PREPARATION FOR WORK-BASED LEARNING

Taking time to prepare for Work-Based Learning Experiences increases their effectiveness and relevance to the classroom. Plan opportunities for Career Exploration within each unit and provide students with time and guidance to prepare for any industry interaction.

You can also emphasize and evaluate Essential Skills in your course, modeling what they look like in the workplace, leading to more professional interactions between students.

<table>
<thead>
<tr>
<th>WBL PREPARATION RESOURCES</th>
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<tbody>
<tr>
<td>Essential Skills Resources</td>
<td>Career Exploration Resources</td>
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Guest Speaker (CCPT Student Momentum Point 7)
Guest Speakers are industry partners who present at school sites or in classrooms, with a group of students. Guest Speakers address direct questions from students about college and career opportunities, employee expectations, and provide examples of the kinds of skills and abilities needed in industry. Guest Speakers usually present for 15-20 minutes with 15-20 minutes for questions and answers and may repeat their presentation for additional class sections.

Company Tour/Job Shadow (large group) (CCPT Student Momentum Point 7)
Classes or large groups of students walk-through industry facilities touring the daily processes of the business. A Company Tour should also include an overview of the industry and a debrief to add overall breadth to the experience. Hosts share examples of how the skills and abilities needed in the industry are used in the daily operation of the business. Company Tours are typically between 2-5 hours.

Career Fair (CCPT Student Momentum Point 7)
An opportunity for large or small groups of students to visit a variety of tables or booths set up by a variety of organizations invited to participate in the event. Career Fairs are most effective when organization’s showcase specific tools or materials employers use and provide the venue for students to interact with employers about the specific opportunities and skills needed to be an effective employee. Career Fairs may last from a few hours to all day.

Industry Event (CCPT Student Momentum Point 7)
Industry events provide large or small groups of students with industry-specific information. Hosted by industry or regional organizations, industry events range in scope from panels, presentations, meetings, conferences, labor market forums, to a variety of seminars and discussions. Industry Events range from 1-2 hours to an all day event.

Job Shadow: Individual Student, Small Group of Students, or Teacher (CCPT Student Momentum Point 4)
Students and Instructors have the opportunity to shadow industry professionals at a place of business to gain first-hand experience of the skills and abilities required on the job. A job shadow is a one-on-one or a small group of students or instructor assigned to one employer between 3-25 hours. This experienced may be supervised or unsupervised by a school staff. The employer performs their normal daily routine to the extent possible and emphasizes the skills and abilities needed in the industry on a daily basis.

Mentoring (CCPT Student Momentum Point 5)
Career-related mentoring creates a relationship between a student and an adult where the mentor offers insight into his or her career, the necessary academic and skill/knowledge preparation, guidance, motivation, and provides assistance to the student exploring the career. Mentorships are usually long-term, lasting longer than a month, and usually do not exceed the length of a semester, intersession, or summer school session. Many mentors come to the school site and commit to a minimum of 15 hours of contact.

Projects (CCPT Student Momentum Point 7)
Teachers are often looking for real-world industry-projects for their students to complete in the classroom that require a presentation, the development of a product, and/or some interaction with a team of students as they work on solutions. As industry experts support the development and progress of such a project, they may stop by the classroom, e-mail, Skype, or call in. Students may also stop by the host company location to check-in and share progress. The goal is to build students’ skills and abilities as needed in the industry. The time commitment for industry typically ranges between 3-25 hours.

Industry Perspective and Feedback (CCPT Student Momentum Point 7)
Education needs industry experts to help review, provide perspective, and offer feedback on projects or on students’ attainment of industry-related skills. This may include reviewing both written and oral presentations and providing feedback to the students. This experience is often completed with other industry professionals as part of a panel and may range from a single student presentation to multiple presentations depending on the industry expert’s availability and interest. The time commitment for industry typically ranges between 1-4 hours.

