

Creating Quality Work and Learning Placements

Program Models and Examples

With Definitions for Connecting Activities Work and Learning Levels A, B and C

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Connecting Activities Work and Learning Placements are high quality workplace experiences that support students in their career and academic development. These pages describe program models that create these high quality experiences and define the three "Work and Learning Levels" that are used for Connecting Activities reporting.

Program Models

Here are just a few program models that show the connection between work-based learning placements and academic and career development. Connecting Activities staff and others are invited to email description of program additional models to jleonard@skillslibrary.com for inclusion in a future version of this list.

In the **Public Safety Internship Program**, students from Monument High School, a small school with a public safety career theme, work in public safety internships after school during the school year. Interns also meet one day per week after school as a group to work on resumes, goal setting activities, leadership and advocacy skills, and other internship-related projects. The program is supported by the Boston Police Activities League.

In **Learning for Life**, students from Haverhill High School who have multiple barriers to success gain workplace experience as Customer Service Representatives, Construction Laborers, and Dietary Aides. Students gain entrepreneurial and practical experience through a student-run café located at the Haverhill City Hall. Students are responsible for café operations, collecting and delivering orders, cooking lunch and breakfast items, checking inventory and ordering items as needed. This is partially-funded via WIA and all students have a Work-Based Learning Plan.

In **Classroom in the Workplace**, Boston students receive 8-10 hours per week of classroom MCAS remediation, integrated with their paid summer jobs. Students work for several major employers in Boston in health care, financial services and other industries, with student wages paid by the employers. A Department of Education Academic Support grant provides funding for teachers who provide classroom instruction in conference rooms at the worksite for several mornings per week.

Southwick High School's **Diversified Learning Experience (DLE) Program** provides students with valuable work experience and the opportunity to gain competencies essential to success in the workplace. Once admitted to the program, students are matched with placement opportunities. A wide variety of local businesses and service organizations provide placements in career areas including animal care, computer services, photography, business, childcare and more. The program coordinator meets with students, parents, and worksite supervisors to explain the program and the expectations for students. The Massachusetts Work-Based Learning Plan is used to communicate the job description and skills to be learned, and to drive student productivity and learning at the worksite, assess level of student skill and knowledge, and measure job performance. Students have release time from school in order to participate in their placements. Students also spend a part of this release time in related classroom instruction that helps to develop an understanding of the essential personal and interpersonal skills necessary for job success.

In the **Student Ambassador Program**, eight students from five Franklin County High schools were involved in a pilot program that introduced them to allied health careers within the Franklin Medical Center (FMC). The students applied, interviewed and were selected to spend eight weeks last summer at FMC matched with mentors from Nursing, Rehabilitation, Cardiopulmonary, Pharmacy, Food Services/Dietary and Radiology/Imaging. Mentors explained their jobs, discussed career opportunities and educational requirements, and allowed students to shadow them on site. The students and their parents also

attended special career-focused evening events and some of the students opted for one-time observations in Surgery, Oncology and Obstetrics departments. This was a non-paid part-time internship experience, linked with the Work Based Learning Plan. Students, parents, mentors and hospital administrators gathered for a special evening graduation ceremony where students spoke of their experiences and received certificates of accomplishment from both the FMC and the Franklin/Hampshire Regional Employment Board.

In the **Western Massachusetts Electric Company (WMECO) Careers Program**, four Franklin County Technical School (FCTS) electrical shop students were selected for full-time paid summer internships at the WMECO Operations Centers in Hadley and Greenfield. All of the students successfully completed an intensive career exploration program during the school year as they researched parent company Northeast Utilities (NU) and WMECO through visits to the NU Training Center, tours of the WMECO Operations Center and transmission Substations. All students attended WMECO's SERT Training in classes alongside WMECO employees where they learned safety and work performance standards for the utilities industry. All students were expected to meet FCTS academic and disciplinary standards for the program while preparing resumes, cover letters, and references for interviews with the WMECO team for the summer jobs. The summer interns were guided by the Work Based Learning Plan and monitored by School-To-Career staff throughout the program.

