



Colorado Workforce  
Development Council



# Work-based Learning Incubator: Learning Through Work

January 14, 2021

\*This meeting will be recorded

Please rename yourself on Zoom to include your  
district/organization

# Agenda



- Industry Sponsored Projects
- Internships During COVID - Virtual
- Preparing students for internships

# Industry Sponsored Projects



# Westminster High School

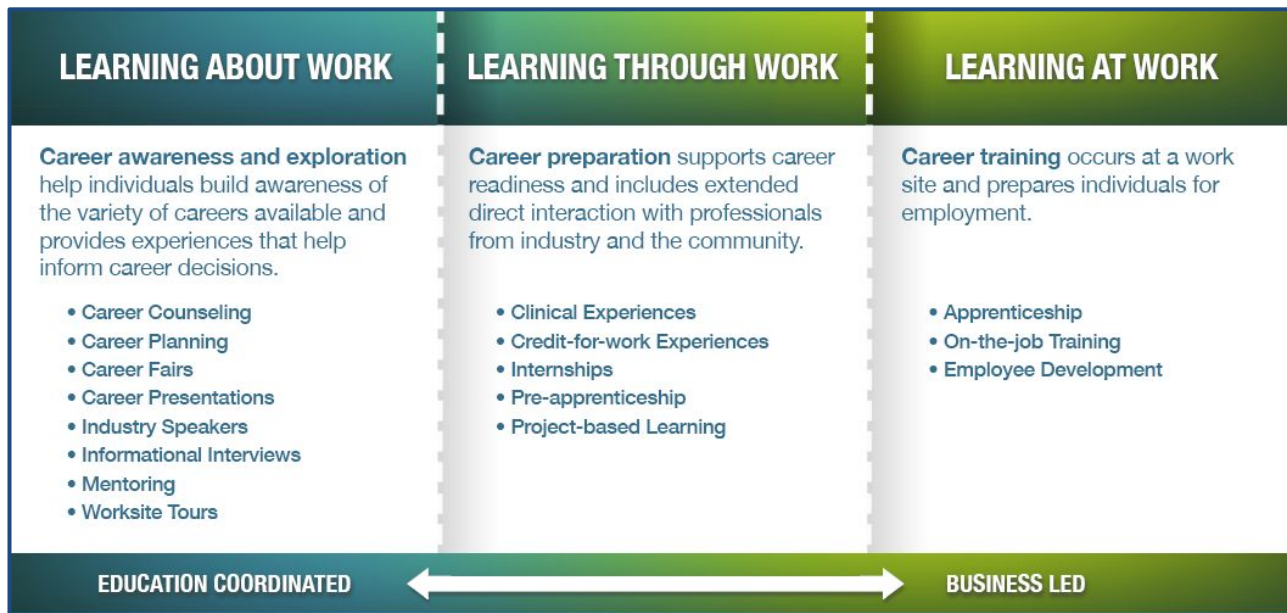


Lottie Wilson  
CTE Administrator  
Westminster Public Schools  
(303) 487-2603  
[lwilson@westminsterpublicschools.org](mailto:lwilson@westminsterpublicschools.org)

# Industry Sponsored Projects



- WBL Continuum, New Perkins Metric and Industry-Sponsored Projects (ISPs):



# Industry Sponsored Projects



- **WHS CTE Road to Industry-Sponsored Projects (ISPs):**
  - Challenges from the past
  - WBL metric + Covid challenges for external WBL = ISP implementation a priority
  - Teachers asked for a unit template to help drive the work, but per CCCS, there is no official unit template for an ISP
    - We were advised that there are two must haves:
      - Active industry partner participation throughout the project
      - Project must be based on real need in the industry and/or community

# Industry Sponsored Projects



- **ISP Unit Template Development:**

- A team collaborated to modify our PBL unit template:
  - Two key requirements of an ISP embedded
  - 4 phases for clarity with industry partners
  - Certain educational language was adapted to be used with industry partners
- Teachers were provided with:
  - Ongoing support from our PBL coach and other key staff
  - Resources to plan their ISPs from Buck Institute of Learning (BIE)
  - Resources to support synchronous/asynchronous lesson ideas due to Covid