Internships: Paid or Unpaid (CCPT Student Momentum Point 6)
Internships are extended on-the-job work experiences that provide students an opportunity to experience the world of work as an employee or an apprentice. Ultimately, the internship is a learning experience providing students with an opportunity to learn job skills. An internship can be paid or unpaid, and typically lasts 30 - 100+ hours. Students may or may not earn high school or community college credit as determined by individual district requirements.
San Diego County was awarded a $13M grant from California Career Pathways Trust (CCPT) to enhance and expand pathways in Clean Energy, Information Communication Technology and Advanced Manufacturing. Over the three-year duration of the grant SDCOE will focus on supporting growth in Work-Based Learning, Integrated Curriculum and Support & Transitions.

The three industry sectors supported by this grant were identified because they are growing, high-wage industries in the San Diego region. Increasing awareness of these industry sectors helps students find a path to a strong career, and prepares them to fill the future workforce needs of our region.

**The Teacher Role in CCPT** is core to student impact. Through curriculum integration you can create career context to link academic learning to the real world. This has proven to increase motivation and student success. Real-world connections are also an integral part of CCSS, NGSS and CTE standards and College and Career Readiness.

The CCPT grant funds a regional Work-Based Learning ePortal, as well as industry intermediaries who reach out to industry and upload WBL experiences into the ePortal. Once trained, teachers can quickly and easily find industry partners who are ready to come to the classroom or invite students to the work-place. As students identify their career interests, you can introduce Labor Market Information to help them see what kinds of jobs in those industry sectors are growing in our region.

Talk to your district Career Technical Education (CTE) department and work together to determine the next best steps for your course or pathway, and the regional CCPT team will work with you to make them a reality. Complete a Pathway Snapshot, or use the Pathway Development Tool in order to see where you are now and identify next best steps in your work.

**Integrated Curriculum** emphasizes both college and career readiness by providing career context to academic courses and focuses on academic skills in Career Technical Education (CTE) courses. This is accomplished by establishing robust career pathways, where students have an opportunity to develop their understanding of careers, experience work-based learning opportunities and create genuine career-based projects with an impact on their community.

Essential Skills are not a traditional part of high school curriculum, however, industry has identified a number of skills that help new employees stand-out, get hired, and succeed in their careers. When emphasized and evaluated in the CTE and core academic classroom, these skills can greatly impact a student’s work readiness and success.

The CCPT project provides support and resources for pathway development, project based learning, industry specific curriculum and many other aspects of integrated curriculum.

Contact Jewyl Clarke, the CCPT Curriculum Specialist at the San Diego County Office of Education to take your next best step towards Curriculum Integration. Jewyl.Clarke@sdcOE.net or 858-292-3758
**Work-Based Learning (WBL)** gives students a new perspective on careers by exposing them to industry. Throughout their pathway experience they will progress along the College & Career continuum from Awareness to Exploration and finally to Preparation, increasing their depth of understanding and skill building along the way.

Supported pathways under the CCPT grant have access to a regional ePortal where WBL opportunities from industry are posted. Once you select and request a WBL experience, either Brianna Bevill from Junior Achievement or Stephen Colón from San Diego Workforce Partnership will facilitate the logistics for the 2016-2017 school year.

Jennifer Lewis, the CCPT District Liaison at the San Diego County Office of Education, is available to help you reach your next best step in work-based learning. Jennifer.Lewis@sdcoe.net or 858-292-3757

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Our goal is to put mechanisms in place to improve **Student Support** during **Transitions** from middle to high school, high school to college and support their career pathway into the workforce. Increasing student, counselor, teacher and administration awareness of regional pathways, and providing students with the opportunity to identify their strengths, interests, values and options will allow them to use the appropriate tools to map out and monitor their progress toward their desired future.

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**Next Steps**

Submit Work-Based Learning requests to your CTE director

Consider attending one of the the upcoming professional learning opportunities

Identify your next best steps
- In pathway development and enhancement
- To increase curriculum integration
- To support student transitions

Let us know how we can help you.

