NYS P-TECH

Public-Private Partnerships for College and Career Success

Work-Based Learning Toolkit

2016

New York State P-TECH
Work-Based Learning Toolkit

2016

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Complete Toolkit

This Toolkit was underwritten by the Citizens Bank Foundation. The materials were prepared by New Ways to Work and the NYS P-TECH Leadership Council, an initiative of the Public Policy Institute of New York State, Inc. with a design team of NYS P-TECH leaders and practitioners.

New York State P-TECH
Work-Based Learning Toolkit

About P-TECH

NYS P-TECH is both an education and economic development initiative. The P-TECH grade 9-14 model prepares students to be the highly skilled, critical thinkers and problem-solvers that our 21st century workforce requires. Each of New York State's innovative P-TECH schools bring together three essential partners: K-12 education, higher education and industry. The model offers an integrated six-year program, combining high school, college and career training for disadvantaged students, who will be provided the opportunity to graduate with an Associates level degree (at no cost) and will be first in line for a job with participating businesses. The school design, drawn from research-based effective practices, offers a rigorous academic curriculum, targeted technical training, comprehensive workplace learning and individualized support services and pathways. This design draws from and builds on the best of Career and Technical Education and Early College High School models.

A hallmark of the P-TECH approach is the deliberate focus on the three facets of student capabilities needed for success in the labor force – the acquisition of academic, technical and workplace/professional skills. Regardless of industry, employers consistently underscore that students must have experience and mastery in all three areas, with a growing priority on the development of professional skills. Alongside efforts to enhance the rigor and effectiveness of classroom instruction, the model requires new approaches to deliver authentic workplace experiences such as Career Mentoring, Workplace Tours, Workplace Challenges, Job Shadowing and Internships in partnership with employers. Given the increasing role of small and medium-sized businesses as partners in local efforts, NYS P-TECH has identified the need to offer strategies and support to limit the burden on employers and increase the educational value of WBL. This toolkit has been developed to address that need, and to help P-TECH schools and their employer partners deliver educationally rich and authentic Workplace Learning experiences to all P-TECH students.

P-TECH Benefits

NYS P-TECH benefits students, schools, the community and employers in many ways. Participation in the Workplace Learning component of P-TECH broadens those benefits.

Benefits for Students

P-TECH fast tracks students to their career goals. Students pursue a career pathway focused on their long-term goals through the P-TECH course of study, which provides an incentive to persist and complete their education. They graduate with a high school diploma and cost-free AA/AAS degree, a "first in line for jobs" option with partner employers and a firm foundation for future educational and employment opportunities.

Through Workplace Learning activities students build awareness of potential careers in a particular industry and are able to explore options and start preparing for their future. Workplace Learning provides opportunities for hands-on learning and the development of relationships with professional adult role models. Students acquire experience and build professional workplace and occupational skills while learning about the training or education

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required to succeed in specific careers. Students are better able to understand real-world applications of academics, master core subjects, and answer the question "Why do I need to learn this?"

Benefits for Employers

P-TECH offers an effective and appropriate vehicle for employers to help build and retain their future workforce. The model is a direct response to the ongoing skills gap that exerts a drag on the local economy. Participation in P-TECH helps build awareness of the employer's role in the community and offers a public relations benefit. By opening their place of business to students and providing high-value Workplace Learning opportunities, employers have the opportunity to expose students and teachers to their business and industry and benefit from productive student work. Employers can observe potential future employees in a "long-term interview" context and participate in shaping their future workforce. Students also provide access to a customer resource and point of view. An employer's existing workforce benefits from a more productive and engaged workforce and by offering leadership and supervisory skills development opportunities to its current workers.

Benefits for Schools

P-TECH promotes better outcomes for schools and increases high school graduation and college completion rates. It helps schools deliver a 21st century education. P-TECH's school structure provides multiple pathways for students, opportunities for cross-disciplinary integration, and offers students the opportunity for career exploration while preparing them to become contributing members of their community. Participation in P-TECH expands the school's awareness of the economy and increases educator knowledge of area businesses and jobs as well as an understanding of the challenges industry faces.

Workplace Learning activities extend the classroom to the workplace, promote workplace knowledge among school staff and builds awareness of the skills to incorporate in the classroom curriculum. It validates curriculum instructional models and provides touchstones in authentic workplaces to help make classroom learning relevant. It helps schools build relationships with the community and provides opportunities for networking to promote future collaboration with employer partners.

Benefits for the Community

P-TECH strengthens communities. It helps align education, workforce and service systems to promote a strong economic future and build an engaged citizenry. P-TECH provides a robust local talent pipeline and helps the local economy grow and retain a workforce.

Workplace Learning activities connect the community to schools and local economic development efforts, promote student civic engagement, and help address community priorities and issues. Students complete community projects and are visible as productive and contributing community members.

About this Toolkit

This field test version of the P-TECH Work-Based Learning Toolkit was developed by working closely with a Design Team of P-TECH leadership, work-based learning coordinators, school leaders, teachers, employers and others drawn from the NYS P-TECH schools.

It includes:

The Work-Based Learning Continuum: a definition of the continuum of Career Awareness, Career Exploration and Career Preparation and the identification of the range of Work-Based Learning activities across the continuum – whether conducted in the classroom, the workplace or community.

Work-Based Learning Essential Elements: the essential design elements to be applied to support and enhance the educational value of any WBL experience.

The P-TECH Professional Skills: identification of the skills to be taught and demonstrated through any WBL experience. Mastering these professional skills, combined with meeting the necessary academic and occupational skill requirements for a particular job or position, indicates that the student is ready for a successful transition to work.

Workplace Tour Guide: an implementation guide to help P-TECH schools and their employer partners design, structure and support effective and learning-rich tours of an employer's workplace. The guide includes checklists for teachers, students and employer partners.

Career Mentoring Guide: an implementation guide to help P-TECH schools and their employer partners design, structure and support effective Career Mentoring experiences for P-TECH students and employer partners. The guide includes an Employer fact sheet for decision-makers and implementation tip sheets for P-TECH coordinators and their employer partners.

Workplace Challenge Guide: an implementation guide to help P-TECH schools and their employer partners design, structure and support effective Workplace Challenges for teams of P-TECH students, collaborating teachers and employer partners. The guide includes an Employer fact sheet for decision-makers and implementation tip sheets for P-TECH coordinators and their employer partners.

Internship Guide: an implementation guide to help P-TECH schools and their employer partners design, structure and support effective and learning-rich internships for P-TECH students. The guide includes checklists for teachers, students and employer partners.

