What Is Work-Based Learning?

Dr. Cindy Koss
Deputy Superintendent for Academic Affairs and Planning
Oklahoma State Department of Education

cindy.koss@sde.ok.gov
Alignment to Learning Forward Standards

• The federal education law, Every Student Succeeds Act (ESSA), redefines professional development with a purposeful influence from Learning Forward.

• Learning Forward, a national association recognized as leaders in professional learning, has established standards for professional learning that set a high bar for quality learning experiences.

• This session aligns to the following standard(s):
  ○ Resources **Professional learning that increases educator effectiveness and results for all students** requires prioritizing, monitoring, and coordinating resources for educator learning.
  ○ Implementation **Professional learning that increases educator effectiveness and results for all students** applies research on change and sustains support for implementation of professional learning for long-term change.
GOALS

• Identify why work-based learning is important to students
• Define what the work-based learning continuum includes
• Provide information for job shadowing, mentorships and internships
• Provide Oklahoma examples of implementation of work-based learning opportunities
WHY WORK-BASED LEARNING?

“Go confidently in the direction of your dreams. Live the life you’ve imagined.”
Henry David Thoreau
WHY IS WORK-BASED LEARNING IMPORTANT FOR STUDENTS?

Turn to your partner and discuss.
WHY WORK-BASED LEARNING?

VISION
Work-based learning is a component of a student’s career pathway, building on their classroom knowledge with practical experience in the workplace and interaction with industry and community professionals.
Close Oklahoma’s Workforce Gap

GOAL: By 2025, 70% of residents 25-64 years-old will have education or training beyond high school.

Source: OK Office of Workforce Development EMSI Q3, 2016
WHY IS WORK-BASED LEARNING GOOD FOR YOUNG PEOPLE?

• Expands educators knowledge of contemporary workplaces.
• Guides students exploration of career opportunities.
• Provides for all students.
• Provides transferable skills for a variety of work experience opportunities.
• Expands information about future labor market for educators and parents.
What work-based learning processes are in place at your school?
WHAT DOES THE WORK-BASE LEARNING CONTINUUM INCLUDE?
PURPOSE OF WORK-BASED LEARNING

• Obtain workplace skills
• Obtain knowledge of work world
• Interact with people of all ages & backgrounds
• Explore career pathway
WORK-BASED LEARNING CONTINUUM

Pre-K
Career Awareness
Learning ABOUT work.
Build awareness of the variety of careers available and the role of postsecondary education; broaden student options.

Career Exploration
Learning ABOUT work.
Explore career options and postsecondary for the purpose of motivating students and to inform their decision making in high school and postsecondary education.

Career Preparation: Practicum and Internships
Learning THROUGH work.
Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education.

Career Training
Learning FOR work.
Train for employment and/or postsecondary education in a specific range of occupations.

*Adapted from the Linked Learning Work-Based Learning Continuum, developed by the Linked Learning Alliance
WORK-BASED LEARNING

Different from a regular after-school job, work-based learning programs are supervised experiences that allow for students to observe, train, and/or work with an employer to discover how knowledge learned in school is put into action, while gaining applicable worksite skills.

There are a wide variety of work-based learning programs that constitute a spectrum of employer and student engagement.

It is highly recommended that ALL students connect to career exploration as part of their Individual Career Academic Planning through at least one offering.
PROVIDE INFORMATION ABOUT JOB SHADOWING, MENTORSHIP, AND INTERNSHIPS
HOW YOU CAN WORK WITH BUSINESS