**Who is CCPT?**

High schools from the following districts:
Carlsbad, Coronado, Escondido, Fallbrook, Grossmont, Momentum Learning, Mountain Empire, Steele Canyon Charter, Oceanside, Poway, Ramona, San Diego, San Dieguito, San Marcos, Sweetwater, Vista, Warner

Community Colleges:
City, Grossmont, Cuyamaca, Mesa, Miramar, Palomar, Southwestern

Contracted Partners:
Junior Achievement, San Diego Workforce Partnership, San Diego Regional Economic Development Corporation, East County Economic Development Counsel, Cleantech

Regional Support & Fiscal Agent:
San Diego County Office of Education

Convener and Program Director:
United Way of San Diego

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The SDCOE website [www.sdcoe.net/lgs/cte](http://www.sdcoe.net/lgs/cte) is a great place to find resources for teachers and counselors, register for upcoming events or find tools for pathway development.
Standards for Career Ready Practice†

Standards for Career Ready Practice describe the fundamental knowledge and skills that students need to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs or integrated into core curriculum, with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource for CTE and academic teachers in the design of curricula and lessons that teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. Apply appropriate technical skills and academic knowledge.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.
Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

†Adapted for California and based on the “Career Ready Practices” adopted by the Common Career Technical Core (CCTC). The CCTC practices are posted at http://www.careertech.org/.
6. Practice personal health and understand financial literacy.
Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.
Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management’s actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.
Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.
Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.
Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.
Guest Speaker

What Can I Expect from a Guest Speaker?
Guest speakers are industry partners who present at school sites, in classrooms, to a group of students. Guest speakers address direct questions from students about college and career opportunities, employer expectations, and provide examples of the kinds of Essential Skills and abilities needed in the industry. Guest speakers usually present for 15-20 minutes with 15-20 minutes for questions & answers and may be able to repeat their presentation for additional groups.

Before the Experience

Guest Speaker Preparation
Complete the Guest Speaker Timeline and Checklist on the next page to ensure a smooth and meaningful experience for your students. Submit your request via the ePortal that will connect with your point of contact at Junior Achievement to ensure you have all of the logistics covered (parking, map, check-in, technology needs, etc.). You can also let them know what you are currently teaching, or what Essential Skills they might focus on in their presentation(s) as part of your request.

Student Preparation
Let students know when a guest speaker will be coming; and then provide ways for them to explore the industry and company they will be learning about. When students do a bit of research ahead of time, they are more apt to be engaged and ask meaningful questions. Take some time to talk about professionalism, and ask students to consider what kind of behavior would be expected of them in the workplace. They could be interviewing for a job at this company in the future.

On the Day of the Visit

Guest Speaker Assistance
Make yourself available ahead of time to assist your guest speaker with any set-up for their presentation. Introduce them to your students and be ready to pass-out any handouts or resolve any issues that may arise.

Student Management
Remember – you are still the teacher and should maintain control of the classroom during the entire presentation. One of the best ways to show students how to behave is by modeling what you would like them to do. Leaving the room, grading papers in the back, using your phone, or computer can leave your speaker in a difficult situation.

Follow Up

Thank the Company
Email your guest speaker thanking them for the experience. If possible have students sign a card or poster reflecting on the experience. Testimonials and student reflection go a long way towards encouraging your guest speaker to make themselves available for future Work-Based Learning (WBL) opportunities. Be sure to enter a few testimonials into the ePortal.

Reflect with Students
What did your students learn? How does this experience help them make choices for their future career path? Did they find real world use for what they are learning in the classroom?
## Requesting WBL
- Determine your WBL goals for the year with your CTE Director
- Select the Essential Skill(s) you plan to focus on with your guest speaker
- Complete the WBL Experience Request Form with the CTE Director from your district
- Login and enter your request into the ePortal

## An Industry Match is Made & Logistical Considerations Begin
Work collaboratively with your Junior Achievement (JA) Representative to identify event logistics:
- Obtain guest speaker contact information (phone/email) as needed
- Identify specific Essential Skill(s) or academic connection/topics for guest speaker to emphasize
- Possibly get the resume of the guest speaker to share with students
- Secure date, time, and location
- Identify technology needs
- Agree on number of students, time, and length of presentation
- Check campus calendar to ensure no conflicts or competing events exist on proposed date(s)
- Secure administrative approval and approval from the CTE Director if applicable
- Add event to your school’s master calendar
- Make a final confirmation with your JA Representative once approvals are in place
- Determine how to check-out or borrow any supplies or technology you do not already have in your classroom
- Identify and address any necessary student accommodations