Application of the strategies contained in this toolkit will increase the number of authentic workplace experiences made available to P-TECH students and expand the range of those experiences across the continuum of Career Awareness, Career Exploration and Career Preparation. It will increase the educational quality of WBL activities, help build connections both from and to the classroom, and support student learning by engaging students, teachers and employers in activities before, during and after each WBL experience. Participation in

expanded and enhanced WBL activities will increase teacher and school awareness of the issues facing industry, and facilitate a robust and practical connection between P-TECH schools and an expanded base of employer partners. Employers will be able to effectively engage with the education system and support the development of their future workforce, and an increased number of students will be aware of, have experience in and be prepared for the careers of the future.

The Work-Based Learning Continuum

P-TECH has defined a sequenced continuum of Work-Based Learning activities and experiences for all students that address career awareness, career exploration, and career preparation. This is accomplished through a series of work-based classroom activities, workplace exposures, and community experiences over time. Classroom activities support and provide opportunities to reflect what's learned in the workplace and community, and workplace learning experiences support the classroom curriculum. In addition, students are supported by and provided role models and guidance from adults in the school and in the workplace. P-TECH students are provided experiences that are commensurate with their knowledge, skills, and abilities and designed to support the acquisition of knowledge and skills. These experiences are also compatible with their age and stage of development.

All students are provided with a full range of opportunities throughout their engagement in P-TECH, with the expectation that they participate in authentic workplace learning experiences at each level of the WBL continuum. P-TECH employers and community partners provide opportunities that make sense for their organization, work for the business, and provide direct benefits to the student, the employer and the school. While no single employer or partner organization is expected to participate in or provide all experiences, each P-TECH school arranges for its partners to collectively provide access to the full continuum of opportunities described below.

This toolkit focuses on supporting employer participation in high-quality learning experiences in the workplace. The following section describes the three levels of the Work-Based Learning Continuum.

Career Awareness
Activities designed to promote awareness of careers, workplace norms, and employer expectations, as well as personal interests and aptitudes. In the workplace, career awareness activities include Career Mentoring and Workplace Tours.

"I understand what's out there and am discovering the kinds of things I might want to do."

Career Exploration
Activities designed to promote a deeper understanding of potential careers, and to provide opportunities for an investigation of a particular industry, career, or occupation of interest. In the workplace, career exploration activities include Informational Interviews and Job Shadowing.

"I'm interested in this field and am beginning to understand what it's all about and what I need to do to pursue a career in the industry."

Career Preparation
Activities designed to provide an in-depth discovery of a particular career and the development of the skills and understanding of the education or training needed in a particular industry or occupation. In the workplace, career preparation activities include Workplace Challenges, Internships, Work Experience (including Co-Operative Work Experience) and Apprenticeships.

"I know the kinds of things I want to do and am getting the chance to learn new skills and practice applying those skills."

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WORK-BASED LEARNING CONTINUUM

P-TECH students are provided a range of opportunities across the continuum through partnerships with employers and community or governmental organizations. This chart lists all of the activities across the continuum, whether they happen in the classroom, community or the workplace.

ACTIVITIES

CAREER AWARENESS

Classroom Learning

- Career Awareness Lessons
- Career Research
- Guest Speakers
- Professional Skills Development

Community Activities

- Career Fairs
- College Visits
- Community Resource Awareness

Workplace Learning

- Career Mentor
- Workplace Tour

CAREER EXPLORATION

Classroom Learning

- Career Exploration Lessons
- Career Guidance
- Career-Related Projects
- Industry Research

Community Activities

- Community Service
- Mock Interview
- Out-of-School-Time Activities
-

Workplace Learning

- Informational Interview
- Job Shadow

CAREER PREPARATION

Classroom Learning

- Career Coaching
- Occupational Training
- Technical Skills Training
- Work Readiness Activities

Community Activities

- Volunteering
- Competitions
- Industry Certification

Workplace Learning

- Workplace Challenge
- Internship
- Work Experience/Co-Op
- Apprenticeship

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P-TECH Work-Based Learning Essential Elements

NYS P-TECH has identified a set of 10 essential elements to serve as a guide to structuring all Work-Based Learning experiences. By intentionally addressing these 10 elements, the P-TECH partners can help ensure that Work-Based Learning experiences created for students across the continuum are engaging, safe and learning-rich. They are particularly important in structuring authentic Workplace Learning experiences.

P-TECH Work-Based Learning Essential Elements

1. Conduct Effective Planning
   - ✓ Set clear goals and expectations for all parties
   - ✓ Ensure activity is developmentally appropriate (age, stage and grade)
2. Prepare for Success
   - ✓ Prepare students, teachers and employers
   - ✓ Address logistics
3. Identify Student Learning Outcomes
   - ✓ Align to work-readiness professional skills
   - ✓ Link to college readiness skills and academic standards
4. Create Authentic and Engaging Experiences
   - ✓ Support effective participation of employers
   - ✓ Provide hands-on and project-based activities when possible
5. Connect to Careers
   - ✓ Provide for exploration of or experience in a field of interest and exposure to a range of potential career options
   - ✓ Provide exposures to authentic work-world experiences
6. Ensure Activities are Safe and Legal
   - ✓ Address child labor laws, OSHA, Workers Compensation, and the Fair Labor Standards Act, (including pay when required)
   - ✓ Reflect workplace norms, including safety and regulations
7. Provide Ongoing Support
   - ✓ Provide orientations and support for all parties
   - ✓ Ensure the P-TECH Workplace Learning component is appropriately staffed
8. Provide for Reflection, Presentation, and Feedback
   - ✓ Support student self-assessment and presentation
   - ✓ Provide opportunities for formal and informal feedback among all parties
9. Connect to the Student's Next Step
   - ✓ Connect the experience to the classroom
   - ✓ Intentionally sequence with future Workplace Learning experiences
10. Assess and Document the Experience
    - ✓ Document student learning
    - ✓ Assess activity effectiveness

P-TECH PROFESSIONAL SKILLS

NYS P-TECH has identified a set of Professional Skills as those to be demonstrated through the P-TECH experience by every graduate of the program. Mastering these professional skills, combined with meeting the necessary academic and occupational skill requirements for a particular job or position, indicates that the student is ready for a successful transition to work.

The P-TECH Professional Skills should be taken into consideration in the design of all Workplace Learning activities, the delivery of instruction in the classroom and other school- or community-based activities. In particular, they serve as the foundation for an assessment by a P-TECH employer/supervisor of student performance in an authentic career preparation Workplace Learning activity, such as a work experience or an internship.

P-TECH PROFESSIONAL SKILLS

Personal Traits
- Integrity/Ethics
- Dependability
- Persistence/Maturity
- Responsiveness

Group Experience
- Negotiation
- Teamwork
- Diversity
- Communication

Problem Solving
- Applied Knowledge
- Flexibility
- Planning
- Continuous Improvement

P-TECH PROFESSIONAL SKILLS

The following section lists each of the P-TECH Professional Skills with performance expectations to be developed and demonstrated through performance in school or community settings, as well as through all Workplace Learning experiences.