Student Work-Based Learning

- Workplace tours for students
- Job-Shadowing
- Internships
- Mentorships
- Long-term, summer internships
<table>
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<tr>
<th>Week</th>
<th>Event Description</th>
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| 9    | Career Exposure Week (NOV) – Freshmen (work in progress)  
- Students will be introduced to several employers through a panel discussion and Q&A  
- Location to be determined |
| 10   | Northeast Technology – Sophomore Showcase  
- Sophomore students explore the opportunities that are available  
- Sophomores choose 4 Career Tech options to explore |
| 11   | Manufacturing Day – Movie in the “Park”  
- Introduce students to the opportunities available in manufacturing  
- Student business tours |
| 12   | Mid America Industrial Park Spring Job Fair - Seniors  
- Summer Jobs or Post-Secondary Employment  
- Resume / Interview |
|      | Internships - Seniors  
- Offer 3 – 2 Hour Sessions  
- Elective Credit in Career Pathway |
• Allows students to **explore a specific career of interest** by observing an experienced employee performing their typical work duties in a real-work environment.

• Provides **relevant career information** to assist students in making career choices.

• Students **witness first hand the work environment, employability and technical skills in practice**, the value of professional training, and potential career options.

• A job-shadowing experience can be anywhere from a few hours, to a day, to a week.
MENTORING – DEL CITY HIGH SCHOOL

Purpose To help students develop a vision of themselves in a future career, and then to help them develop the soft skills and academic pathways that will lead them to success in a chosen career field.

• The Del Quest student mentoring program matches Del City High School Juniors with mentors from the business world for job shadowing, coaching of soft skills, and dining in a professional setting.

• The students spend three days and two overnight stays planning their futures and learning ways to reach their goals from legislators, business owners, school administrators, youth workers, and others.

http://sde.ok.gov/sde/share-your-story
MENTORING RESEARCH

Research
59% percent of mentored teenagers earn better grades.
27% percent of mentored youth are less likely to begin using alcohol.
52% percent of mentored youth are less likely to skip school.
Youth with mentors have increased likelihood of going to college, better attitudes toward school, increased social and emotional development, and improved self-esteem.
Internships provide students with opportunities to experience “hands-on” learning in the area of their career interests, and apply classroom learning in a real-life environment.

Internships illustrate classroom relevance in the professional world.

In addition to exploring a particular career pathway, industry, or occupation, students learn workplace readiness and entry-level skills, building their portfolio and their professional network.
What is current legislation for Apprenticeships, Internships and Mentorships?
What is the definition of an internship?
What credit will students be able to earn for internships?
What are other course codes that count for Internship credit?
What Internship course codes count for Accountability – Postsecondary Opportunities?
How do internships connect to Individual Career Academic Plans?
How do internships connect to the new Accountability system?
Who is the teacher of record?
Will weekly eligibility be counted in Internship Program?
What about Insurance or liability?

https://oklahomaworks.gov/careerexposureweek/ (Guide pages 25-29)
http://sde.ok.gov/sde/new-skills-classroom (Internships)
Internship Frequently Asked Questions

What are the guidelines for creating an internship course?

Guidelines are:

Students must be **juniors or seniors** to participate in an internship.

A maximum of **2 high school elective hours**, of the 6 rigorous course hours required per school day, can be used for such programs. (The 2 hours may include student travel to internship site.)

A senior student may petition their local school board to increase to 3 hours if that fits into the student’s schedule.

**Semester Course (can be repeated for elective credit) – up to 1 credit per semester** (per class - consistent with Concurrent enrollment)

**Districts should consider developing local policies and guidelines to govern internship programs.**

Agreements between the school and business

Grading rubrics for school, student and business (e.g. attendance)

Feedback forms for business

Workplace Safety

ELEVATE: Interning For Success:

https://youtu.be/SGnCRIxRe3Y
POSSIBLE STUDENT REQUIREMENTS

1. Provide Teacher Recommendation.
3. Attend intern training as arranged by your internship teacher.
4. Develop a resume and attend a mock interview appropriately dressed.
5. Agree to complete journal assignments and prepare a presentation as outlined by your teacher at the completion of your intern experience.
6. Keep up with all course work and due dates during the internship, as this course results in a grade for an elective.
STRATEGIES FOR SUCCESSFUL INTERN EXPERIENCE

Specifics:
Be on time! Make sure you have reliable transportation.
Follow the dress code of the company or program. Always be neat and clean.
Learn as much as you can about the company. Look at the company's website.
Ask questions.
Use your time efficiently.
When you are unsure of something, be sure to ask the supervisor assigned to you.
Alert your employer or teacher of any potential problem.

