



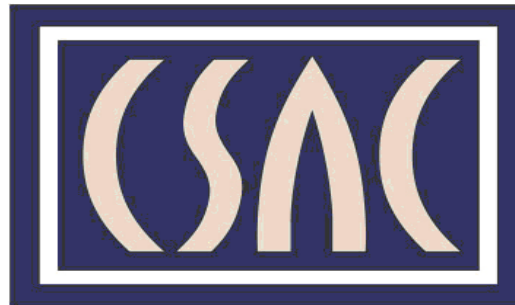
WORK-BASED LEARNING

Introducing the ABCs and 123s of WBL

Governments Engaging Youth:
Work-Based Learning Resource



**The Institute for Local Government
is the non-profit research and education
affiliate of**



**California Special
Districts Association**
Districts Stronger Together



ILG Mission

- Promoting good government at the local level
- Practical, impartial and easy-to-use materials

Governments Engaging Youth

Vision: Municipal governments and schools collaborate to prepare students for civic life and college/career readiness.



Elk Grove youth participating in a mock city council meeting as the City Attorney, City Manager and City Clerk

Governments Engaging Youth (GEY)

- **Mission:** Create strong partnerships between school districts and local government entities to offer students opportunities to gain 21st century work skills, build interest in public service careers, provide tools to become civically aware and engaged and bring authentic youth voice to city issues.
- **Original Partners:** Sacramento County Office of Education, Council for a Strong America, Linked Learning Alliance

GEY Goals

- Build awareness and commitment of educational and municipal leaders to engage youth.
- Build capacity of school - municipal partnerships.
- Build partnerships with ILG to support statewide efforts.

Introducing the ABCs and 123s of WBL

Webinar Outcomes

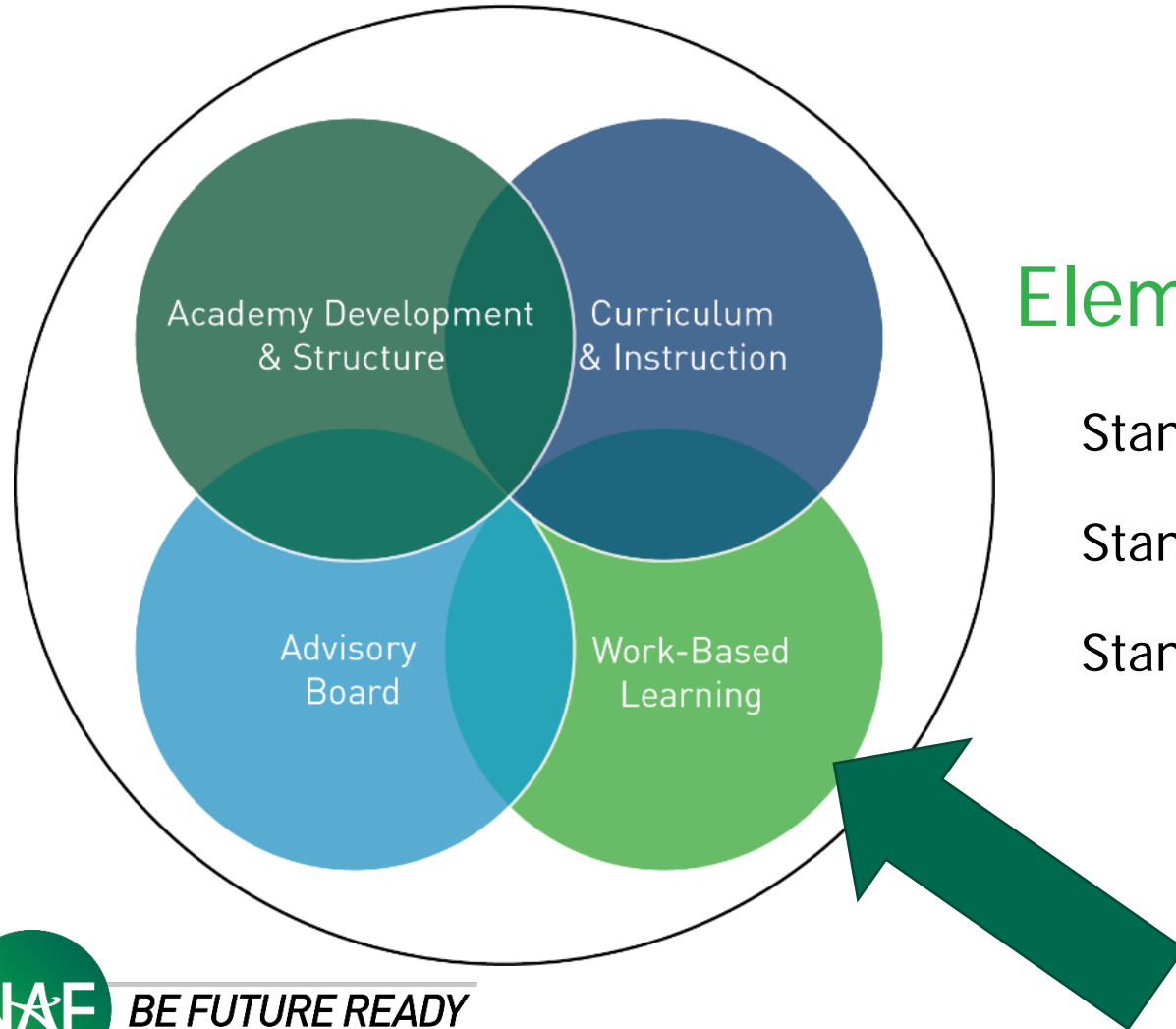
At the end of this webinar, participants will:

- Analyze aspects of high-quality work-based learning
- Clearly understand planning components for work-based learning
- Identify key opportunities to set a vision for WBL (WBL Plan)
- Be able to access and use WBL resources-coming soon to ILG website



Introducing the ABCs and 123s of WBL

NAF Educational Design



Element 4: Work-Based Learning

Standard 1: Provides a WBL Program

Standard 2: Internship Completion

Standard 3: Student's Career Goals

Introducing the ABCs and 123s of WBL

Work-Based Learning (WBL) is an *instructional strategy* that:



- Connects what students are learning in class to the world of work
- Involves interaction with partners
- Provides students a continuum of experiences
- Aligns with intentional student learning outcomes
- Prepares students for success in post-secondary education and careers
- Benefits the student, the partner, the teacher, and the school

Why does Work-Based Learning matter?



- Direct connections between classroom learning and real world applications
- Student ownership through connecting experiences to personal career goals
- Development of college- and career- ready ('soft') skills
- Build awareness and exploration of opportunities

Introducing the ABCs and 123s of WBL

Why does work-based learning in government matter?



- Awareness and exploration of government agencies
 - What careers are available?
 - What education and/or training is required?
- Development of college- and career-readiness skills
- Civic awareness and engagement

Introducing the ABCs and 123s of WBL



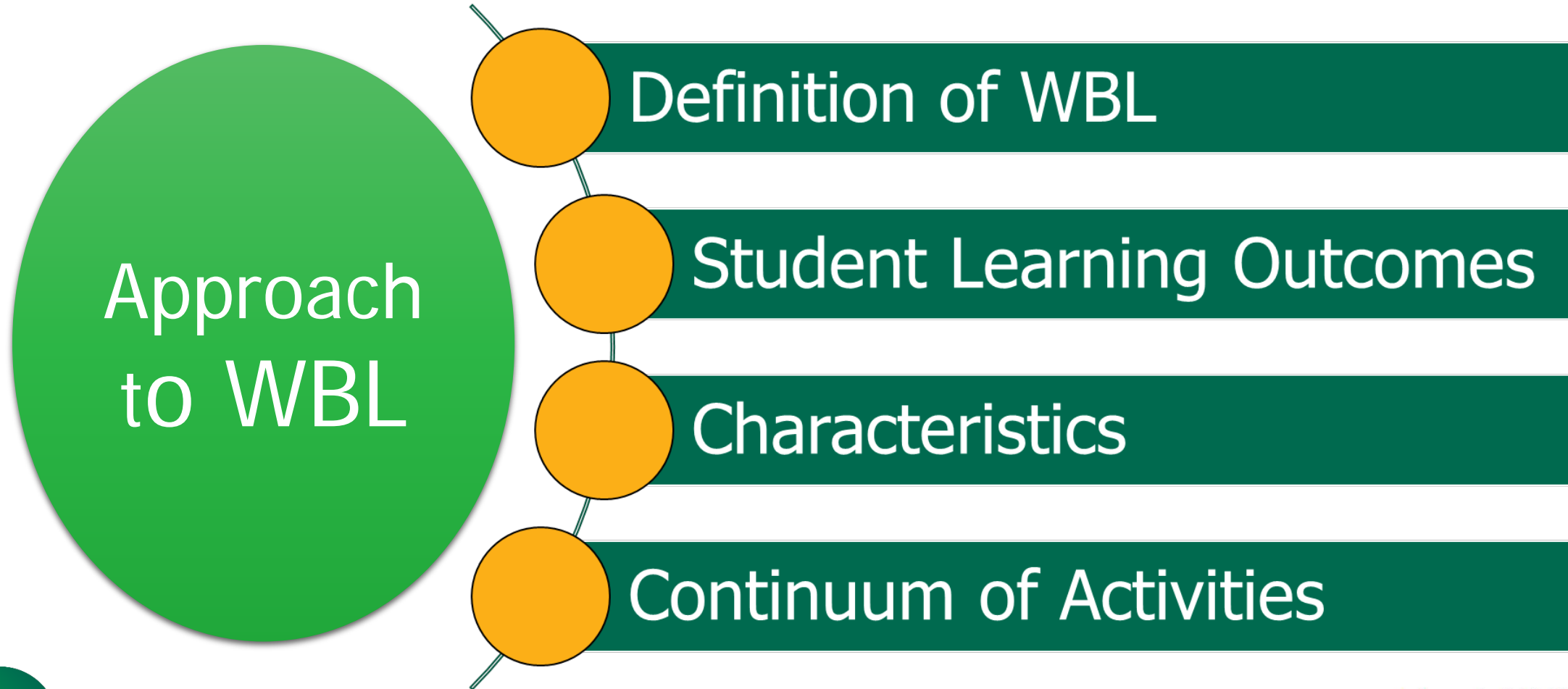
Introducing the ABCs and 123s of WBL

WBL Scenarios

Essential Element	Scale	+ for Strength - for Weakness ? for clarity
Connects what students are learning in class to the world of work		