Personal Traits

Integrity/Ethics

Demonstrates honesty. Is trustworthy and ethical in their work. Makes responsible decisions and avoids risky behaviors.

Dependability

Is punctual and reliable, avoids absenteeism, meets deadlines. Is self-directed, productive and takes ownership of the quality and accuracy of work.

Persistence/Maturity

Demonstrates the willingness and ability to work. Completes tasks as assigned. Knows how to learn.

Responsiveness

Responds well to supervision and direction. Accepts and applies constructive criticism. Recognizes and reflects workplace norms and culture. Dresses appropriately and avoids the personal use of technology during work hours.

Group Experience

Negotiation

Resolves conflicts. Proposes solutions.

Teamwork

Interacts effectively with others. Actively listens and takes initiative. Demonstrates leadership when appropriate. Is respectful of the opinions and contributions of others.

Diversity

Is comfortable with people of diverse backgrounds. Avoids the use of language or comments that stereotype others.

Communication

Communicates effectively in English, both verbally and in writing. Is an active listener and able to share ideas.

Problem Solving

Applied Knowledge

Selects and applies appropriate technologies to complete tasks. Reads with understanding and uses math to analyze and solve problems. Accesses information. Applies occupational and technical knowledge to tasks.

Flexibility

Adapts to a range of circumstances and is comfortable with change.

Preparation and Planning

Prepares and plans effectively. Is detail oriented. Manages time and resources to complete tasks.

Continuous Improvement

Thinks critically. Understands strengths and weaknesses and knows when to ask questions. Reflects on tasks, analyzes processes and suggests improvements. Provides and receives productive feedback.

P-TECH Workplace Tour Guide

Introduction

This Workplace Tour Guide is designed to help develop workplace tours that work for students, employers, and teachers. It is part of a Work-Based Learning Toolkit developed for NYS P-TECH that provides quality approaches and strategies to create high-quality, safe and legal Workplace Learning experiences for P-TECH students.

Workplace Tours Overview

A Workplace Tour is a highly structured career awareness activity in which students visit a workplace, learn about the business, meet employees, ask questions, and observe work in progress. More than a simple field trip or site visit, a Workplace Tour is designed and structured to meet specific learning outcomes, be educationally rich, and build awareness of the business, its industry sector, its role in the economy and the career options it provides. A Workplace Tour is conducted at a workplace for small groups of students and involves preparation and follow-up in the classroom, including research and reflection by students.

Workplace Tours are designed to:

- provide exposure to potential careers and jobs;
- build occupational knowledge;
- build knowledge about the education and training needed for entry into the industry;
- create awareness of the business's role in the community, as well as its functions, processes and products;
  and
- foster an understanding of the business's workforce and its contributions to the community.

A Workplace Tour is a prime example of the benefits to students, employers, teachers, and schools described in section one of this toolkit. While Workplace Tours are part of the continuum of authentic Workplace Learning experiences provided to every student, not all P-TECH employer partners need to provide Workplace Tours.

The Importance of Structured Activity

All workplace tours should include structured activity before, during and after the experience. These activities help ensure that all involved parties have meaningful, productive experiences that result in enriched student learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential, and communication and support for the student and industry host will help ensure success.

On the following pages of this guide, checklists for teacher/coordinators, employer partners, and students are provided to support structuring a Workplace Tour to maximize student learning. Each checklist supplements the essential elements described in section 3 of this toolkit, and provides a specific list of activities or tasks to conduct before, during or after the tour.

Coming Soon:

Employer Workplace Tour Fact Sheet
What's involved in my company hosting a tour?

Workplace Tour Quick Guide for Hosts and Participating Employees
What's my role in a tour? What should I talk about?
How does this work?

An on-line collection of support materials, tools and forms

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Workplace Tour
Teacher/Coordinator Checklist

Before the Workplace Tour

- ❑ Assess how a Workplace Tour can support your teaching and meet curriculum goals.
- ❑ Identify appropriate employer partners for tours.
- ❑ Work with the employer to plan tour.
- ❑ Identify a point person at the school and with the employer.
- ❑ Provide appropriate support materials for distribution to employees who will be part of the tour.
- ❑ Address logistics (transportation, permission slips, food, safety gear, etc.).
- ❑ Identify and document desired student learning outcomes.
- ❑ Prepare students for the tour.
- ❑ Prepare teachers for the tour.

During the Workplace Tour

- ❑ Provide time and space for introductions, an overview of the business and its operations, and what to expect during the tour.
- ❑ Ensure appropriate faculty attendance, including teachers and counselors.
- ❑ Ensure that students and teachers receive instruction in workplace safety and an orientation to workplace norms.
- ❑ Engage student. Arrange for students to experience the tour in small groups, engage in inquiry, and experience some sort of hands-on activity during the tour.
- ❑ Facilitate learning. Support employers in effective interactions with students and arrange for the opportunity to see the full spectrum of activities and occupations within the industry.
- ❑ Offer role models. Arrange for students to hear from and speak to "someone like me" as well as employees with different levels of responsibility in the organization.

After the Workplace Tour

- ❑ Reflect on learning. Provide individual and group reflection activities for teachers and students.
- ❑ Help students make the connection between academics and the workplace.
- ❑ Follow up. Debrief with the tour host and have students write thank you-letters.
- ❑ Support students in determining their next step in learning about careers.
- ❑ Assess the impact and value of the tour. Utilize employer, teacher and student feedback to improve future tours.

Go Deeper

There are a number of suggested activities to deepen the impact of a Workplace Tour. Consider the following activities.

- ❒ Make the tour part of a project and have students prepare and deliver a presentation about the company after the tour.
- ❒ Have students create a presentation and deliver it to the employer partner during the tour.

- ❒ Take pictures from the tour and provide them to the company for their website or newsletter.
- ❒ Publicize the tour and the business by placing a story in the local newspaper or posting on the school/district webpage.
- ❒ Consider other potential public relations benefits and activities.

Workplace Tour
Student Checklist

Before the Workplace Tour

- ❒ Turn in any necessary forms.
- ❒ Find out how to dress and act appropriately and safely at this particular workplace.
- ❒ Research the company or organization that you will visit. Learn as much as you can about the company, its history, what they do and how it impacts your community.
- ❒ Develop questions about the company, the industry, career opportunities, and educational and training needs for jobs at this workplace.

During the Workplace Tour

- ❒ Pay close attention to safety issues at the workplace.
- ❒ Actively participate. Pay attention and ask questions.
- ❒ Think about what else you need to know to determine if careers in this industry are for you.