In the **Berkshire County Internship Programs**, program coordination is monitored through the guidance departments, open to ALL students, all participants receive academic credit, all have a WBL Plan, and all programs integrate academic components. Internship programs are implemented based on individual school district guidelines and expectations. For example, at **Mount Greylock Regional High School** in Williamstown, Massachusetts, the internship program is open to all seniors, is incorporated within the Senior Project English curriculum and is conducted during the second semester. Program coordinators promote the program via English classes beginning in January and announcements are made school wide. Participants receive academic credit and there is an application process followed by the development of an internship contract. Internships are arranged by each participating student with follow-up conducted by the guidance department. Each student is required to complete a daily journal reflecting on their work experience and attend weekly, internship meetings with the program coordinators. Every Senior must submit a Senior Project upon graduating and those participating in the internship program will develop their projects around their internship experience and future career interests.

WORK AND LEARNING LEVELS – for Connecting Activities Reporting

Level A	Brokered Internship / Co-op Placements <ul style="list-style-type: none"> • May be any MCAS Level • May be with or without a WBL Plan • Brokered by School to Career / Connecting Activities staff
Level B	Targeted Internship / Co-op Placements <ul style="list-style-type: none"> • MCAS Levels 1 or 2 (warning/failing or needs improvement) or ALT assessment) • Connected to career and academic development • Has WBL Plan
Level C	Integrated Work and Learning Placements <ul style="list-style-type: none"> • MCAS Level 1 (warning/failing) or ALT assessment • Work-based learning placement integrated with MCAS academic support • Has WBL Plan

Detailed Definitions

Brokered Internship / Co-op Placement:

- Direct placement by School to Career / Connecting Activities staff
- OR staff play another role such as providing:
 - WBL Plan

- Workshops
- Internship classes

Targeted to students in MCAS Levels 1 and 2:

- While Connecting Activities placements are available to all students, since the 2003-2004 school year, Connecting Activities providers have been asked to use MCAS results as a means for particularly targeting a broad group of students who are especially likely to benefit from these academic and career connections. The target group includes students who scored in the warning/failing range or needs improvement range on MCAS. The target group also includes special education students who are participating in alternative assessment. It also may include out-of-school youth or recent arrivals to the district who have not taken the MCAS exam.
- An important note to providers – while MCAS results are used as a means for targeting participants, the MCAS criteria for the program should be invisible to students.

Connected to Career and Academic Development:

There are many ways that work and learning experiences can be connected with career and academic development. These may include:

- Placements may be based on career interests, allowing individuals to explore career options;
- Placements may be based on student's career pathway or program;
- Academic and career skills may be highlighted in the WBL Plan;
- Student may have opportunities to work on special projects that build academic and career skills;
- Career specialists and employers may provide formal and informal mentoring;
- Workplace experiences create formal and informal connections to the community;
- Workplace experiences build awareness of career and postsecondary options;
- Career specialist may provide one-on-one advising on career exploration and college preparation;
- School-sponsored internship programs help students feel more connected to and engaged in school;
- Job readiness and career skills workshops and seminars may help individuals prepare for the workplace;
- Programs may connect classroom and workplace experience – such as:
 - Co-operative education (Co-op) placements
 - Community service learning internships
 - School-based enterprises
 - Career pathway internship programs
 - Senior internship programs
 - Etc.
- NOTE that Level A” placements can also provide connections to career and academic development. But, in Connecting Activities reporting, “Level B” placements *must* provide some connections to career and academic development, must have a WBL Plan and participants must be students in the target group.

Integrated Work and Learning Experiences

- Work and learning experiences which are explicitly connected with Department of Education MCAS academic support programs are called "integrated work and learning" experiences and are reported as Work and Learning "Level C" programs. In Level C experiences, Connecting Activities program staff may directly operate the academic support program or may partner with the program, collaborating closely with the program by providing related work-based learning placements and by helping instructors to make connections between the academic support program and workplace skills.