection. Does not include a summary of the activity or has insufficient details. Does not make a connection to future plans.
Description	Writing consistently and effectively shows rather than tells through specific and vivid details.	Writing includes some showing but needs more.	Writing uses all telling and no showing.
Organization	Presents the reflection in a compelling, highly organized manner. Includes the following elements: <ul style="list-style-type: none"> ▪ Attention-getting introduction, which includes a thesis statement ▪ Effective transitions ▪ Reflective conclusion 	Presents the reflection in a well-organized manner. Includes the following elements: <ul style="list-style-type: none"> ▪ Introduction with a thesis statement ▪ Transitions ▪ Conclusion 	Presents the reflection in a poorly organized manner. Elements are missing that impact understanding by the reader: <ul style="list-style-type: none"> ▪ No introduction ▪ No transitions ▪ No conclusion
Conventions	Uses articulate and appropriate language, sophisticated word choice, and sentence structure. 1-1 errors in: <ul style="list-style-type: none"> ▪ Grammar ▪ Punctuations ▪ Mechanics 	Uses appropriate language, word choice, and sentence structure. 2-3 errors in: <ul style="list-style-type: none"> ▪ Grammar ▪ Punctuations ▪ Mechanics 	Uses slang and unsophisticated word choice 4 or more errors in: <ul style="list-style-type: none"> ▪ Grammar ▪ Punctuations ▪ Mechanics

Subtotal _____ x 5 = _____ / 50

Portfolio Rubric

Student's Name: _____

Each section will be scored based appearance, following directions/task expectations, and readability. If the document is not there, no points will be awarded for that item. **Portfolio will not be assessed without completed career exploration component.**

General Requirements

Total = _____/10

- Cover page: clear and appropriate
- Professional binder: well organized into clear sections
- Table of contents: organized and clear, reflects the requirements of the portfolio

SEP Forms

Total = _____/20

- Letter of Intent
- Signed Parent Consent Form

Career Exploration

Total = _____/ 30

- Shadowing Method*
 - Mentor Agreement Form
 - Career Exploration Mini-Project from College Success
 - Shadowing Reflection with photos from the shadowing experience
 - Mentor Interview
 - Shadowing Hours Log or Mentor Letter
 - Resume
- Non-Shadowing Method*
 - Career Exploration Mini-Project from College Success
 - Career Profile
 - Professional Interview
 - Day in the Life Narrative
 - Career Exploration Project Reflection
 - Resume

College Plan

Total = _____/ 10

- College Plan document

VEC Experience

Total = _____/ 20

- Early College Reflection
- Essay from Writing course that was used for Component 3
- Selected work from at least two other Pima courses

Appearance and Professionalism

Total = _____/ 10

- Evidence of professionalism and attention to detail (Binder is new or gently used; pages are clean and mudge free; everything is typed, with the exception of the shadowing hours log.)
- Portfolio highlights that time, effort and dedication were given to the SEP project as a whole.

TOTAL SCORE _____/100

Component 5: Presentation

The presentation is your opportunity to show what you have learned throughout the experiences of your entire Senior Exit Project as well as your senior year at Pima. It will incorporate information from all aspects of your Senior Exit Project. The presentations will be judged by a group of Vail staff and community members. Each student will be scheduled for a specific presentation time. Students must receive a minimum of 70% on the presentation to pass the SEP.

1. Time: Presentations will be 10-12 minutes in length. Within this timeframe students should interact with their audience (judges) and inform them about their experience in a creative way. Time for judges' questions will follow.
2. Professionalism: As with all professions, it is important to "dress to impress." Students should be in attire that is appropriate to wear to a business presentation.
 - Men: Dress pants, collared shirt, tie, dress shoes (jacket optional)
 - Women: Work style dress, blouse with skirt or dress pants, appropriate shoes
3. Presentation: Information should be presented in a cohesive manner. The easiest way to do this is by the creation of a digital presentation. It should also flow naturally with use of proper transitions. Students MUST create a digital presentation (Google Slides) to assist the presentation.
4. Visual Aides: Minimum of two
 - One must be electronic and can include photos or brief video clips of your shadowing, mentor/professional interview, and/or college experience and may be incorporated into your digital presentation (in the case of photos, etc.)
 - The other visual aid should be something physical you can present to the judges and talk about during the presentation.
 - The digital presentation itself does not count as one of your visual aides.
5. Question and Answer: It is important for the student to engage with the audience (judges). Students should be prepared to answer any questions judges ask. This portion of the presentation is NOT included as part of the required 10-12 minutes.
6. Content: Students should have valuable and relevant information in their presentations. Students should combine elements from their portfolio into their presentation. Below is a recommended format for your presentation. At minimum, the following should be included:
 - Title slide
 - Introductory slide regarding career exploration (shadowing or non-shadowing)
 - Discussion of the career exploration experience and what was learned
 - Introduction to College Plan
 - Discussion of plan and reflection of process
 - Reflection about the project and Early College as a whole and what was learned