After the Workplace Tour

- ❒ Participate in classroom activities that will help you think about the value of the Workplace Tour.
- ❒ Compose a specific and professional thank-you note for the workplace host.
- ❒ Complete an evaluation of the tour and make recommendations to improve future tours.
- ❒ Think about what more you'd like to know, and what you need to do next to learn more about jobs in the industry.

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Workplace Tour
Employer Checklist

Before the Workplace Tour

- ❒ Work with the P-TECH Coordinator to promote tours at your workplace.
- ❒ Let the coordinator know who the main contact is, and provide emergency phone numbers at the workplace, best place for parking and building entry.
- ❒ Determine if safety gear is necessary and arrange for it to be available.
- ❒ Identify who at the workplace will be participating in the tour, and give them an overview of P-TECH, your company's role in the program, their role in the tour, and why their involvement is important.

During the Workplace Tour

- ❒ Work with the P-TECH Coordinator to make sure the tour showcases the full spectrum of your company's work.
- ❒ Provide safety orientation to the group.
- ❒ Allow students to participate in small groups.
- ❒ Have students hear from and speak to employees with different levels of responsibility.
- ❒ Make sure students are exposed to a range of career options in your industry, and understand what it will take for them to be hired when they complete their schooling.

After the Workplace Tour

- ❒ Debrief with your team.
- ❒ Provide feedback to the P-TECH Coordinator to improve future tours.
- ❒ Consider how you might use the tour to promote your company's visibility in the community.

Going Deeper

- ❒ Explore ways that you might further interest students and grow the pool of potential future employees.
- ❒ Talk to the P-TECH Coordinator about being a classroom speaker, helping with curriculum, or hosting students for Job Shadows or Internships.

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P-TECH Career Mentoring Guide

Introduction

This guide is designed to support Career Mentoring activities that work for students, employers, and teachers. It is part of a Work-Based Learning Toolkit developed for NYS P-TECH that provides quality approaches and strategies to create high-quality, safe and legal Workplace Learning experiences for P-TECH students.

Career Mentoring

Career Mentoring is a career exploration activity in which the student is matched one-on-one or in small groups with an adult professional in to explore potential careers and related educational issues. The Career Mentor serves as a resource for the student by sharing insights and providing guidance about the workplace, careers and education through formal and informal meetings organized at the school, in the workplace or on-line. The Career Mentor provides comments on the student's work, problem-solves with the student, and collaborates with the student on activities in consultation with the school and the workplace. The development of a trusting relationship between the student and the mentor is the key to a successful experience. Career Mentoring is a critical component of the range of authentic work based learning experiences provided for all P-TECH students.

While Career Mentoring takes a variety of forms through P-TECH, there are common characteristics or core design principles around which Career Mentoring programs are organized:

- Career Mentors and mentees make a long-term commitment to each other (generally, at least a year);
- Career Mentors focus on building trust and respect with their mentees;
- Mentees and mentors set clear and reasonable expectations for themselves and their mentoring partner;
- Career Mentors and mentees meet or communicate with enough regularity to develop a strong relationship;
- Career Mentoring evolves in its frequency, form and content over the P-TECH experience.

What is a Career Mentor?

A Career Mentor is:

- A Role Model
- A Guide
- A Coach
- An Advisor
- Experienced
- Reliable
- Approachable
- Relatable
- Invested in Outcomes
- An Additional Resource

A Career Mentor is not:

- Any employer partner a student happens to interact with
- A Teacher
- A Worksite Supervisor or Internship Sponsor (Note: a mentor/mentee relationship may evolve after the internship or work experience is completed)
- A Counselor
- Paid to be there

"My Career Mentor gives me someone else I can turn to when I have questions, need some advice about career opportunities, or just need to talk about my future"

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For students, Career Mentoring is likely the first course on the P-TECH menu of authentic workplace experiences. It lays the groundwork for future workplace activities and helps students make the connection between classroom learning and the real world. It connects students with an adult who can provide ongoing support and guidance about career possibilities, help them understand the importance of learning in the classroom, explore their options and provide a way for them to practice professional communication skills. Students are often more persistent and motivated as a result of their relationship with their Career Mentor.

P-TECH schools apply one or more of a variety of different models in their Career Mentoring program. By applying a combination of models and adjusting the balance between them, a range of opportunities can be provided for students. Mentors have options to chose from based on the time they have to commit. Some of the different models include:

- Traditional mentoring (one adult to one student);
- Small group mentoring (one adult to as many as four students);
- Team mentoring (several adults working with small groups of students, in which the adult-to-student ratio is not greater than 1:4);
- Large group mentoring (one or two adults to 7-10 students);
- Peer mentoring (older students mentoring other students); and
- E-mentoring (mentoring via email and the Internet combined with another model from the list above).

In addition to providing general career advice and context, Career Mentors support classroom activities by commenting on student work, helping the student complete an assignment, providing feedback on projects or presentations, directly engaging with the student or students in a particular activity or exercise or helping students reflect on the connection between academic learning and professional skills.

Career Mentoring provides a simple way to get a number of employer partners initially involved with P-TECH at a low, hard dollar cost, and provides a simple way for employers to begin the "long interview" process. It also helps develop the mentor's skills in working with young employees.

Career mentoring experiences are designed to promote:

- Exploration of a field of interest;
- Student exposure to jobs, careers and working adult role models;
- The ability to practice communication skills;
- The development of professional skills;
- Self-esteem, self worth, confidence, flexibility;
- Building occupational knowledge;
- Positive life outcomes for students; and
- Opportunities to build a relationship with a caring and knowledgeable adult.

Career Mentoring is a prime example of the benefits to students, employers, teachers, and schools described in section one of this toolkit. While Career Mentoring is part of the continuum of authentic Workplace Learning experiences provided to every student, not all P-TECH employer partners need to serve as Career Mentors.

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The Importance of Structured Activity
Effective Career Mentoring programs include structured activity before, during and after the experience. These activities help ensure that all involved parties have meaningful, productive experiences that result in enriched student learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential, and communication and support for the student and employer will help ensure success.

Career Mentoring support materials included in this toolkit:

Career Mentoring Success Factors
A tip sheet for P-TECH Coordinators and Teachers

Career Mentoring Fact Sheet
What's involved in my company providing career mentors?

Employer Tip Sheet: Career Mentoring
Tips for participating employees

- *What's my role as a mentor?*
- *How do I get matched up?*
- *What should I talk about?*
- *How does this work?*

An on-line collection of support materials, tools and forms

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Career Mentoring: Success Factors

A tip sheet for P-TECH Coordinators and Teachers

When developing and implementing your Career Mentoring program at P-TECH, keep the following success factors in mind.