Involves interaction with partners		
Provides students continuum of experiences		
Aligns with intentional student learning outcomes		
Prepares students for success in post-secondary		
Benefits the student, partner, teacher, and school		

Introducing the ABCs and 123s of WBL

Approach to Work-Based Learning



Introducing the ABCs and 123s of WBL



WORK-BASED LEARNING

Students complete an intentional sequence of work-based learning experiences which prepares them to make informed college and career choices and allows them to acquire necessary college- and career- readiness skills to be future ready.

Introducing the ABCs and 123s of WBL

AWARENESS

Develop student interest by showcasing the broad variety of potential careers

EXPLORATION

Student led exploration of their careers of interest and required education and/or training

PREPARATION

Extended amount of time in the workplace building, demonstrating and being assessed on skills

Introducing the ABCs and 123s of WBL

AWARENESS- Typically grades 9-12

- **Guest Speaker-** Speak to a class about your industry, company, and career path
- **Worksite Tour-** Host a group of students for part of the day in your workplace
- **Career Fair-** Speak to students about your industry, company, and career path

EXPLORATION- Typically grades 10-12

- **Informational Interview-** Speak to a student in person, on the phone, or video conference to answer questions about your industry, company, or career path
- **Job Shadow-** Host a student at your worksite for a half- or full day
- **Mock Interview-** Simulated professional job interview

PREPARATION- Typically grades 11 and 12

- **High-Quality Internship-** 120 hour work experience, providing opportunity for college- and career- readiness skills to be assessed, work of value to be produced