Go Above and Beyond:
Display energy! Smile!
Show enthusiasm. The most successful interns are those who display an upbeat attitude and a genuine interest in performing their role.
STRATEGIES FOR SUCCESSFUL INTERN EXPERIENCE

Network

This is your opportunity to:
Meet people who can assist you in your career choice.
Learn what skills and education are necessary for this field.
Learn more about this industry.

Create Portfolio

This is a way to document the experience:
List your intern experience in your portfolio.
List summaries of projects completed.
List positive feedback from your employer.

Say Thank You

Upon completion of your intern experience, write a thank you note to the company and supervisor for giving you this opportunity.
OKLAHOMA PROGRAMS

Hilldale Public Schools Internship for Seniors – Dr. Kaylin Coody
   Elevate Story  www.sde.ok.gov/sde/new-skills-youth

Lawton Public Schools – Internship Program www.sde.ok.gov/sde/new-skills-youth

Ada Public Schools – High School Aviation Initiative - Paula Kedy
   https://youcanfly.aopa.org/high-school/about

Union Public Schools – Career Connect – Dr. Kathy Dodd
   www.unionps.org/union-career-connect/

Duncan Public Schools – Pathways to Future Careers Internship Program
   http://sde.ok.gov/sde/share-your-story

Pontotoc County Career Discovery Program
   http://sde.ok.gov/sde/share-your-story

Del Quest Mentoring Program
   http://sde.ok.gov/sde/share-your-story

Your District?
In-School Events Supported by Business Partners

• Participate in Career Fair (In-School or Virtual Career Fair)
• Participate in Mock Interview
• Be Guest Speaker or Participate on Career Panel
• Host a Student-Employee Guest Speaker or Panel Discussion
• Participate in Virtual Classroom Discussion
• Project-Based Competition

At Business Events

• Host Job-Shadow Event
• Host Student Tour of Business
• Host Open House Night or Parent Night

https://oklahomaworks.gov/careerexposureweek/
What are benefits of internships for students, educators, business?

Internships

www.sde.ok.gov/sde/new-skills-youth
BENEFITS - STUDENTS

• Provide opportunity for students to apply and develop their academic, technical and employability skills.

• Show students the relevance of their education as it connects to the real world, and prepares them for success in college and career.

• Provide all high school students access to high quality work-based learning programming connected to student’s Individual Career Academic Plan.
BENEFITS - EMPLOYERS

- Higher quality of future employees
- Build long-term relationships with local schools
- Input into school curriculum
- Opportunity to give back to community
- Increase awareness of business opportunities
- Attract additional internship candidates
BENEFITS - EDUCATORS

• Understand business and industry expectations
• Work together with employers to prepare students for postsecondary education and promising career opportunities
• Connect youths with career opportunities in numerous fields
• Resources for guest speakers
Teacher Summer Experiences
Beth Bryan, Edmond Public Schools Teacher
Terracon Consulting Externship Participant

Interview video:
https://vimeo.com/240705531/542b22d319
WBL LESSONS LEARNED

- WBL should be student-centered:
  - Aligns to the student's selected area of elective focus
  - Supports student's long-term goals and interests
  - Produces a portfolio of evidence of employability skills

- WBL should be educator-supported:
  - Requires regularly facilitated reflection time to supplement work experience to meet course standards
  - Takes time to build employer relationships and support student learning

- WBL should be community-aligned:
  - Provides access to high-demand, high-wage careers
  - Encourages community ownership and collaboration
THANK YOU!!

Please complete at least two sentences on your index card! THANK YOU!
1. Today was perfect because...
2. Today would have been better if...
3. If I were in charge, we would have...
4. Next time, I hope we...
5. I’m leaving feeling...