- ❑ Apply the Work-based Learning Essential Elements
  - ✓ Address the elements in the design of your Career Mentoring program.
  - ✓ Check in with the elements periodically to ensure that all 10 are being addressed in implementation of the program.
- ❑ Select the Appropriate Career Mentoring Model
  - ✓ Career Mentoring should focus on career exploration, training and related education.
  - ✓ Career Mentoring should take place at the school, workplace, on-line or an approved outing.
  - ✓ Career Mentoring evolves over time and may look differently at the higher grade levels.
- ❑ Define how Much Face-to-Face Time is Desirable
  - ✓ Early on in the experience the more the better. The first few times, face-to-face connection is important before other forms of meetings and interactions start to happen.
- ❑ Balance Events with Activities
  - ✓ Explore flexible ways to engage mentors and provide opportunities for students to connect – not just through high stakes, intensive events.
- ❑ Explore Alternative Forms of Connecting
  - ✓ Explore the application of skype, email, other social media.
- ❑ Address Key Legal, Safety & Health Issues
  - ✓ Follow district policy.
  - ✓ Complete and collect appropriate permission forms when setting up career mentoring relationships.
  - ✓ Help employers comply with all rules and regulations related to interacting with students through school-based programs.
  - ✓ Make it clear to both students and employers that there are to be no face-to-face connections outside of arranged activities.
  - ✓ Set/follow policies guiding on-line and social media interactions.
- ❑ Encourage Mentor Choice and Matching
  - ✓ When possible, allow the mentor and mentee to interview and select each other.
  - ✓ Match students with potential career mentors based on career interest, gender, and personality – matching with someone the student can relate to is the most important factor.
    Sample Activity: Have students prepare and distribute bios to potential mentors
  - ✓ Provide multiple connections and exposures before choice.
    Sample Activity: after a few exposures, have students pick their top three career mentor choices.
  - ✓ Create/identify potential matches out of summer bridge activities.

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- ❑ Support the Career Mentoring Experience
  - ✓ Develop clear, written policies and procedures for all parties.
  - ✓ Tailor the Career Mentoring Guide to your program.
  - ✓ Have the student and career mentor set and communicate expectations that are assessed on a regular basis.
  - ✓ Provide ongoing support and training for Career Mentors.
    - Update and adapt the Career Mentoring *Employer Tip Sheet* and share/review with your mentoring volunteers.
    - Provide a single point of contact for all mentors – (designate a Mentor Coordinator).
    - Support mentors to help them tell their story of the pathway/journey to their present position.
    - Support mentors to help students build their personal traits.
    - Help mentors understand issues of confidentiality, responsibilities.
  - ✓ Provide ongoing support for students
    - Encourage students to share interests and ideas with their Career Mentor.
    - Suggest that students invite their mentor to school events/activities.
    - Create assignments for students to share with their Career Mentor.
    - Have students share current study topics with their Career Mentor.
- ❑ Develop an Effective Employer Engagement Strategy
  - ✓ Define the ROI for employers.
  - ✓ When possible, get top down support in the business or company
  - ✓ Bring four to five people from a single company in to spend time with small groups of students.
  - ✓ Explore connecting Industry Advisors as Career Mentors.
  - ✓ Use employers to recruit other employers.
  - ✓ Cast a wider net than your current Industry partners. Identify potential mentors that your students would want to connect with and learn from.
- ❑ Help Career Mentors understand and support the P-TECH WBL approach.
  - ✓ Share the P-TECH professional skills fact sheet with the Career Mentor.
  - ✓ Share what the focus is in the classroom on regular basis.
  - ✓ Encourage Career Mentors to talk about the professional skills with their mentee, and support and connect to what's going on in the classroom.

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Career Mentoring is a career exploration activity in which a student is matched one-on-one or in small groups with an adult professional to explore potential careers and related educational issues.

Career Mentors serve as a resource for P-TECH students by sharing insights and providing guidance about the workplace, careers and education through formal and informal meetings organized at the school, in the workplace or on-line.

Grade Level: Begins in the 9th Grade and continues to graduation
Employer/Student Ratio: Typically 1 to 1
Duration: Minimum one-year commitment
Frequency: Initially monthly (varies over time)
Location; Primarily at the school
Costs: Staff time
Special Considerations: Comply with school policies

Why is Career Mentoring important for students?

- Research shows that Career Mentors help students stay in school, stay focused and pursue their goals.
- A Career Mentor lets a young person know that someone cares, that they matter and can have a bright future.
- A Career Mentor can help a young person see the connection between what they learn in the classroom and the real world.
- A Career mentor can help a mentee better communicate with and relate to adults.

What are the benefits to my company?

- Exposes potential future workers to job opportunities and careers with your company.
- Exposes students to the skill needs, educational requirements and career opportunities in your industry.
- Promotes an understanding of the role and contributions of your business in the local economy.
- Introduces P-TECH and its students to your employees and co-workers.
- Helps your employees understand how to communicate with the next generation of workers.
- Provides a way to introduce and engage multiple employees with your commitment to P-TECH and connect your company with the community.

What do I need to do next?

- Contact your P-TECH Coordinator.
- Arrange for a presentation to your employees.
- Consider any impacts on company policy.

Resources

- Visit www.ptech.org for materials that support successful Career Mentoring initiatives.
- Distribute the *Employer Tip Sheet: Career Mentoring* to interested employees.
- Review *Employer Options: P-TECH and your Company* to learn more about how to get the most out of your partnership with P-TECH in your community,

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Note: *This Employer Tip sheet is a template, intended for each P-TECH school or program to customize and adapt to support their mentoring program. Once adapted, this tip sheet can be used to support individual career mentors.*

What is Career Mentoring?
Career Mentoring is a career exploration activity in which the student is matched one-on-one or in small groups with an adult professional to explore potential careers and related educational issues. The Career Mentor serves as a resource for the student by sharing insights and providing guidance about the workplace, careers and education through formal and informal meetings organized at the school, in the workplace or on-line.

How is it structured? *P-TECH SCHOOL COMPLETES THIS SECTION*
Type: [enter type] (one on one, group etc.)
Matching Process: [Briefly describe]
Initial Activity: [Briefly describe]
Organized Activities: [Briefly describe]
Informal Activities: [Briefly describe]
Schedule: [Briefly describe]
Support: [List schedule for the year and provide coordinator contact information]

What's my commitment?
- Meet or communicate regularly with your mentee. Some activities will be organized by your P-TECH Mentor Coordinator and some contact will be generated by your mentee or yourself via email or telephone.
- Follow all school and company rules regarding Career Mentoring (Your P-TECH Mentor Coordinator can help you with this).
- Career Mentors are asked to make a commitment to stay engaged for a minimum of one year and hopefully will continue through to the mentee's graduation,

How can I make it a good experience for my mentee?
- Make it real. Its all about the relationship you are able to develop with your mentee.
- Hear what your mentee is really saying, pay attention and show that you are listening.
- Help your mentee focus on learning about and practicing professional skills.
- Review the information on what your mentee is working on at school, and ask questions about what they are learning. Provide feedback on their work.
- Actively participate in activities and group projects arranged by the school.
- Be consistent.

