FORWARD TOGETHER

Work Based Learning

bit.ly/CTECPPS

Why Work-Based Learning is Important

From Oregon Dept. of Education:

In work-based learning programs, learners can get the experience employers are seeking and gain the skills and credentials they need to enter and succeed in their careers. Work-based learning experiences are beneficial for all students, but can be particularly important to students who have been marginalized by the color of their skin, their native language, their zip code, their identity, or the circumstances of their family. The access to social networks and connections that work-based learning provides to learners has the potential to open doors and opportunities that are not available through classroom education alone.

Oregon:

Oregon Career Connected Learning

Work-based learning fits within the broader umbrella of Career Connected Learning, which is a broad framework of four key stages:

- Career Awareness -- learning ABOUT work
- Career Exploration -- learning FOR work
- Career Preparation -- learning THROUGH work
- Career Training -- learning AT work

Work-based learning is a subset of career connected learning that exists primarily in the career preparation and training stages.

The Types of WBL

There are several types of work-based learning that are accepted for ODE reporting:

- **Clinical**
- **Cooperative Work Experience**
- **Internship**
- **Practicum**
- **Pre-Apprenticeship/Apprenticeship**
- **School-Based Enterprise**
- **Service Learning**
- **Workplace Simulation**

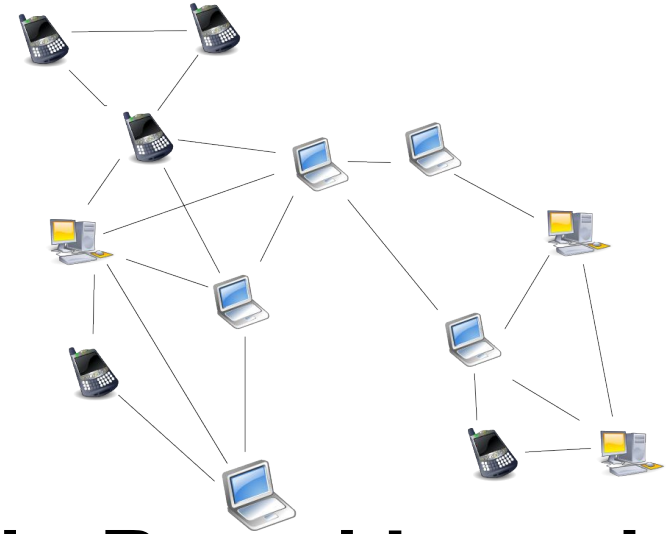
Work-Based Learning Rubric or Checklist

Link to ODE Work-Based Learning Rubric:

https://www.oregon.gov/ode/learning-options/CTE/careerareas/Documents/Work-Based%20Learning%20Rubric.pdf

Link to presentation resource pages:

https://bit.ly/WBLResources-OregonACTE



Work- Based Learning Request System & Support

WBL FAST Request Process:

1. **FLEXIBLE** — Your plans should remain flexible, with the opportunity to regularly update based on the situation

2. **ATTAINABLE** — Your request is realistic about what is possible given the availability of resources, time and and partners.

3. **SPECIFIC** — Your request is well defined and clear on what your goals are. What outcomes do you expect from this WBL experience?

4. **TIME-FRAME** — Your request should have a realistic and manageable deadline to work towards

F A S T

PPS Supports

- **Career Coordinators**

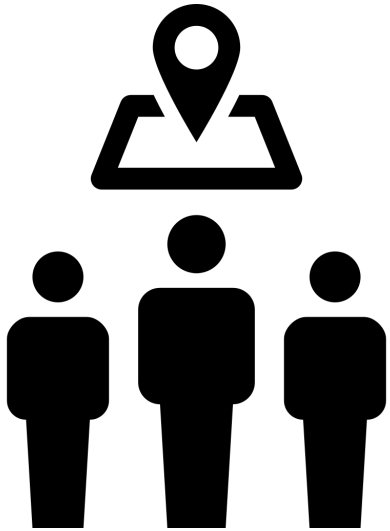
Partners(Go-to staff in the building)
Logistics
Protocols

- **CTE Central Office**

Partner Engagement & Assurance
Logistics
Protocols

- **Partner Connect**

Tracking
Data & ODE Reporting
Compliance



Building Level Breakout Activity

Mock Work-based Learning Request Form

https://bit.ly/MockWBLRequest

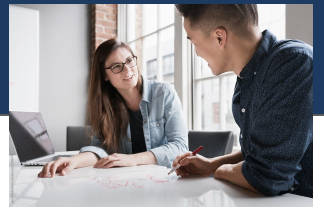
Partner Engagement

Where to find partners-Online searches of companies and organizations that connected to the industries that you are seeking.