# Industry Sponsored Projects



- **Phase 1 - ISP Overview**

- Project Title
- Driving Question
- Time Frame
- Project Rationale/Summary
- Public Product
- Student Responsibilities
- Industry Partner Responsibilities



- **Phase 2 - Learning Goals**

- Standards
- Industry-relevant vocabulary
- Industry-relevant literacy skills
- Industry-relevant math skills
- Success skills/Scoring Criteria
- Rubric



- **Phase 3 - Project Milestones**

- This is a high-level overview of the project - think of this as the broad outline of the story of the project
- As this is developed, teachers and industry partners were asked to consider how the inquiry process is unfolding and what learning will take place



- **Phase 4 - Project Calendar**

- The project calendar provides greater detail of the milestones.

# Industry Sponsored Projects



- **ISPs and Industry Partners:**

- Lead Advisory Board Chairs suggested we develop a video that provides our industry partners an overview of the “final” product
  - Advisory Board members were provided with the template and video
  - Teachers and industry partners worked collaboratively to develop the ISP at our fall meeting
  - Collaboration continued throughout the fall semester to complete the unit template
  - Final unit template was due by the end of 1st semester
  - Lead Advisory Board Chairs served as a liaison between teachers and industry



# Industry Sponsored Projects



**Aerospace:**  
Collaboration to compare weather data collected NASA (new airplane) and WHS students (weather balloon).

**Ag Mechanics:**  
Student-run lawnmower clinic in the spring

**Biomedical Science:**  
Innovations in Dementia Care Unit, Cancer Prevention and Treatment Unit, and Health and Exercise Unit

**Business & Marketing:**  
Engage with local small businesses to help them develop a marketing plan in light of current conditions (Covid).

**Engineering:**  
Upcycle to make an outdoor product, game, etc.

**Computer Information Systems (CIS):**  
Students research and identify a need in industry that they want to program, then collaborate with industry to evaluate and implement.

**Construction:**  
Students find a need in the community, make a proposal, vote as a class, and complete the build of the community project.

**Early Childhood Education:**  
Virtual mentorships with WPS elementary school teachers.

**Health Occupations:**  
Students will partner with medical professionals to learn PPE for infection control focused on proper usage.

**Graphic Design and Interactive Media (GDIM):** Students will design graphics for new WHS food truck – logo, truck wrap, menu, packaging, advertisements, etc.

**Video Cinema Arts:**  
Students will create a documentary for the Perkins Innovation Grant (food truck/greenhouse/WBL) and a social media video promotion for Ginger Pig restaurant.

# Industry Sponsored Projects



- **Industry Partner Perspective and Advisory Board Chair Roles:**
  - When a Volunteer Says Yes it Means Yes
  - Communicate/ Collaborate/ Commit
  - Don't Be Afraid to Ask

# Industry Sponsored Projects



- **Next Steps:**

- Lead AB Chairs will continue to support as a liaison with industry partners for ongoing project needs and provide consistent communication from industry perspective
- Projects will be implemented in 2nd semester
- Top 3 projects from each course can be recognized at the WPS Celebrating Excellence (CE!) event in April



# Industry Sponsored Projects



- **Scott Troy - Biomedical Innovation Dementia Care ISP:**
  - **Project Beginnings:**
    - Project idea began as a blend of basic course requirements (Project Lead the Way Biomedical Innovation) from the “Design of a Medical Innovation” Unit and related standards/learning targets and industry input regarding biomedical problems in need of a solution (clinical and personal outcomes for patients with dementia)
  - **One ISP/Multiple Partners:**
    - We’ve teamed with dementia industry partners (research and long-term care) as well as “process” partners (biomedical sciences students and professors at the University of Denver)

# Industry Sponsored Projects



- **Scott Troy - Biomedical Innovation Dementia Care ISP:**
  - **Important Notes:**
    - Important to organically combine course requirements, industry needs/recommendations, and student choice to create an authentic ISP
  - **Link to ISP Introduction Video:**
    - <https://youtu.be/noBcd0uGNmY>