Why is this important for the student I'll be mentoring?
- Research shows that Career Mentors help students stay in school, stay focused and pursue their goals.
- A Career Mentor lets a young person know that someone cares, that they matter and can have a bright future.
- A Career Mentor can help a young person see the connection between what they learn in the classroom and the real world.
- A Career mentor can help their mentee better communicate with and relate to adults.

What will I get out of it?
- Serving as a Career Mentor can be a personally satisfying experience.
- Your company may offer incentives for volunteering to be a Career Mentor.

- You will learn how to interact with the next generation – some of whom you may be working with and/or supervising soon.
- You will meet other mentors and leaders in your community that will enhance your personal and professional network.
- Its Fun!

What if I have a question, a concern or need some help?
Your P-TECH Mentor Coordinator is there to help you with any question or concern, no matter how great or small. If you have any concerns about your mentee, bring them to the coordinator's attention immediately.

What if I can no longer be involved?
- Provide as much notice as possible to the Mentor Coordinator and Student.
- Try and recruit someone else to step in the Career Mentoring role.
- Make sure your mentee knows why you need to stop (a new position, new responsibilities, relocation, or some other reason), and assure your mentee that the reason you need to stop has nothing to do with them.

Go Deeper
Consider having your mentee shadow you at work for a day.
Arrange an internship at your company for your mentee. Check in regularly around their progress.

To learn more are get support contact your local P-TECH Mentoring Coordinator.

Contact Information:

P-TECH Workplace Challenge Guide

Introduction

This guide is designed to support Workplace Challenges that work for students, employers, and teachers. It is part of a Work-Based Learning Toolkit developed for NYS P-TECH that provides quality approaches and strategies to create high-quality, safe and legal Workplace Learning experiences for P-TECH students.

Workplace Challenge

A Workplace Challenge is a career preparation activity where small groups of students (4-6 per team) are engaged in solving a problem or a challenge issued by a P-TECH employer in consultation with a P-TECH classroom teacher. The structure of the challenge is based in effective project-based learning approaches, enhanced by a focus on the targeted career pathway and an authentic problem or issue faced by an employer partner. The students are engaged in career-focused, project-based learning and work as a team over time to identify possible solutions. They then create and deliver a presentation on their solution to the employer.

Developing the Challenge

The challenge or problem is initially identified by the employer collaborating with a P-TECH representative (usually a classroom teacher). Typically, the employer will present a number of possible problems or issues that might constitute the challenge and work with a P-TECH teacher who helps select and develop a challenge that is a good fit with the current focus in the classroom. Selection will also reflect student interests and the availability of resources to support students and teachers in addressing the challenge.

The Workplace Challenge Process

The challenge itself is most effective if delivered by an employer (ideally at the workplace) to a group of students who are familiar with the industry and ideally the particular employer, though exposures in the classroom or the workplace. Students then work together over six to eight weeks to address the challenge in the classroom, supported by teachers and in some cases the employer (one or two formal touch points between the students and a designated representative of the employer sometimes take place). At the completion of the challenge, students provide a presentation on their solution to the employer or a team of employees (again ideally at the worksite) engage in dialogue and receive feedback on their approach. While bookending the challenge with visits to the employer's workplace is desirable, care should be taken to minimize the impact on small to medium sized businesses.

Workplace Challenge Enhancements

Workplace Challenges are powerful experiences for students, teachers and employer partners. Within the basic framework of the challenge, P-TECH schools and their partners are encouraged to be creative in designing challenges that include activities and approaches to enhance the value of the experience, and integrate challenges into the curriculum design of the P-TECH program overall.

Some enhancements to consider include the following.

- Have several teams of students address the same challenge, and reward the most innovative solutions through a competition - with the employer or a team of employers serving as the judge(s).

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- After the presentation of the solution and critique by the employer partner, have the team(s)revisit their approach, define and new solution and present it to the employer partner(s).
- Sequence a series of challenges for the same team of students so that they build on one another.
- Model aspects of the challenge after reality TV shows such as Shark Tank (with the students pitching a group of employers with their solutions).
- Have the challenge flow into an internship for successful students.

Benefits for Students

Industry/Workplace Challenges are designed to promote

- The opportunity to develop, practice and demonstrate new skills, including:
  - ✓ Identified academic, technical and occupational skills
  - ✓ Problem solving and research skills
  - ✓ Presentation skills
  - ✓ Teamwork skills
- The opportunity to explore and practice in a field of interest
- Student exposure to jobs, careers and working adults
- Enhance the relevance of academic instruction through the application of applied knowledge

An Industry/Workplace Challenge is a prime example of the benefits to students, employers, teachers, and schools described in Section One of the P-TECH WBL Toolkit. While Industry/Workplace Challenges are part of the continuum of authentic Workplace Learning experiences provided to every student, not all P-TECH employer partners need to participate in an Industry/Workplace Challenge.

The Importance of Structured Activity

Effective Workplace Challenges include structured activity before, during and after the experience. These activities help ensure that all involved parties have meaningful, productive experiences that result in enriched student learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential, and communication and support for the student and employer will help ensure success.

Workplace Challenge support materials included in this toolkit:

Workplace Challenge Success Factors
A checklist for P-TECH Coordinators and Teachers

Employer Fact Sheet: Workplace Challenge
A fact sheet for employers that describes what's involved in a company sponsoring a workplace challenge

Employer Tip Sheet: Workplace Challenge
Tips for participating employees (workplace challenge hosts)

An on-line collection of support materials, tools and forms

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Workplace Challenge Success Factors

A tip sheet for P-TECH Coordinators and Teachers

When developing and implementing Workplace Challenges at your P-TECH school, keep the following success factors in mind.