Presentation Rubric

	1 Point [D]	2 Point [C]	3 Points [B]	4 Points [A]	Total
Organization	Audience cannot understand the presentation because there is no sequence of information.	Audience has difficulty following the presentation because the student jumps around.	Student presents information in a logical sequence that the audience can follow.	Student presents information in a logical, interesting sequence, with excellent transitions, which the audience can follow.	
Subject Knowledge	Student does not have a grasp of information; student cannot answer questions about their subject. Presentation Time is less than 10 minutes.	Student is uncomfortable with information and are only able to answer rudimentary questions. Presentation Time is at least 10 minutes.	Student is at ease with expected answers, but fails to elaborate. Presentation Time is at least 10 minutes.	Student demonstrate full knowledge (more than required) by answering all questions with explanations and elaboration. Presentation Time is at least 10 minutes.	
Visual Aids	Student's visual aids never support presentation. Student has a Google Slide Presentation but it is poorly prepared.	Student's visual aids rarely support presentation. Student have Google Slide Presentation, but may not have additional visual aides.	Student's visual aids relate to presentation. Student has a Google Slide Presentation and one additional visual aide.	Student's visual aids explain and reinforce presentation. Student has Google Slide Presentation and at least two additional visual aides.	
Delivery	Student provides no eye contact; mumbles; speaks too quietly; uses incorrect grammar frequently; relies on "filler" sounds.	Student provides occasional eye contact; uses low volume; speaks too quietly; uses incorrect grammar and "filler" sounds occasionally.	Student maintains eye contact, but returns to notes frequently; voice is clear; rarely uses incorrect grammar and "filler" sounds.	Student maintains eye contact; rarely returns to notes; voice is clear; no incorrect grammar and "filler" sounds noticeable.	
Professionalism <i>(see required attire below)</i>	Student late for presentation; not dressed professionally. No evidence of preparation. Necessary resources missing and/or ineffectively used.	Student late for presentation; better dressed. Some evidence of preparation. Necessary resource(s) missing and/or ineffectively used.	Student on time; better dressed. Prepared for presentation. ALL necessary resources present, but not used effectively.	Student on time; dressed very professionally; appears confident and prepared for presentation. ALL necessary resources are present and used effectively.	
Professional attire: NO tennis shoes. Girls = blouse & skirt/pants, dress. Boys = collared shirt with tie, dress pants Necessary Items: Portfolio, Google Slide Presentation and Visual Aid (x2)					Total Score

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Presentation Time* Time for Questions Total Time

**Presentation must be between 10-12 minutes long. Overall score is reduced by 10% if time falls outside the time limit.*

Point Values & Category Weights

Fall Assignments

Assignment	Category	Due Date	Point Value
Letter of Intent	Career Exploration	9-25-2020	50
Parent Consent Form	Career Exploration	9-25-2020	25
Mentor Agreement	Career Exploration (Shadowing Method Only)	10-2-2020	25
College Plan Draft	College Plan	11-6-2020	80
FAFSA completed	College Plan	12-14-2020	20
College Level Writing Essay	College Writing	TBA	100

Fall Category Weights:

Career Exploration = 35% College Plan = 35% College Writing = 30%

Spring Assignments

Assignment	Category	Due Date	Point Value
Interview	Career Exploration (Shadowing & Non-Shadowing Methods)	1-13-2021	50
Resume	Portfolio	3-5-2021	20
Career Profile Research Project	Career Exploration (Non-Shadowing Method)	3-5-2021	100
Day in the Life Narrative	Career Exploration (Non-Shadowing Method)	3-5-2021	50
Shadowing Hours Log	Career Exploration (Shadowing Method)	3-26-2021	100
Shadowing / Career Exploration Reflection	Career Exploration (Shadowing & Non-Shadowing Methods)	3-26-2021	50
College Plan Final Draft	College Plan	3-26-2021	100
3 Scholarships Completed	College Plan	3-26-2021	30
Portfolio	Portfolio	4-9-2021	100
Practice Presentation	Presentation	April 2021	20
Presentation	Presentation	4-29-2021	100