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Career and College Success

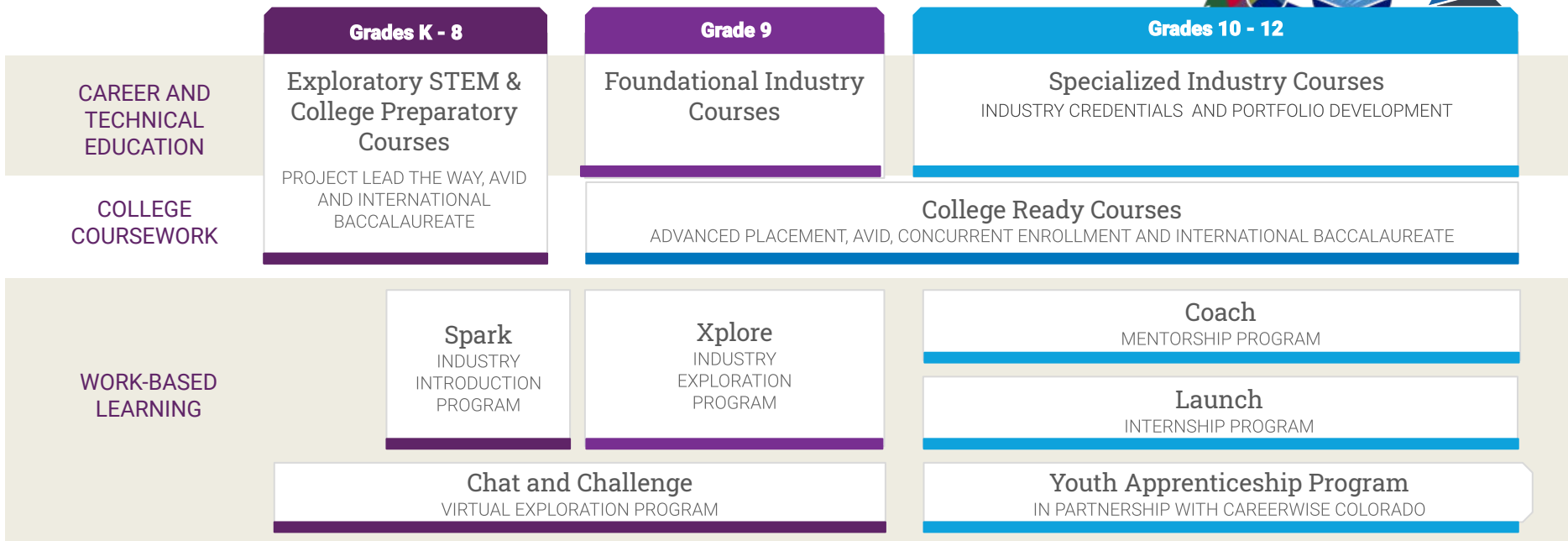
## Launch Internship

# Agenda



- CCS Program Continuum
- Launch Internship Program Overview
- Pivoting to Virtual Internships
- Lessons Learned
- Program Enhancements

# Career and College Success Model





# Launch Overview



- **Purpose:** Provides 100-120 hour internships aligned with the industry student studied in school; students eligible for HS credit and college credit. A fellowship grant is offered to students in the summer program
- **Grade level:** Grades 10-12
- **Eligibility:** Requires one year of career and technical education coursework and teacher recommendation
- **Skills Training for Young Professionals (STYP):** 12 hours of work-readiness training, which covers soft skill development and professionalism. The Traits are aligned with Colorado's Essential Skills.

# Pivoting to Virtual Internships



**Spring 2020 Goal:** Plan for successful *completion* of all internships

- Many partners were not prepared to convert to virtual internship
- Students did not have access to technology and/or weren't ready to move to a virtual platform
- Program structure was not in place to support virtual internships

# Pivoting to Virtual Internships



**Summer & Fall Program Goal:** Maximize student engagement & partner readiness

- Program revamp
- Develop and implement non-traditional programs and expectations



# Partner Preparation

- Program structure
  - Shift from task based to project based
  - Bi-weekly meetings with interns
  - Virtual Planning Guide
  - Skill development
  - Efficient, frequent and targeted communication
- Resource development
  - Get to know your intern activities
  - Project ideas
  - How to webinar for virtual internships
  - How to guide for virtual internships