Talk to everyone you know about who you would like to partner with.

Contact trade organizations to ask if they will help to recruit.

Offer Partners the Menu



Portland Public Schools-Menu of Career Connected Learning

Join the Partner Platform (PPS-Partner Connect)-Partners are asked to register in the partner platform so school district staff will be able to search for ready partners to engage in career learning. **Grade Level, K-12** **Time commitment-15 minutes,** plus partner discretion on activities

To complete your Partner Connect profile, go here: **https://www.pps.net/partnerconnect**

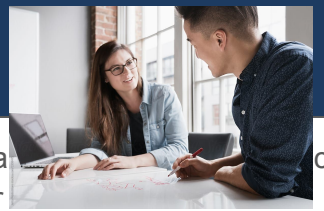
0-60 Career Video-Partners are asked to make a career video about their career that is under 60 seconds. Instructions and a script are provided. Volunteers are asked to dress in their work clothes, state their name, job title and where they work, share up to five job duties and why they like their job, then close with activity.
Grade Level, K-12 **Time commitment-Under 30 minutes**

Career Video Instructions: **https://bit.ly/0-60CareerVideo**

Guess My Career, A Speaker's Bureau-Partners are asked to present, in-person to a classroom of K-8 students. Similar to 20 Questions, students will ask the presenter questions (only yes or no answers) about their career. Questions like; Do you work inside a building? Do you use special tools? For approximately 5-10 minutes. After they have guessed correctly or the teacher has shared the answer, the presenter will self-introduce and share their personal career pathway story (approx. 10 minutes) followed by Q & A.
Grade Level, **K-8** **Time commitment-1.5 hours, including prep**

Guess My Career-Speaker's Bureau Registration: **https://bit.ly/GuessMyCareer**

Offer Partners the Menu



Future You 2 Go, A Speaker's Bureau-Partners are asked to **virtually** or **in-person** share their persona cipate in an informational interview, a post-secondary program, a short training, a presentation, an industry tour
Grade Level, 9-12 **Time Commitment-Under 2 hours, including prep**

FY2G-Speaker's Bureau Registration: **https://bit.ly/FY2GPresenterWorksheet**

Career Focus Event-Partners (most likely a business or trade organization) to provide several volunteers to share an overview of the industry, several career presenters and a post-secondary representative for a career-day style experience. For more information, contact

Grade Level, 9-12 **Time commitment-Between 2-5 hours**

Academies (Work-Based Learning)-Partners are asked to provide a sustained experience for a classroom or group of students (aligned with a CTE program), including a project, industry feedback and outcome verification for students. For more information, contact

Grade Level, 11-12 **Time commitment-Between 5-100+ hours**

If you don't see an activity that you would like to participate in, please contact us. We are willing to be creative with partnerships.

***PPS encourages partners to include underrepresented people/groups whenever possible.**

Work-Based Learning Opportunities

Portland Gear Academy-

Includes a two-student team from each of the PPS schools that have CTE Business programs. Each of the teams are school-spirited apparel to sell.

U of O has provided a $1,000 start-up fund for each school.

Students are meeting weekly at Portland Gear to learn:

- Review current styles in their school
- Design
- Photo shoots
- Marketing/Social Media
- Sales
- Accounting
- Review and make changes-with industry feedback
- Report-Presentation to U of O