## Classroom Preparation
- Introduce the Essential Skill(s) you have chosen as your focus and integrate into classroom activities
- Have students research the industry sector and company and prepare 2-3 questions for the guest speaker
- Have students review the resume of the guest speaker, or resumes of people in similar positions, to get a better feel for the education and skill requirements of the industry
- Introduce workplace readiness through discussions on professionalism and workplace etiquette
- Conduct a Pre-Experience Survey. Samples found in the ePortal

## Less Than a Week Before the Event
- Make arrangements for lunch, water, or snack as needed if your guest speaker will be on campus for multiple hours
- Provide Junior Achievement with a room number, campus map, and check-in instructions as well as parking guidelines and traffic tips to avoid the drop-off/pick-up rush
- Notify the front desk that you are expecting a guest speaker
- Double check any technology needs and ensure you are prepared
- Collaborate with your Junior Achievement Representative to determine if your guest speaker has any handouts you might be able to copy for your students
- Confirm contact information in case things change at the last minute

## During the Event
- Present your guest speaker to your students
- Remind them of professional expectations and to put away cell phones
- Stay in the room and keep your students accountable

## Follow-up & Reflection
- Have students write testimonials or thank you cards within one (1) week of the experience
- Conduct a Post-Experience Survey. Samples found in the ePortal
- Reflect with students how this experience changed or impacted their ideas about careers
- Continue to infuse Essential Skills & contextualized curriculum into your course throughout the year
What is a Job Shadow/Company Tour?
Job Shadow/Company Tours are defined as a visit to a workplace for the purpose of career exploration in an actual workplace. Shadows/Tours allow students to become familiar with the products of a company, learn about entry-level positions, and the qualifications needed. Students also have the opportunity to observe people working in jobs to which the students themselves may aspire. Students should receive preparation prior to and after the experience that may include classroom activities, discussion and/or assignments that highlight identified Essential Skills and abilities. Planned student outcomes and linkages to career filed and/or academic achievement should also be highlighted. A typical job shadow/company tour lasts between 1 and 3 hours.

Before the Experience

Visit Preparation
Complete the Job Shadow/Company Tour Checklist (next page) to help you best prepare for your job shadow/company tour. Submit your request via the ePortal that will connect with your point of contact at Junior Achievement to ensure you have all of the logistics covered.

Student Preparation
Although some students may not attend the job shadow/company tour, you can do preparation activities with your whole class. Do not forget that the bus ride is a great time to review and discuss behavioral expectations. Remember that cell phones are not just a distraction, but they can be a huge liability if students take pictures in certain industries. Provide students with examples of appropriate professional dress, and share any industry-specific considerations (i.e. closed-toe shoes).

During the Industry Visit

Industry Contact Connections
Be sure to locate your industry contact right away once you arrive, thank them for hosting your students, and determine where students need to be and when. You should be constantly available and in communication so you can relay any changes to the students right away. Let your students know what time they need to be back on the bus.

Student Management
Remember – you must maintain control of the students at all times. Although students may be broken-up in smaller groups, you should be vigilant about keeping them organized and respectful.

Follow Up

Thank the Company
Email your contact thanking them for the experience. Have students write thank you cards including their testimonials of the experience and enter a few into the ePortal.

Reflect with Students
What did your students learn? How does this help them make choices for their future career path? Did they find some real-world use for what they are learning in the classroom? Since not all students went on the trip, consider giving extra credit for students who complete a follow-up assignment.
Job Shadow/Company Tour (Large Group)

6-Week Timeline & Checklist

Requesting Work-Based Learning
- Determine your WBL goals for the year with your CTE Director
- Determine how you will fund and reserve your transportation as needed
- Complete any necessary District paperwork for the Job Shadow/Company Tour
- Select the Essential Skill[s] you plan to focus on
- Complete the WBL Experience Request Form with the CTE Director from your district
- Login and enter your request into the ePortal