Introducing the ABCs and 123s of WBL

ACTION

TOOL

1

Develop WBL Vision

WBL Plan

2

Integrate into Curriculum

Curriculum and WBL
Planning Framework

3

Summarize WBL Activities

WBL Calendar

4

Build Partnerships

Identify Potential
Partners Activity

Introducing the ABCs and 123s of WBL

1 Develop and WBL Vision

WBL Plan:

1. Student Learning Outcomes
2. Courses
3. WBL activities
4. Grade levels
5. Evidence

Work-Based Learning Continuum				Aligning to Student Learning		
Grade Level	Career Awareness	Career Exploration	Career Preparation	Student learning outcomes	NAF and core academic classes	Evidence students met outcomes
9						
10						
11						
12						

Record all the work-based learning experiences that students will complete at each grade level. See the [NAF Continuum of College & Career Experiences](#) for ideas. Shaded boxes indicate phases that are not emphasized at that grade level.

- Align your work-based learning experiences to:
- NAF and core academic courses students are taking at the same time,
 - Learning outcomes students will practice during the experience, and
 - How students will show they have met the outcomes through projects, reflections or other work products.

Introducing the ABCs and 123s of WBL


2 Integrate into Curriculum/Program

Curriculum and WBL Planning Framework:

- Can be used for CTE and core courses

[Course Title]

Curriculum and Work-Based Learning Planning Framework



*Use this table to map this course against your instructional calendar and to make note of key lesson attributes. The **NAFTrack** Certification Milestones remind you when key certification milestones are implemented. Refer to this course's **NAFTrack** Student Certification Course Guide for details.*

Please select the WBL activity and its focus in the NAF Course or Academic Core Course column:

Career Awareness- Guest Speaker (GS), Worksite Tour (WT), Career Fair (CF); Career Exploration- Informational Interview (II), Job Shadow (JS), Mock Interview (MI); Career Preparation- Internship (IP)

NAF Curriculum					Work-Based Learning Alignment				
Lesson Title	# of Class Periods	Dates (week/month)	Summary of Lesson Assessments (incl. WBL assessments)	Summary of Advance Prep	WBL Activity		CCR Skills (see CCR Handout)	Partner Contact Info.	Outcomes/Notes
					NAF Course	Academic Core Course			
							1. 2. 3.	Name: Title: Organization: Email: Phone:	Notes/Completion:
							1. 2. 3.	Name: Title: Organization: Email: Phone:	Notes/Completion:

Introducing the ABCs and 123s of WBL

Curriculum & WBL Framework Planning

- Ties in College- and Career- Readiness Skills and Graduate Profile skills to curriculum
- Linear planning document for integrating WBL into curriculum
- Tool for cross-curricular project planning



Introducing the ABCs and 123s of WBL

Summary- Work-Based Learning Essentials



- Involves Partners
 - WBL= **Partners outside the school system**
- Connected to curriculum or program
- Identifies skills, knowledge, education needed for careers
- MUST have an outcome
 - ➔ An intentional outcome
- Is positive for all parties (student, school, and partner)
- Allows for future partner involvement
 - Project planning/evaluation
 - Increased WBL opportunities

Introducing the ABCs and 123s of WBL

Potential Next Steps

Next Step	Reason Why
1. Use existing best practices to inform your WBL program <ul style="list-style-type: none">• Definition of WBL• Definitions work-based learning experiences within the continuum	Continues common language and expectations for students and partners.
2. Identify when and how specific work-based learning experiences will support your program	Work-based learning should support your efforts intentionally and directly.
3. Identify which college- and career- readiness skills are reinforced or developed for each experience	Defines expectations for students and partners and identifies opportunities to develop skills.
4. Utilize existing tools and resources to start planning and implementing and SHARE your best practices	There's a wealth of resources for implementing valuable experiences, customize to your needs.
5. Identify gaps and connect with partners	ILG and the community of practice can support your work.

Introducing the ABCs and 123s of WBL

THANK YOU!



James Cole
Work-Based Learning, NAF
jcole@naf.org
naf.org