Before the Challenge

- ❒ Develop an Effective Employer Engagement Strategy
  - ✓ Define the ROI for employers.
  - ✓ Use the Employer Fact Sheet to explain the challenge to prospective employers.
- ❒ Develop a Project Plan for the Workplace Challenge
  - ✓ Design and develop the challenge with the employer, making sure that the challenge is one the students can potentially address and teachers can support.
  - ✓ Encourage the workplace challenge host to develop a real-world problem or issue – one that the industry is facing today. Make it real.
  - ✓ Ensure that the challenge and its solution are tied in some way to the curriculum, and that appropriate resources are in place to support the challenge.
  - ✓ Identify a process to recruit interested and qualified students. Create small teams of 4-6 to work together on addressing the challenge.
  - ✓ Develop a timeline for the Challenge. Include when and where the challenge will be issued, time set aside in the regular school schedule for students to address the challenge, scheduled "touch" points with the challenge host, and when, where and with whom the solution presentation will take place.
  - ✓ Define desired project outcomes.
- ❑ Apply the Work-based Learning Essential Elements
  - ✓ Address the elements in the design of your Workplace Challenge.
  - ✓ Check in with the elements periodically to ensure that all 10 are being addressed in implementation of the challenge.
- ❒ Address Logistics
  - ✓ If the Challenge involves visiting the workplace distribute, and collect appropriate permission forms.
  - ✓ Schedule the opportunity for the challenge host to issue/explain the challenge, ideally at the worksite.
  - ✓ Address any additional logistical issues such as transportation, safety gear or access to equipment and tools.
  - ✓ Identify who will serve as the point of contact at the school and with the challenge host.
  - ✓ Coordinate, facilitate and implement orientation activities for students and challenge host(s).
  - ✓ Determine the workplace challenge host's preferred form and frequency of contact.
  - ✓ Identify the level of engagement the challenge host would prefer during the challenge
  - ✓ Define an ongoing communication strategy and feedback protocols for the experience.

- ❒ Develop Learning Objectives
  - ✓ Meet with students and teachers to help develop specific learning objectives.
  - ✓ Share the expected outcomes with the challenge host.
  - ✓ Consider identifying the 3 primary outcomes of the challenge.
- ❒ Support Student Learning
  - ✓ Schedule regular time for the students to work on the challenge.
  - ✓ Provide orientation and professional development for teachers.
  - ✓ Organize and make available the resources needed to support students as they address the challenge.

During the Challenge

- ❒ Observe and meet with students as they address the challenge and monitor their progress.
- ❒ Coordinate faculty involvement with the challenge.
  - ✓ Identify and support roles for teaching and guidance faculty.
- ❒ Provide ongoing support and Workplace Challenge Hosts.
  - ✓ Update and adapt the Workplace Challenge Employer Tip Sheet and share/review with the challenge host
  - ✓ Provide a single point of contact for the challenge.
- ❑ Help Challenge Hosts understand and support the P-TECH WBL approach
  - ✓ Share the P-TECHh professional skills fact sheet with the Workplace Challenge hosts.
  - ✓ Share what the focus is in the classroom and how the challenge supports key concepts being taught.
- ❒ Maintain ongoing communication with and/or provide periodic reports to the employer. It is important that requests for clarification or additional information be coordinated through a single point of contact at the school at at the workplace.
- ❒ Help ensure that challenge activities are authentic and engaging, and provide opportunities to learn about a range of topics related to the industry
- ❒ Provide opportunities for students to reflect on the challenge while it is in process.
- ❒ Support the challenge host in preparing to receive the presentation on the solution(s) to the challenge

After the Challenge

- ❒ Generate Publicity about the Challenge
  - ✓ Issue a press release about the challenge and submit to local newspapers and television stations.
- ❒ Have students write thank-you letters to the challenge hosts.
- ❒ Reflect on the experience.

- ✓ Conduct an assessment of student learning outcomes. Have students reflect on what they've learned, and identify what more they would like to learn about.
- ✓ Provide classroom experiences that help students make the connection between this workplace challenge and their next steps.
- ✓ Provide avenues for feedback on the effectiveness of the Workplace Challenge (Set a time to meet with the challenge host to debrief the experience and identify improvements going forward).

- ❒ Document student learning and record the experience.
- ❒ Identify a next step with the employer.
- ❒ Archive information and materials related to the challenge for future use (and to be shared with other P-TECH schools).

A **Workplace Challenge** is a career preparation activity where small groups of students (4-6 per team) are engaged in solving a problem or a challenge issued by a P-TECH employer in consultation with a P-TECH classroom teacher.

The structure of the challenge is based in effective project-based learning approaches, enhanced by a focus on the targeted career pathway and an authentic problem or issue faced by an employer partner. The students are engaged in career-focused, project-based learning and work as a team over time to identify possible solutions. They then create and deliver a presentation on their solution to the employer.

Grade Levels: All
Employer/Student Ratio: 1-2 employer partners to 4-6 students
Duration: 6-8 weeks
Frequency: Face-to-Face sessions at the beginning and end of the challenge, with periodic check ins.
Location: Ideally in the workplace at both the beginning and end of the activity, with student teams working on the challenge conducted at the school.
Costs: Staff time
Special Considerations: Comply with school policies. Address any safety issues at the workplace.

Why are Workplace Challenges important for students?

- Research shows effective project-based learning activities like those conducted in a Workplace Challenge help students learn new concepts more easily, and engage more deeply.
- Offers the opportunity to develop, practice and demonstrate many of the academic, technical and professional skills needed for success in the workplace.
- Allows students to experience what it might be like to work and practice in a field of interest.
- Enhances the relevance of academic instruction through the application of applied knowledge to a real world problem or issue.

What are the benefits to my company?

- Exposes potential future workers to what it might feel like to work in your industry.
- Promotes an understanding of the role and contributions of your business in the local economy, and the some of the issues or problems you are facing.
- Introduces P-TECH and its students to your employees and co-workers.
- Helps your employees understand how to communicate with the next generation of workers.
- Provides a fresh perspective (and perhaps viable solution) to a problem or issue your company is facing.
- Provides the opportunity for good public relations and boosts the morale of your existing workforce.

What do I need to do next?

- Contact your P-TECH Coordinator.
- Arrange for a presentation to your employees who might be interested in being a challenge host.
- Consider any impacts on company policy.

Resources

- Visit ADD URL for materials that support successful Workplace Challenges.
- Distribute the Employer Tip Sheet: Workplace Challenge to employees who might be interested in representing your company as a challenge host.
- Review Employer Options: P-TECH and your Company to learn more about how to get the most out of your partnership with P-TECH in your community.

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What is a Workplace Challenge?
A Workplace Challenge is a career preparation activity where small groups of students (4-6 per team) are engaged in solving a problem or a challenge issued by a P-TECH employer in consultation with a P-TECH classroom teacher.

How is it structured?
As a Workplace Challenge host, the employer partner presents an authentic problem or issue faced by the sponsoring company or industry. Response to the challenge is based in effective project-based learning approaches, enhanced by a focus on the targeted career pathway and the real-world problem presented. The students are engaged in career-focused, project-based learning and work as a team over time to identify possible solutions. They then create and deliver a presentation on their solution to the employer.