An Industry Match is Made & Logistical Considerations Begin
- Secure administrative approval & approval from the CTE Director if applicable. Complete required forms.
  - Work collaboratively with Briana Bevill at Junior Achievement to identify event logistics:
    - Identify your day-of-event contact information (phone/email) as needed
    - Identify specific Essential Skill[s] or academic connection/topics for industry contact to emphasize
    - Agree on number of students to be accommodated and number of chaperones required (1:10 ratio)
    - Secure date, time, and location
  - Check campus calendar to ensure no conflicts or competing events exist on proposed date(s)
  - Secure transportation
  - Add to your school’s master calendar
  - Make a final confirmation with Briana Bevill at Junior Achievement once approvals and transportation are in place
  - Make arrangements for lunch, water or snack as needed
  - Identify and address any necessary student accommodations
  - Send home parent permission slips (3 weeks before event, with additional available for students)
    - Include media release allowing the host company to take photos
    - Include behavioral expectations, dress code, and any other industry-specific requirements

Classroom Preparation
- Remind students regularly to turn in permission slips, liability & media release forms
  - Request a JA representative to pitch the opportunity to students if needed to encourage participation
  - Always invite more students than needed and create a waitlist in order to guarantee full attendance. When less students participate than committed it often creates issues with the host company.
- Send in a preliminary roster, including chaperone’s names, to JA representative and CTE Director 1-2 weeks before the event
- Introduce the Essential Skills you have chosen as you focus and integrate them into classroom activities
- Have students research the industry sector and company and prepare 2-3 questions for the tour host
- Conduct a Pre-Experience Survey. Samples found in the ePortal

Less Than a Week Before the Event
- Provide any final roster changes to Briana Bevill at Junior Achievement approximately 3 days before the event
- Secure bus parking instructions & student check-in instructions with your JA Representative
- Discuss workplace readiness, including behavioral expectations, dress code, cell phone policy, and other industry specific concerns with your students

During the Event
- Contact the JA and host company points of contact once the bus is on its way and provide an estimated arrival time
- Reinforce behavioral expectations and other requirements
- Engage host with meaningful questions and dialogue

Follow-up & Reflection
- Have students write testimonials or thank you cards within one (1) week of the experience
- Conduct a Post-Experience Survey. Samples found in the ePortal
- Reflect with students on how this experience changed or impacted their ideas about careers
- Continue to infuse Essential Skills & contextualized curriculum into your course throughout the year
What is a Work Experience Opportunity?

Students attending an industry-hosted event (panels, presentations, meetings, conferences, forums, seminars) or other career-related event are considered to have participated in a work experience opportunity. In addition, if industry is involved in student projects or provides perspective or feedback on curriculum or student work, it is also considered a work experience opportunity.

Under the CCPT grant, student momentum point #7: Work Experience Opportunity is considered a “catch all” for experiences outside of Job Shadows, Mentorships & Internships. This category varies widely and should not be confused with General or CTE Work Experience as defined in Ed Code.

Before the Experience

Visit Preparation
Complete the Work Experience Opportunity Checklist (on next page) to help you prepare for an off-campus work experience, but keep in mind that you may have additional components to focus on as these experiences and their requirements will vary greatly. Submit your request via the ePortal that will connect with your point of contact at Junior Achievement to ensure you have all of the logistics covered. If there are large changes in the number of students you are bringing, or if you are running early or late, please let your Junior Achievement representative know so they can work with event staff.

Student Preparation
Although some students may not attend the work experience opportunity, you can do preparation activities with your whole class. Give your students the confidence to interact with industry professionals by incorporating activities into prior coursework (i.e. conducting mock interviews or creating resumes). Remind your students about appropriate cell phone use and appropriate professional dress. Do not forget that the bus ride is a great time to review and discuss expectations.

During the Work Experience Opportunity

Event Contact Connections
Determine check-in procedures ahead of time so you know what to do with your students upon arrival. Be sure to locate your industry contact right away once you arrive, thank them for including your students, and determine where students need to be and when. You should be constantly available and in communication so you can relay any changes to the students right away. Let your students know what time they need to be back on the bus.

Student Management
These kinds of experiences can be a challenge, as students may be spread throughout an event. Ensure they are participating by mingling and keeping an eye on students. If your students are there for an extended period of time, be sure to set specific times where you can meet up as a group to check in with them.

Follow Up

Thank the Company
Email your point of contact thanking them for the experience. Have students write thank you cards including their testimonials of the experience. You may also want to enter a few into the ePortal.