UNIVERSITY OF OREGON

Work-Based Learning Opportunities

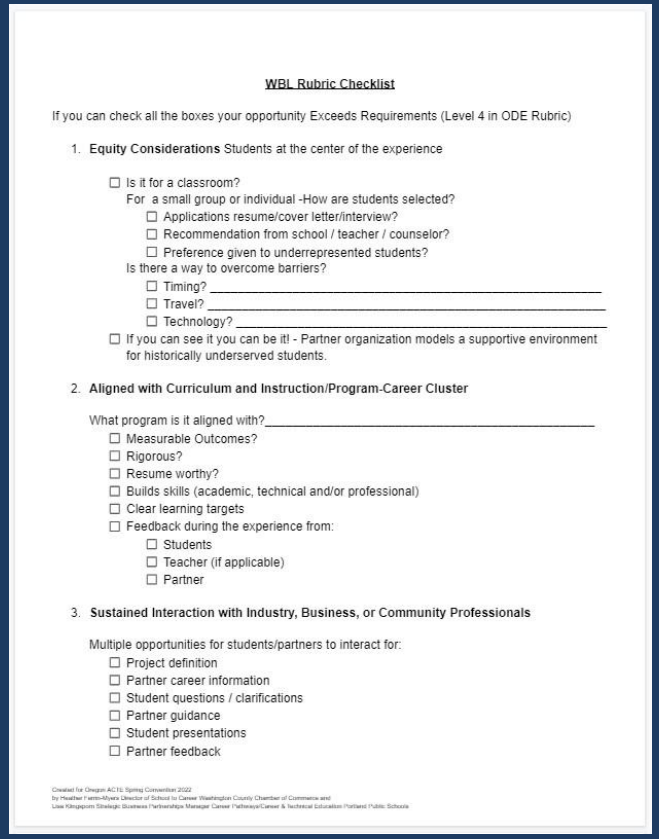
OSU/ASCE Engineering Academy-

- Two engineering classrooms will be participating to learn:
- An overview of all OSU Engineering Programs-plus Q & A (virtual)
- Presentation on “A Career in Engineering”-plus Q & A (virtual)
- ASCE lead bridge building activity with several Civil Engineers (in person)
- Three OSU alum presenting about their careers in engineering (in person)
- ASCE lead bridge testing competition with industry feedback-winner to receive $500 scholarship (in person)
- Presentation of experience with current OSU Engineering students and clubs-plus Q & A (virtual)
- Attending the OSU Engineering Expo (in person)

Oregon State University

ASCE OREGON SECTION

Rubric Checklist **1st Look**



WBL Rubric Checklist

If you can check all the boxes your opportunity Exceeds Requirements (Level 4 in ODE Rubric)

1. **Equity Considerations** Students at the center of the experience

   ☐ Is it for a classroom?
   For a small group or individual -How are students selected?
   ☐ Applications resume/cover letter/interview?
   ☐ Recommendation from school / teacher / counselor?
   ☐ Preference given to underrepresented students?
   Is there a way to overcome barriers?
   ☐ Timing? _____
   ☐ Travel? _____
   ☐ Technology? _____
   ☐ If you can see it you can be it! - Partner organization models a supportive environment for historically underserved students.

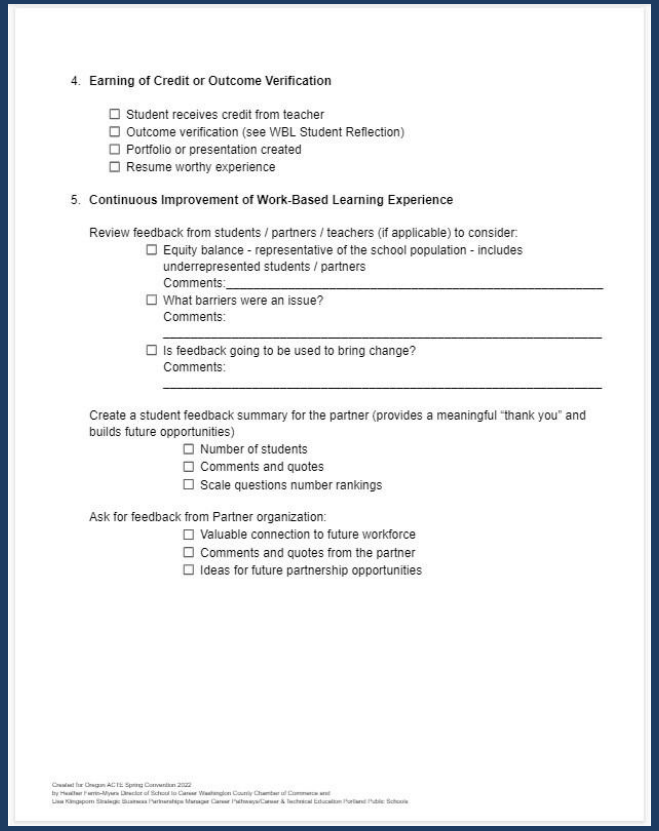
2. **Aligned with Curriculum and Instruction/Program-Career Cluster**