# Student Preparation

- Skills Training (job readiness)
  - Moved to Schoology Course (self-paced) and Zoom (facilitated sessions)
  - Added curriculum specific to remote work
- Skill Development
  - Resources developed for student to develop skills as part of internship.
- Career Exploration
  - Resources for students to do supplemental career exploration activities
- Virtual Planning Guide
  - Project planning and accountability
- Navigator Support
  - Increased contact points with student and partner
- Tech support
  - Limited capacity with Chromebooks
  - DoTs partnership: hot spots and laptop configuration

# Outcomes



- Spring 2020
  - All students who began internship completed successfully
- Summer 2020
  - Initial goal of 325
  - 116 placed
  - 93.5% retention
- Fall 2020
  - 45 students
    - 19 completed 100 hours
    - 9 completed 50 hours
    - 10 completing in spring semester
    - 7 dropped
    - 85% current retention

# Sample Virtual Internship

## American Cancer Society



**Job Title:** Community and Distinguished Events Intern

**Job Description:**

Interns will see what it's like to plan fundraising events in the nonprofit world and work with volunteers. Will be exposed to general office practices and typical work rules.

**Training Goals:**

1. Prepare presentations and marketing campaigns as requested. Undertakes research projects as requested.
2. Develop and cultivate assigned constituent relationships, including volunteers, donors and sponsors. Will learn appropriate business behavior.

**Sample Projects:**

1. Phone and email outreach to past event participants to get them re engaged in ACS community events.
2. Social media and email marketing content creation for ACS community events.

# Sample Virtual Internship



## Denver Public School

**Job Title:** Social Media Intern

**Job Description:** 📄

The Social Media Intern is responsible for planning social media calendars, creating social media posts and assisting the coordinator of outreach and engagement with brainstorming campaigns. See full job description under Files.

### **Training Goals:**

1. Identify target messaging for specific audiences.
2. Intern will demonstrate ability to prioritize projects.
3. Demonstrate ability to work with a variety of people by providing customer service and support for problem solving.

### **Sample Projects:**

1. Create plan to share new Vision, Mission and Goals for 5-year FNS Strategic Plan with kitchen teams, warehouse, and central office staff.
2. Create multi-channel social media for (content (menus and food stories), photos and channel).



# Alternative Internship Program



## Launch MedChallenge Program

- Five week program
- Students attend one a week lecture on physiology
- Submit two projects that would help solve a problem for an industry partner
- Attend weekly CareerChat with health care provider
- Meet as a group once a week with Navigator
- Have a meaningful career conversation at end of program

Program served 35 students

# Lessons Learned



- Virtual internships are a viable way for students to gain relevant work experience and career exploration
- Virtual internships alleviate transportation issues
- Virtual internships during the school year pose challenges for students. For this reason, student selection is critical
- Frequent communication between supervisor and Navigator is critical to successful outcomes
- Technology requirements presented several challenges
- For some partners/industries, virtual is not an option
- Everything takes longer to complete!
- Be flexible

# Upcoming Program Enhancements

- Trauma Informed Practices for business partners
- Equity Training for partners
- Purchased laptops through grant
- Peer Support for Interns
- Continue to offer virtual interns and explore hybrid internships
- Med Academy

# DPS RESOURCES

[Virtual Internship Guidelines](#)

[DPS Virtual Internship Planning Guide](#)

[Project Folder \(per Industry\)](#)

[Get To Know You Activities](#)

[Online Skill Building Resources List](#)

[Career Exploration Toolkit](#)

[Project Management Tools- Instructional Video](#)

# Contact Information



**Olivia Barraza Kee, Manager**

**Email:** [olivia\\_barrazakee@dpsk12.org](mailto:olivia_barrazakee@dpsk12.org)

**Phone:** 720-423-1265



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**CareerConnect**  
Learning Made Real



**Janae Hunderman**  
*Work-Based Learning Coordinator*  
Business Education Connection, Durango, CO

*Serving:*

*\*Animas High School*

*\*Big Picture High School*

*\*Durango High School*

*...and the community at large*



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# The Career Planning Process



Image: Harris-Bowlsbey, Dikel & Sampson, 2002



# #1 Become Aware of Need to Make Career Decisions



- Graduation in T minus how many months?
- Course selection in high school matters ([GPA Game](#))
- Caution- remove high pressure, consider Krumboltz Happenstance Theory