Reflect with Students
What did your students learn? How does this help them make choices for their future career path? Did they find some real-world use for what they are learning in the classroom? Since not all students went on the trip, consider giving extra credit for students who complete a follow-up assignment.
# Requesting Work-Based Learning Opportunities

- Determine your WBL goals for the year
- Determine how you will fund and reserve your transportation for any off-campus experiences
- Contact Junior Achievement to register for any events you’d like to attend with your class
- Complete any necessary District paperwork for the identified off-campus experience
- Select the Essential Skill(s) you plan to focus on
- Complete the WBL Experience Request Form with the CTE Director from your district
- Login and enter your request into the ePortal

## Registration Confirmation & Logistical Considerations

- Secure administrative approval & approval from the CTE Director if applicable. Complete required forms.
- Work collaboratively with Briana Bevill at Junior Achievement to identify event logistics:
  - Identify your day-of-event contact information (phone/email) as needed
  - Identify specific Essential Skill(s) or academic connection/topics for industry contact to emphasize
  - Agree on number of students to be accommodated and number of chaperones required (1:10 ratio)
  - Secure date, time, and location
- Check campus calendar to ensure no conflicts or competing events exist on proposed date(s)
- Secure transportation
- Add to your school’s master calendar
- Make a final confirmation with Briana Bevill at Junior Achievement once approvals and transportation are in place
- Make arrangements for lunch, water or snack as needed
- Identify and address any necessary student accommodations
- Send home parent permission slips (3 weeks before event, with additional available for students)
  - Include media release allowing the host company to take photos
  - Include behavioral expectations, dress code, and any other industry-specific requirements

## Classroom Preparation

- Remind students regularly to turn in permission slips, liability & media release forms
  - Request a JA representative to pitch the opportunity to students if needed to encourage participation
  - Always invite more students than needed and create a waitlist in order to guarantee full attendance. When less students participate than committed it often creates issues with the host company.
- Send in a preliminary roster, including chaperone’s names, to JA representative and CTE Director 1-2 weeks before the event
- Introduce the Essential Skills you have chosen as you focus and integrate them into classroom activities
- Have students research the industry sector(s) that will be the focus of the event prepare 2-3 questions
- Conduct a Pre-Experience Survey. Samples found in the ePortal
- Prepare students to be professionals throughout the entire event

## Less Than a Week Before the Event

- Provide any final roster changes to Briana Bevill at Junior Achievement approximately 3 days before the event
- Secure bus parking instructions & student check-in instructions with your JA Representative
- Discuss workplace readiness, including behavioral expectations, dress code, cell phone policy, and other event specific concerns with your students

## During the Event

- Contact the JA and event points of contact once the bus is on its way and provide an estimated arrival time
- Reinforce behavioral expectations and other requirements
- Engage host with meaningful questions and dialogue
- Rotate throughout event to ensure your students are engaged and task
- Set-up check-in times with students as appropriate

## Follow-up & Reflection

- Have students write testimonials or thank you cards within one (1) week of the experience
- Conduct a Post-Experience Survey. Samples found in the ePortal
- Reflect with students on how this experience changed or impacted their ideas about career
Defining Your Internship Program
Internships embody the interplay of exploration, reflection, and direct experience with feedback and guidance from teachers, mentors, employers, and peers. Internship experiences are for the benefit of the student intern and do not displace regular employees, but occur under close supervision of existing staff. Defining an Internship Program takes significant work and collaboration between industry and education. A teacher needs significant administrative support and a thoughtful transportation plan. Will your students all go to the same location and be paired with a mentor for the duration of the internship? Will each student have an individual internship at varying locations? How often will your students go into industry and for what length of time? These and many more questions should be answered as you define the scope of your Internship Program.

Internships, for CCPT grant purposes, may include school-based or other enterprises and projects that provide products or services to clients outside the classroom and judged by professional standards. The student intern should obtain a comprehensive understanding of the requirements for the occupation and develop Essential Skills. Internship experiences may be paid or unpaid and be short (3-5 weeks) or long (6 week+) in duration.

Before the Experience
Visit Preparation
Complete the Internship Checklist (next page) and add any other considerations that come up based on your unique internship program. Submit your request via the ePortal that will connect with your point of connect at the San Diego Workforce Partnership to ensure you have all of the logistics covered. You can also let them know what you are currently teaching, and Essential Skills you are focusing on, so your industry partner might address any concept tie-ins as part of your request.