   What program is it aligned with?_____
   ☐ Measurable Outcomes?
   ☐ Rigorous?
   ☐ Resume worthy?
   ☐ Builds skills (academic, technical and/or professional)
   ☐ Clear learning targets
   ☐ Feedback during the experience from:
   ☐ Students
   ☐ Teacher (if applicable)
   ☐ Partner

3. **Sustained Interaction with Industry, Business, or Community Professionals**

   Multiple opportunities for students/partners to interact for:
   ☐ Project definition
   ☐ Partner career information
   ☐ Student questions / clarifications
   ☐ Partner guidance
   ☐ Student presentations
   ☐ Partner feedback

Created for Oregon ACTE Spring Convention 2022
by Heather Ferrin-Alyers Director of School to Career Washington County Chamber of Commerce and
Lisa Klingsporn Strategic Business Partnerships Manager Career Pathways/Career & Technical Education Portland Public Schools



4. **Earning of Credit or Outcome Verification**

   ☐ Student receives credit from teacher
   ☐ Outcome verification (see WBL Student Reflection)
   ☐ Portfolio or presentation created
   ☐ Resume worthy experience

5. **Continuous Improvement of Work-Based Learning Experience**

   Review feedback from students / partners / teachers (if applicable) to consider:
   ☐ Equity balance - representative of the school population - includes underrepresented students / partners
   Comments:_____
   ☐ What barriers were an issue?
   Comments:
   _____
   ☐ Is feedback going to be used to bring change?
   Comments:
   _____

   Create a student feedback summary for the partner (provides a meaningful "thank you" and builds future opportunities)
   ☐ Number of students
   ☐ Comments and quotes
   ☐ Scale questions number rankings

   Ask for feedback from Partner organization:
   ☐ Valuable connection to future workforce
   ☐ Comments and quotes from the partner
   ☐ Ideas for future partnership opportunities

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https://bit.ly/WBLRubic

Design

WBL Design Worksheet

WBL Criteria or Other Quality Experience Criteria
Based on ODE WBL Rubric

Equity Considerations Students at the center of the experience
Aligned with Program, Curriculum and Instruction
Sustained Interaction with Industry, Business, or Community Professionals
Earning of Credit or Outcome Verification
A variety of experiences take place
Continuous Improvement of Work-Based Learning Experience

What CTE program or topic is addressed: Engineering/Design/Manufacturing

Which student(s) will participate: **Entire classroom** - work will be done in class so expect no added equity challenges or barriers

Think about equity: How will participants be selected? Will there be challenges to participation? How can those challenges be minimized?

Describe the experience and it's connection to the CTE program:

Students will design a 3D Printable kit to teach a STEM topic to elementary students. The charity will provide guidelines on size, cost, and other considerations. Students will work together and use the **"Engineering Cycle"** model to move through stages of: **Idea - Prototype - Redesign - Final Product** with feedback between each stage. Designs will be rendered using CAD design software that connects to 3D printers. Prototypes will be evaluated for function and repeatability and will go through an efficiency step to reduce waste and lower cost. Final designs will be shared for use around the world through Thingaverse and the final production will be done through a manufacturing partner.

What role will partners play?

Partner from charity will introduce the design challenge and answer questions. Professional will 3D Printing experience will meet with students weekly to give feedback on the project as it progresses. Student designs will be printed at partner's facility. Students will present overview of the process in class for partner feedback.

Who is invited to partner (Industry, Business, and/or Community Professionals)?

Partner from charity brought the project to the program and recruited other professionals from manufacturing and 3D printing to support

Describe what success will look like:

Successful students will have participated fully in all meetings and will have created designs. Designs that meet the requirements for the project will be produced by the manufacturing partners and will be shared for use by others later.