Pressure- *"What do you want to be when you grow up?"*

Exploration- *"What fascinates you?"*

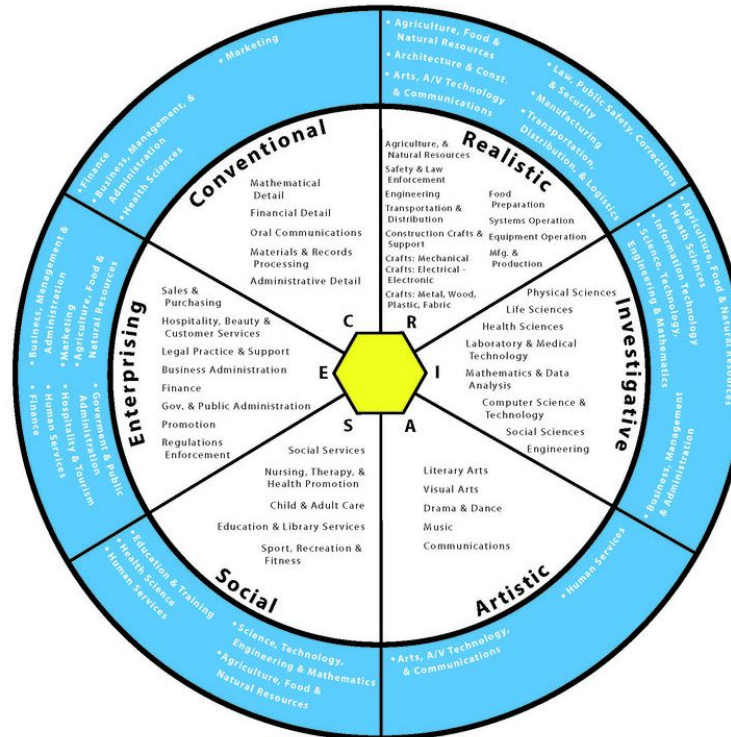


## #2 Learn About Self



- Holland Code- skills & interests (overlaid with Career Clusters below!)

Image: [CareerKey.org](https://www.careerkey.org)



## #2 Learn About Self



- Storytelling
  - Mine for skills, interests and values
  - Connect to personal culture
  - Creates equity

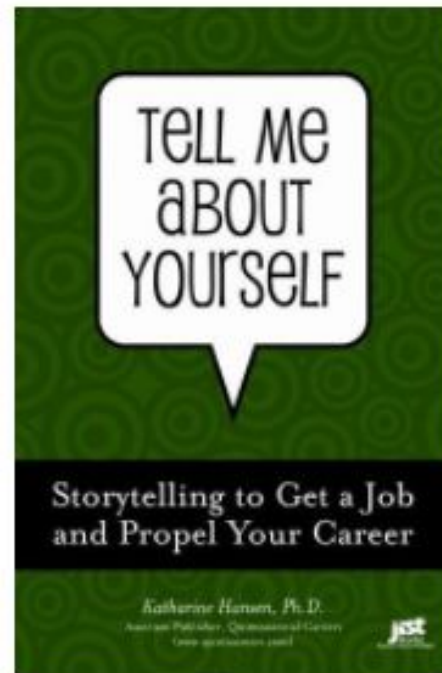
*“Storytelling is advocacy. Both the word “advocate” and “vocation” contain the root voc or calling. When we find a vocation, we find careers we are equipped to do— and believe we were meant to do. When we advocate, we speak out on behalf of the greater good. Storytelling is a powerful tool in both advocating for equity and advocating for careers we are well suited for.”*

-Karoline Jarr, Ph.D., Education and Career Consultant, Candela Services, LLC

[Tell Me About Yourself...](#)

by Katharine Hansen, Ph.D.