Spring Category Weights:

Career Exploration = 25% College Plan = 20% Portfolio = 25% Presentation = 30%

Parent Consent Form

As a Parent/Guardian of _____, a senior in the Vail Early College (VEC) program, I am aware that my son/daughter must complete and pass the VEC Senior Exit Project to graduate from their high school. I have reviewed the VEC Senior Exit Project Handbook and understand that there are five main parts to the VEC SEP (Career Exploration, College Plan, College Level Writing, a Portfolio, and a Presentation) and that my student must pass each portion with at least a 70% in order to be eligible to participate in the graduation ceremony at their Vail high school of graduation.

My son/daughter has chosen to complete the Career Exploration Component of the VEC Senior Exit Project through the following method:

- Shadowing
- Non-Shadowing

I understand that my son/daughter must complete this project in the method they have chosen and I agree to release the school district and its employees from all claims arising from financial obligation incurred, or damage, injury, or accident suffered while my son/daughter participates in the project that he/she has chosen.

I also understand that my son/daughter is responsible for completing their Shadowing hours outside of the school day and must secure a mentor on his/her own.

Student Information

Print Name _____

Signature _____

Date _____

Parent/Guardian Information

Print Name _____

Signature _____

Date _____ Phone _____

Email _____

The Vail School District and The Vail Early College Program urges students to consider the safety factor when selecting their projects. All SEPs must be approved. Projects will not be approved for activities which are determined to be illegal, inappropriate, dangerous, or which violate school rules and/or district policies.

Mentor Agreement Form

Thank you so much for your willingness to be a mentor for a senior in the Vail Early College program to help them complete the career exploration component of their Senior Exit Project. The objective of this job shadowing experience is for students to see first-hand what their intended career is really like. Many of our students make life long decisions based on this experience.

We are asking that you, as a mentor, agree to do a few things to assist us in this process. Please make sure that you complete all of the following:

1. Sign and return this form to the student by the due date.
2. Provide a **minimum of 25 hours of shadowing experience** by March 22, 2021.
3. Answer interview questions about your career as created by the student.
4. Sign the student's Shadowing Hours Log Form for each day of shadowing or write a letter of verification of hours. This is so the student receives credit for their time shadowing you.
5. Due to restrictions and limitations related to COVID-19, shadowing can be done in-person or virtually.

Again, we thank you for taking the time out of your busy schedule to help in the education of our students. The Senior Exit Project has proven to be a very valuable experience for our seniors. Should you have any questions, please feel free to contact me at any time.

Sincerely,
Raylee May
Senior Exit Project Coordinator
Vail Early College
(520) 879-3831
mayr@vailschooldistrict.org

I agree to mentor _____ and can fulfill the mentor requirements for the Vail Early College Senior Exit Project:

Mentor Name: _____

Company Name: _____

Field of Work: _____

Mentor Phone: _____

Mentor Email: _____

Mentor Signature: _____

Date: _____

Job Shadowing Hours Log

Due: March 22, 2021

Student: _____

Directions: For every day that you shadow, report the date, start time and end time, and total hours shadowed on that day. Your mentor must sign this log everyday that you shadow. Print more pages, if needed.

Date: _____ Time (Start/End): _____ Total Hours: _____

Mentor Signature: _____

Date: _____ Time (Start/End): _____ Total Hours: _____

Mentor Signature: _____

Date: _____ Time (Start/End): _____ Total Hours: _____

Mentor Signature: _____

Date: _____ Time (Start/End): _____ Total Hours: _____

Mentor Signature: _____

Date: _____ Time (Start/End): _____ Total Hours: _____

Mentor Signature: _____

Date: _____ Time (Start/End): _____ Total Hours: _____

Mentor Signature: _____

Date: _____ Time (Start/End): _____ Total Hours: _____

Mentor Signature: _____