Set out a timeline for the experience -

Include: targets, meetings with partners, and the expected result or deliverables What is required for credit or outcome verification? How many partner meetings are planned? Partners can introduce the experience and explain the real-life applications, support the process and give feedback, and evaluate results or act as customers

Milestones/ Suggested Timelines

Week 1 - Partners introduce the organization and the target
Target - Create a STEM Kit for elementary students to explore over the summer
Considerations - Must fit into a "goodie bag" Cost? Efficient to produce? Fun? What STEM skills are developed?

Week 2 - Teams work on ideas, collaborate to decide which solution to move forward, build a short presentation to communicate their ideas when meeting with partners.

Week 3 - **1st presentation to partners** for evaluation and feedback
15 to 20 minutes per team with partners - Need schedule of times when partners can talk to students over virtual meeting

Week 4 - Work on designs do initial CAD modeling in class - **Questions and help from partners** -0 to 30 mins per team as needed via email or virtual meeting

Week 5 - Start production, think about good design, quality, efficiency, function

Week 6- Present models to partners- 15-30 minutes per team

Week 7 - **Production talks with partners** - designs will be made at Nike -how will students best present their ideas for offsite production

Week 8 - **Partners final meeting** - evaluate the products, the process, skills to work on and ways to improve the experience if it is repeated.

Did the experience meet targets? How can it be better next time?

Gather feedback:
- Student Reflection One Pager, Student Exit Tickets and Student Final Evaluation
- Partner Final Evaluation
- Teacher Final Evaluation (When applicable)

Review the project from all viewpoints.
Communicate those ideas with shareholders and make changes accordingly..

Plan and Schedule

WBL Plan and Schedule

WBL Project Title: STEM Kit 3D Printing Champions
Students participating: Design 2
CTE Program/Teacher: Ms. Shell

WBL Sessions-Cohort 1

Week 1 **Wednesday, February 23, 2022 2:00pm-3:00pm** **Teacher and Partners** 2:00pm-2:30pm-Introduction of partners & their careers 2:30pm-2:45pm-Unveil project 2:45pm-2:55pm-Next steps 2:55pm-3:00 pm-Student exit ticket	**Week 5** **Wednesday, March 30, 2022 2:00pm-3:00pm** **Teacher Only** 2:00pm-2:05pm-Teacher explains production-think about good design quality, efficiency and function 2:05pm-2:55pm-Production time - students monitor machine output and troubleshoot 2:55pm-3:00pm-Student exit ticket
Week 2 **Wednesday, March 2, 2022 2:00pm-3:00pm** **Teacher Only** 2:00pm-2:10pm-Choose Teams 2:10pm-2:40pm- Brainstorm solutions 2:40pm-2:55pm-Teams select solution to propose 2:55pm-3:00 pm-Student exit ticket	**Week 6** **Wednesday, April 6, 2022 2:00pm-3:00pm** **Teacher and Partners** 2:00pm-2:05pm-Welcome Partners 2:05pm-2:55pm-Teams present models, partner feedback 2:55pm-3:00pm-Student exit ticket
Week 3 **Wednesday, March 9, 2022 2:00pm-3:00pm** **Teacher and Partners** 2:00pm-2:05pm-Welcome partners 2:05pm-2:55pm-Team proposals and partner feedback 2:55pm-3:00pm-**Student** exit ticket	**Week 7** **Wednesday, April 13, 2022 2:00pm-3:00pm** **Teacher and Partners** 2:00pm-2:05pm-Welcome Partners 2:05pm-2:55pm-Partner introduces production - designs will be produced at Nike Innovation Lab - format for offsite production - design improvements for cost and efficiency 2:55pm-3:00pm-Student exit ticket
Week 4 **Wednesday March 16, 2022 2:00pm-3:00pm** **Teacher and Partners** 2:00pm-2:05pm-Welcome partners 2:05pm-2:55pm-Work groups, CAD modeling, student/partner collaboration 2:55pm-3:00pm-Student exit ticket	**Week 8** **Wednesday, April 20, 2022 2:00pm-3:00pm** **Teacher and Partners at Nike Innovation Lab** 2:00pm-2:05pm-Nike welcomes students, teachers and partners 2:05pm-2:25 pm- Tour of Nike Innovation Lab-students will see designs being manufacturing 2:25pm-2:55 pm- Recap and thank you from charity 2:55pm-3:00 pm- Student, teacher and partner final evaluation

Outcome Verification- Student Reflection Document

This would be the minimum. You could add addendums as needed.