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Quintessential Careers



# #3 Identify Occupational Options



**O\*NET OnLine**

youscience

**LinkedIn**

# #4 Obtain Information Occupational Options



## Teach LIFELONG Networking/Informational Interview skills

### Career Search



UNIVERSITY OF  
OREGON

Lundquist College of Business

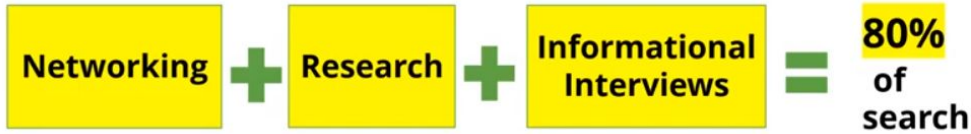
Youtube video: "Career Lab: Importance of the Informational Interview"

<https://www.youtube.com/watch?v=4cMKQs1OA-0>

# #4 Obtain Information Occupational Options



## Teach LIFELONG Networking/Informational Interview skills



- **What is an informational interview?**
  - A conversation with a professional
- **How can you set one up?**
  - Reach out to alumni on LinkedIn
  - Ask to be introduced by a mutual friend/connection
- **Who should you ask for an informational interview?**
  - Someone who might have helpful information!
- **What is the point of an informational interview?**
  - Hint: It is NOT to ask for a job!



# #5 Make **Tentative** Choices from Available Occupations

Decision making support:

- “This is not the last decision you’ll make in your life!”
- Career EXPLORATION is an imperfect adventure!
- Krumboltz Happenstance Theory

Image: <https://laborforcetalk.wordpress.com/2012/08/04/career-theory-planned-happenstance/>

Traditional	Happenstance
Clear decision is the goal	Indecision is okay
Logical and predictable	Embraces unpredictability
Ideal career identified	Open to rising opportunities
Matched skills to career	Curiosity driven
Choices narrowed	Choices made as needed

# #7 Get an Internship



## ☆☆☆ Rather than “Get *placed* in an internship” ☆☆

Where to look:

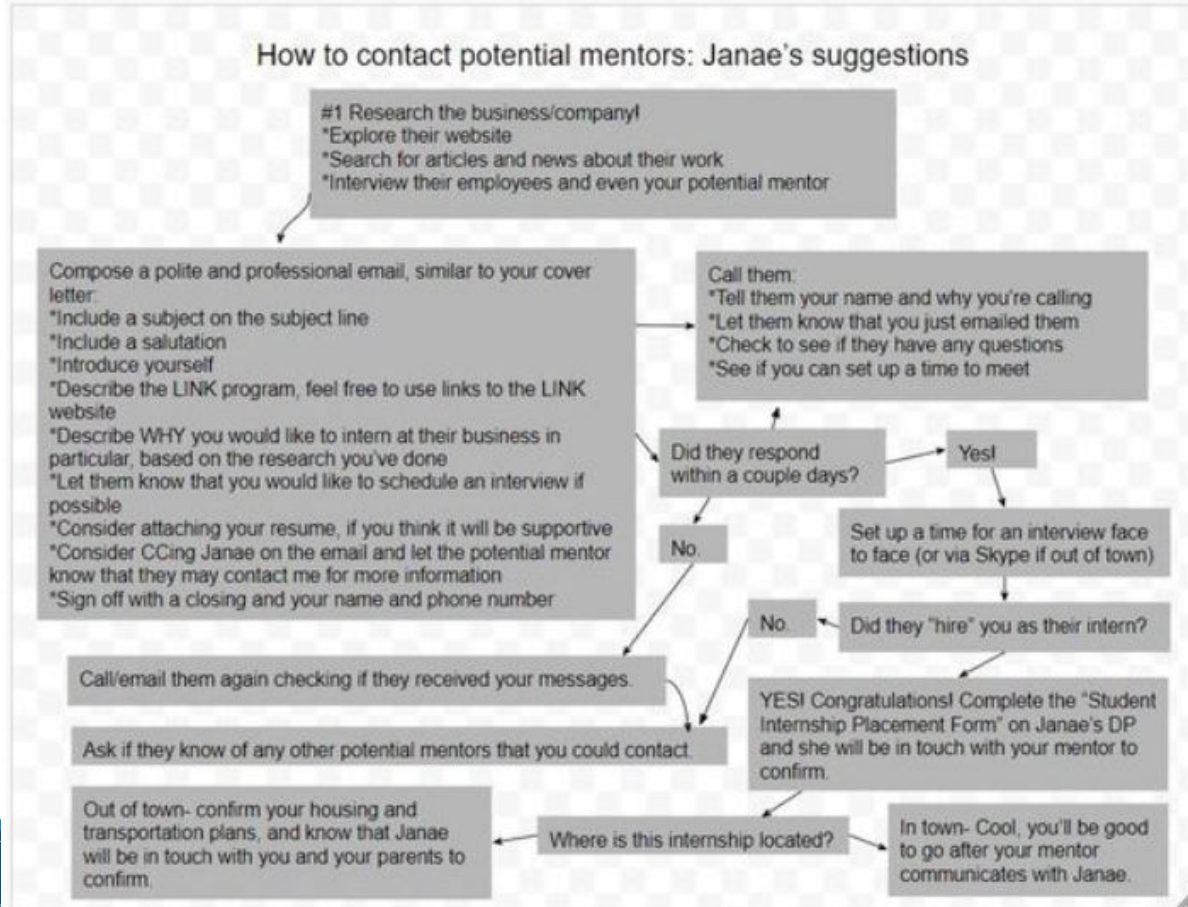
- Janae’s connections are marketed
- Student-found connections!!!