Student Preparation
Internships are an advanced level Work-Based Learning opportunity, usually reserved for Juniors and Seniors who have already completed career awareness and exploration activities. Resume building and mock interviews are key components of preparation for a successful internship, as students will interact in an adult environment and need skills to better prepare for these interactions.

During an Internship
Industry Contact
Although your students may be spread out in a variety of departments or even at different job sites, you need to check in regularly with the industry mentors and internship coordinators to ensure that all is going well. It is best if you are proactive and intervene early if concerns are voiced.

Student Management
Although an internship may last for weeks, or even months, regular reflections and goal setting will help student to get the most out of the experience.

Follow Up
Thank the Company
Email your industry contact thanking them for the experience. Have students write thank you cards including their testimonials of the experience and enter a few into the ePortal.

Reflect with Students
What did your students learn? How does this help them make choices for their future career path? Did they find some real world use for what they are learning in the classroom?
Preparation & Requests
- Determine your Work-Based Learning goals for the year
- Define your internship program to determine the type and length of program you hope to establish
- Complete any necessary District paperwork for the Internship Program
- Garner administrative support and find out how to create transportation plan
- Complete the WBL Experience Request Form in the ePortal or with the CTE Director from your district
- Login and enter your request into the ePortal

An Industry Match is Made & Logistical Considerations Begin
- Secure administrative approval & approval from the CTE Director if applicable. Complete required forms.

Work collaboratively with Stephen Colon at San Diego Workforce Partnership to identify internship logistics:
- Identify your industry contact information (phone/email) as needed
- Identify specific Essential Skill(s) or academic connection/topics for your industry contact to emphasize
- Agree on number of students to be accommodated
- Secure dates, times, and locations
- Complete a transportation plan as necessary
- Identify and address any necessary student accommodations
- Make a final confirmation with Stephen Colon at San Diego Workforce Partnership once approvals are in place
- Identify and address any necessary student accommodations
- Send home parent permission slips (3 weeks before event, with additional available for students)
  - Include media release allowing the host company to take photos
  - Include behavioral expectations, dress code, and any other industry-specific requirements

Classroom Preparation
- Remind students regularly to turn in permission slips, liability & media release forms
  a. Request a San Diego Workforce Partnership representative to pitch the opportunity to students if needed to encourage participation.
- Send in a preliminary roster 1-2 weeks in advance of the event
- Introduce the Essential Skills you have chosen as your focus and integrate into classroom activities
- Have students research the industry sector and company and come up with any questions or areas of interest they may have for their first day of internship.
- Conduct a Pre-Experience Survey. Samples found in the ePortal

Less than a Week Before the Start of the Internship
- Provide any final roster changes to Stephen Colon at San Diego Workforce Partnership approximately 3 days before the event
- Discuss workplace readiness, including behavioral expectations, dress code, cell phone policy, and other industry specific requirements with your students
- Determine parking instructions & student check in instructions

During the Internship
- Keep an open line of communication with SDWP and host company points of contact throughout the internship period
- Continue to reinforce behavioral expectations and other requirements

Follow-up & Reflection
- Have students write testimonials or thank you cards within one (1) week of concluding the experience
- Conduct a Post-Experience Survey. Samples found in the ePortal
- Reflect with students on how this experience changed or impacted their ideas about careers
- Continue to infuse Essential Skills & contextualized curriculum into your course throughout the year
DID YOU KNOW THAT IF YOU WORK WHEN YOU ARE IN YOUR TEENS OR YOUR EARLY 20S YOU ARE MORE LIKELY TO EARN HIGHER WAGES OVER YOUR LIFETIME? The value of knowing which companies are hiring, and which jobs they’re hiring for, is important. It can guide you in your plans—whether it’s for the summer or for your career.