WORK BASED LEARNING STUDENT REFLECTION

Name: Lisa Klingsporn Date: 06-13-2022
CTE Program: Business
CTE Teacher: Ms Business
Start date: 04-01-2022 End date: 06-01-2022
How many total hours did you put into this experience? 32
(include class time, meeting time, independent work time)

Name of WBL experience: Portland Gear Academy
Description: Two-student teams from each PPS CTE Business Program to create school-centered apparel to sell. Students to present to U of O Business Program. In which way was the WBL executed? Hybrid of in-person and virtual
What surprised you most about this experience? All of the details that were needed to order one t-shirt.
What did you learn that was important or meaningful to you? That I could do this work.
What skills did you build during this experience? (Delete any that you didn't build) **Adaptability** - I am more open to new experiences, I take feedback well, and I see change as an opportunity **Analysis/Solution Mindset** - I like solving problems and I know how to use research to understand issues **Collaboration/Team Player** - I can find common ground, share leadership and responsibility, and I value a diverse team **Communication** - I am an active listener, I ask relevant questions, and I speak and use email in a workplace appropriate manner **Digital Fluency** - I use technology to help people work together, I understand confidentiality, and I know how to research online **Empathy** -I can build good relationships, I value and respect diverse teammates, and I am concerned with the needs of others **Entrepreneurial Mindset/Go Getter** - I like to learn new things, build skills, and find new ways of doing things, I often seek more responsibilities **Resilience** - I can bounce back when things go wrong, I set goals and have backup plans, I can take feedback well and can self-advocate **Self-awareness** - I am realistic about my strengths, skills, and areas of growth, I acknowledge responsibility and exhibit work-appropriate behavior even under stress **Social Diversity Awareness** - I can get along and work effectively with people from different backgrounds, I am sensitive to needs of others
What tools or technologies did you use? Acrobat and Design
During this WBL experience how did you feel about this career? I was motivated to get started on this career path

Created for Oregon ACTE Spring Convention 2022
by Heather Ferrin-Myers Director of School to Career Washington County Chamber of Commerce and
Lisa Klingsporn Strategic Business Partnerships Manager Career Pathways/Career & Technical Education Portland Public Schools

Scenario Activity:

Each team will receive a WBL scenario. Based on the rubric checklist, what are some considerations that should be made to get this opportunity ready for the students? Take five minutes to discuss and add/change elements to fit WBL.

https://bit.ly/CTECJam

Choose one team member to be the scribe and one to present at the end of the activity.

Possible WBL Scenario #1

A partner contacts you to say they would like to work with a group of students to inform them on manufacturing careers.

Possible WBL Scenario #2

A local restaurant would like to work with students to understand the restaurant workplace. They would like to visit the culinary classroom, provide some chef-lead instruction, have to the students create a simple dish and plate it. They would also welcome the student to be on site in small cohorts for dinner service for an evening.

Possible WBL Scenario #3

A computer science teacher is looking for a partner to help students do a weeks-long hackathon in class. She would like multiple volunteers from technology companies to lead students teams through the hackathon.

Possible WBL Scenario #4

A design teacher wants to host an industry partner relating to design for multiple visits to a classroom while the students work on a design project.

Possible WBL Scenario #5

A health occupation teacher would like to provide a program where students can attain EMT Basic certification before high school graduation.

Possible WBL Scenario #6

A residential cleaning company contacts the school district to say they would like to provide an experience for 2 students to learn about owning a small business.

Checklist

2nd Look

WBL Rubric Checklist

If you can check all the boxes your opportunity Exceeds Requirements (Level 4 in ODE Rubric)

1. **Equity Considerations** Students at the center of the experience

   - ☐ Is it for a classroom?
     For a small group or individual -How are students selected?
     - ☐ Applications resume/cover letter/interview?
     - ☐ Recommendation from school / teacher / counselor?
     - ☐ Preference given to underrepresented students?