Process:

- Professional skills
- Resumes/Cover Letters/Mock Interviews
- Informational Interviews
- *Students make the ask*
- Mentors report that they PREFER to hear from students rather than teachers/parents



# #7 Get an Internship





# #6 Make Educational Choices



*Notice Step #6 may come after #7 when working with students*

## Post-internship

- What strengths did they discover?
- What did they enjoy/dislike?
- What courses/certifications would support their goals?
- Return to Step #1- Learn about self



# Resources: Preparing students



## Lessons/Assessments/Activities

- [BEC Stories and Skills Career Exploration Lesson Plan](#)
- [Maryland State Department of Education's Career Cluster Framework](#)-Click Unit Plans in top right
- [National Career Development Association resource](#) page
- Book (available through NCDA): [Experiential Activities for Teaching Career Counseling Classes and for Facilitating Career Groups](#)
- [EMMOTION by Marat YouTube Channel](#)- short videos about professionalism skills
- [InternQube.com](#)- Books, videos & articles about internship programs and professionalism

## Career Cluster/Holland Code

- [Career Key Career Clusters Map](#) (overlaid with the Holland RIASEC types)
- [Minnesota State CAREERwise Career Clusters & Holland Code](#)

## Storytelling and Career Exploration

- Live Career's [Tell Me About Yourself: Storytelling that Propels Careers](#) book online
- GetFive's [7 Career Stories and 40 Year Vision](#) for more Career Stories background
- [OneLifeTool's Narrative Assessment Games](#)
- [Narrative Career Counseling](#) article

# Questions?



Janae Hunderman

Work-Based Learning Coordinator

(970) 828-2701

[janae@BusinessEducationConnection.ORG](mailto:janae@BusinessEducationConnection.ORG)

[www.BusinessEducationConnection.ORG](http://www.BusinessEducationConnection.ORG)



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# Next Month



“Learning AT Work”

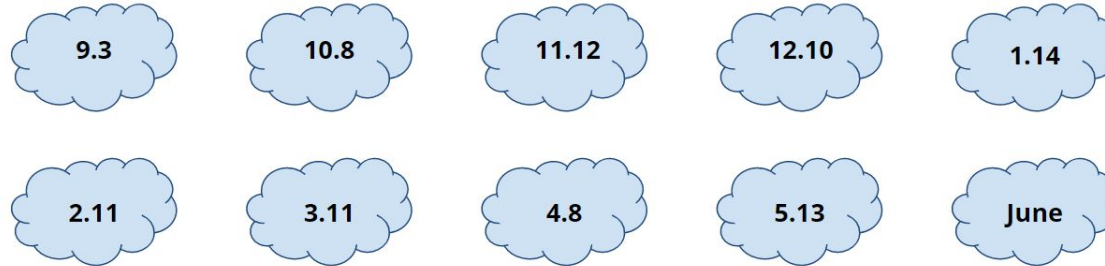
Presentations and panel on youth apprenticeships and pre-apprenticeships

February 11 - 2:30 - 4:00

# Punch Card and Survey



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Work-based Learning Incubator Punch Card



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# Thank you!