Where to start
These priority sectors are experiencing rapid growth and expect to need more workers now and in the future. THEY ARE PRIME PATHWAYS TO A SUCCESSFUL CAREER. You can count on them to continue to need great employees in the coming years.
We provide you with the training it takes to get an entry-level or seasonal job, then refers you to San Diego employers. We offer work-readiness workshops and job placement assistance.
Core Academics for Careers

Creating Contextualized opportunities to allow more students the chance to engage in meaningful, standards based and career relevant learning.

www.CareerAcademics.org

Built to support Middle School & High School teachers while they build career focused courses and pathways to prepare students for both college & careers

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>EVENTS</th>
</tr>
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<tbody>
<tr>
<td>Find resources supporting education in growing job sectors in San Diego &amp; Imperial County. Learn more about each sector and the support offered by the community college system.</td>
<td>Register for professional development &amp; student events funded by SB1070 and the Deputy Sector Navigators. Find information about other upcoming events in the region.</td>
</tr>
</tbody>
</table>

CareerReady! & Essential Skills Curriculum
Take a look at our series of “CareerReady!” curriculum, providing activities to prepare for and reflect on Work-Based Learning, and to better hone students career readiness.

CURRICULUM MODULES
Take a look at the many career focused CCSS & NGSS aligned modules for classroom use, focused on the regional industry sectors, including Health, Advanced Transportation and Renewables, ICT, and Global Trade & Logistics.

INDUSTRY CONNECTIONS
Our Industry Connection Coordinators provide a number of work based learning experiences, including classroom speakers, industry visits, mentorships and more!

Go to www.CareerAcademics.org to contact us and to take advantage of all of the resources we have to offer.
Purpose

Guest speaker presentations can provide a unique opportunity for insight into an industry, career, or organization. In order to optimize your guest speaker opportunity it is important to be prepared by knowing who the speaker is and what they will be speaking about. In addition, reflecting on what the guest speaker has presented provides an opportunity to develop connections to future career and education choices.

PRE-Guest Speaker Preparation

Answer the following questions related to the guest speaker(s).

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the guest speaker?</td>
<td></td>
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<tr>
<td>What is the guest speakers’ profession and/or what profession(s) will they represent?</td>
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</tr>
<tr>
<td>What DO YOU THINK are the responsibilities of someone in this profession?</td>
<td></td>
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<tr>
<td>What organization or company does the guest speaker represent?</td>
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<tr>
<td>Develop three questions for the guest speaker.</td>
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</tbody>
</table>
### Optimizing Your Guest Speaker Opportunity

**DURING-Guest Speaker Presentation**

*Answer the following questions related to the guest speaker(s). If more than one career option is presented, choose the one in which you were most interested.*

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the purpose of the guest speaker(s) presentation?</td>
<td></td>
</tr>
<tr>
<td>What career(s) does the presentation represent?</td>
<td></td>
</tr>
<tr>
<td>What are the responsibilities of someone in this career?</td>
<td></td>
</tr>
<tr>
<td>What education path (vocational, college, university, etc.) did the speaker take to reach their career?</td>
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<tr>
<td>Are there any special certifications, physical requirements, etc. required for this career?</td>
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<tr>
<td>What is the average salary of someone in this career field?</td>
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<tr>
<td>Does it appear that there are any negatives to this career?</td>
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<tr>
<td>Does the presenter appear to enjoy what they do? What gives you that impression?</td>
<td></td>
</tr>
</tbody>
</table>
**POST-Guest Speaker Reflection**

Answer the following questions related to the guest speaker(s). If more than one career option was presented, choose the one in which you were most interested. If any of the following questions were not discussed by the speaker use the Internet to find the answer.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What aspects of the guest speaker’s presentation appealed to you?</td>
<td></td>
</tr>
<tr>
<td>2. What aspects of the guest speaker’s presentation did not appeal to you?</td>
<td></td>
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<tr>
<td>3. Is the education path one you would be willing to take? Why or why not?</td>
<td></td>
</tr>
<tr>
<td>4. Would you be satisfied with the salary and work conditions related to this career? Why or why not?</td>
<td></td>
</tr>
<tr>
<td>5. Do you think this is a career you would be good at? Why or why not?</td>
<td></td>
</tr>
<tr>
<td>6. Do you see yourself working in this career field? Why or why not?</td>
<td></td>
</tr>
<tr>
<td>7. Summarize the main points of the speaker’s presentation.</td>
<td></td>
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</tbody>
</table>