     Is there a way to overcome barriers?
     - ☐ Timing? _____
     - ☐ Travel? _____
     - ☐ Technology? _____
   - ☐ If you can see it you can be it! - Partner organization models a supportive environment for historically underserved students.

2. **Aligned with Curriculum and Instruction/Program-Career Cluster**

   What program is it aligned with?_____
   - ☐ Measurable Outcomes?
   - ☐ Rigorous?
   - ☐ Resume worthy?
   - ☐ Builds skills (academic, technical and/or professional)
   - ☐ Clear learning targets
   - ☐ Feedback during the experience from:
     - ☐ Students
     - ☐ Teacher (if applicable)
     - ☐ Partner

3. **Sustained Interaction with Industry, Business, or Community Professionals**

   Multiple opportunities for students/partners to interact for:
   - ☐ Project definition
   - ☐ Partner career information
   - ☐ Student questions / clarifications
   - ☐ Partner guidance
   - ☐ Student presentations
   - ☐ Partner feedback

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4. **Earning of Credit or Outcome Verification**

   - ☐ Student receives credit from teacher
   - ☐ Outcome verification (see WBL Student Reflection)
   - ☐ Portfolio or presentation created
   - ☐ Resume worthy experience

5. **Continuous Improvement of Work-Based Learning Experience**

   Review feedback from students / partners / teachers (if applicable) to consider:
   - ☐ Equity balance - representative of the school population - includes underrepresented students / partners
     Comments:_____
   - ☐ What barriers were an issue?
     Comments:
     _____
   - ☐ Is feedback going to be used to bring change?
     Comments:
     _____

   Create a student feedback summary for the partner (provides a meaningful "thank you" and builds future opportunities)
   - ☐ Number of students
   - ☐ Comments and quotes
   - ☐ Scale questions number rankings

   Ask for feedback from Partner organization:
   - ☐ Valuable connection to future workforce
   - ☐ Comments and quotes from the partner
   - ☐ Ideas for future partnership opportunities

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https://bit.ly/WBLRubic

Connected to WBL Rubric: [Gather] feedback continuously and systematically from all partners, [review] regularly by the program, [share] with partners, and [use as] a driver for improving WBL experiences.

Student EXIT Ticket

Your knowledge gained during today's session.

Very Little	1	2	3	4	5	Very Much
	◯	◯	◯	◯	◯	

Please share your favorite part of today's experience: _____

Student Final Evaluation

Rate your overall knowledge gained during the entire work-based learning experience

	1	2	3	4	5	
Very Little	◯	◯	◯	◯	◯	Very Much

Relating to _____ skills, please rate your knowledge gained.

	1	2	3	4	5	
Very Little	◯	◯	◯	◯	◯	Very Much

Before this experience, did you consider this a good career choice for yourself? Yes, No, Maybe

After the experience, do you consider this field as a good career choice for yourself? Yes, No, Maybe

This experience has helped me to make decisions regarding my future. Yes, No, Maybe

What were you most surprised about during this experience?

What was the biggest lesson you learned from this experience? _____

Additional comments _____

_____

Partner Evaluation

Please use the scale to rate student engagement.

Very Little	1	2	3	4	5	Very Much
	◯	◯	◯	◯	◯	

Overall, how did this experience bring value to you and your organization?

_____

Please share some ideas for the next experience _____

What did you learn during this experience? _____

What was your favorite part of the experience? _____

Additional comments _____

Educator Evaluation

Rate your overall knowledge gained during this work-based learning experience.

Very Little	1	2	3	4	5	Very Much
	◯	◯	◯	◯	◯	

Was this experience valuable to your students? Yes, No, Maybe

This experience will have an impact on future lessons for my students. Yes, No, Maybe

Please share some ideas for the next experience _____

What was your favorite part of the experience? _____

Additional comments _____

Resources for ODE & Reporting

ODE Representatives:

Jim Taylor: Jim.Taylor@ode.state.or.us

Eric Juenemann: eric.juenemann@state.or.us

Reporting to ODE:

Rebecca Amodeo: rebecca.amodeo@ode.oregon.gov

WBL Management and Reporting Platform:

Grouptrail-Justin Yuen, CEO-Grouptrail: justin@grouptrail.com

PPS Partner Connect: Jay Keuter, CTE Strategic Partnerships: jkeuter@pps.net

Contact

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