What's my commitment?
As a Workplace Challenge host you (and any team members working on the challenge with you) will be asked to:

- Identify a few issues or problems your company or industry is facing that might be a good focus for a team of students to work on together. Keep in mind that authentic issues work much better than hypotheticals.
- Work with a P-TECH teacher who will you help select and develop a challenge that is a good fit with the current focus in the classroom, student interests and available resources.
- Present the challenge to the P-TECH students. Workplace Challenges work best when the challenge is issued at the workplace, where students can actually "see' the problem.
- Touch base with the P-TECH Coordinator during the challenge period of 6 to 8 weeks to answer any questions or clarify anything. You also may want to set up a time to visit the schools and observe and engage with the students during the process.
- Arrange for you and other at your company to view the solution presentation provided by the students and provide feedback. Again, this works best if conducted at the workplace.
- Participate in an evaluation and assessment of the students' performance and the Workplace Challenge itself.

How can I make it a good experience for the students?

- Make sure you are asking the students to address a real issue or problem.
- Consider providing a Workplace Tour prior to the challenge to acquaint students and teachers with your company. (Your P-TECH Coordinator can help set this up)
- Make the presentation of the challenge engaging. Use multiple forms of media. Use props. Engage the students in a dialogue to discover the issue and its impacts. Let them know why developing a viable solution is important to you, your company and your industry.
- Check in with your P-TECH contact regularly to respond to requests for information or to clarify something. Consider scheduling a time to visit the classroom during the challenge.
- Make the presentation of the solution a formal event. Whether structured as pitch in the boardroom or a visit to the Shark Tank, its important that you and others you have gathered to hear the solution take the presentation seriously.
- Provide honest and productive feedback on the solution to the students.

Why is this important for the students?

- Research shows effective project-based learning activities like those conducted in a Workplace Challenge help students learn new concepts more easily, and engage more deeply.
- A Workplace Challenge offers the opportunity to develop, practice and demonstrate many of the academic, technical and professional skills needed for success in the workplace.
- It allows students experience what it might be like to work and practice in a field of interest.
- It enhances the relevance of academic instruction through the application of applied knowledge to a real world problem or issue.

What will I get out of it?

- Your company may offer incentives for volunteering to be a Workplace Challenge host.
- You will learn how to interact with the next generation – some of whom you may be working with and/or supervising soon.
- You and your team members at work will gain a fresh perspective on an issue or problem.
- You may even uncover a viable solution.

What if I have a question, a concern or need some help?

Your P-TECH Coordinator is there to help you with any question or concern, no matter how great or small.

- For a list of Workplace Challenge topics and ideas, please visit www.ptech.org

Go Deeper

- Actually put the solution, or elements of the solution into practice.
- Have one or more of the students shadow you at work for a day.
- Arrange an internship at your company for one of the students on the solution team. Check in regularly around their progress.

P-TECH Internship Guide

Introduction

This Internship Guide is designed to help develop and support internships that work for students, employers and teachers. It is part of a Work-Based Learning Toolkit developed for NYS-P-TECH that provides quality approaches and strategies to create high-quality, safe and legal Workplace Learning experiences for P-TECH students.

Internship

A P-TECH internship is a highly structured, time-limited, career preparation activity in which students are placed at a workplace for a defined period of time to participate in and observe work first hand within a given industry. Internships provide students the opportunity to learn by doing real work and being productively engaged in the workplace. They may provide the opportunity to work in teams, rotate through a number of departments and job functions, or work on a project of interest to the student (or group of students) and productive value to the employer partner.

Internships may be paid or unpaid, depending on whether the student is performing productive work for the employer.[1] They are designed to give students hands-on experience in a field of interest, learn and practice occupational skills, and provide the opportunity to learn about their career options.

Internships are designed to promote:

- exploration of and experience in a field of interest;
- exposure to a wide range of careers and jobs within the industry;
- opportunities to develop, practice and demonstrate new skills;
- the acquisition of occupational knowledge;
  and
- awareness of the skills and education needed to be successful in the industry.

P-TECH Internships are intended to enhance workplace knowledge and workplace awareness. They help build the skills required for specific occupations by exposing students to a wide spectrum of activities within the industry and the range of career options available at a workplace. Internships engage students in their own learning and provide multiple opportunities for reflection on the experience, both verbally and in writing. Quality internships are designed to directly support academic learning, and in many cases have a defined productive value for the internship host.

An internship is a prime example of the benefits to students, employers, teachers, and schools described in section one of this toolkit. While internships are part of the continuum of authentic Workplace Learning experiences provided to every student, not all P-TECH employer partners need to provide internship opportunities.

[1] See USDOL Internship Factsheet #71 http://www.dol.gov/whd/regs/compliance/whdfs71.htm

The Importance of Structured Activity
All P-TECH Internships include structured activity for the student, host and coordinator/teacher before, during and after the experience. These activities help ensure that all involved parties have meaningful, productive experiences that result in enriched student learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential and communication and support for the student and worksite supervisor will help ensure success.

On the following pages of this guide, checklists for teacher/coordinators, employer partners, and students are provided to support structuring an Internship to maximize student learning. Each checklist supplements the Work-Based Learning essential elements described in section three of this toolkit, and provides a specific list of activities or tasks to conduct before, during, or after the Internship.

Coming Soon

Internship Fact Sheet for Employers
What's involved in my company hosting intern(s)?
What's the benefit to my company?
What's the human and capital cost?

Internship Quick Guide for Worksite Supervisor
What's my role in supervising a Student Intern?
How does this all work?

An on-line collection of support materials, tools and forms

P-TECH Internship
Teacher/Coordinator Checklist

Before the Internship

- ❒ Design and develop the Internship with the employer.
- ❒ Identify interested and qualified students.
- ❒ Select and refer qualified students, matched to employer specifications.
- ❒ Facilitate employer interviews of students.
- ❒ Follow up with the employer and debrief the interviews.
- ❒ Confirm placement details.
- ❒ Distribute and collect appropriate permission forms.
- ❒ Address any additional logistical issues such as transportation or safety gear.
- ❒ Identify who will serve as the point of contact at the school and with the employer.
- ❒ Coordinate, facilitate and implement orientation activities for students and employers.
- ❒ Meet with students to help develop specific learning outcomes and complete a Work-Based Learning plan.
- ❒ Determine the employer's and worksite supervisor's preferred form and frequency of contact.
- ❒ Define an ongoing communication strategy and feedback protocols for the experience.
- ❒ Prepare students for the experience.

During the Internship

- ❒ Meet with students and worksite supervisors at their workplaces and observe workplace activities. Finalize WBL plans, confirm your communication strategy and make appointments for future visits.
- ❒ Coordinate and implement concurrent learning activities at school.
- ❒ Maintain ongoing communication with and/or provide reports to the employer.
- ❒ Regularly assess progress and impact.
- ❒ Communicate with the worksite supervisor and monitor workplace activities according to schedule.
- ❒ Help ensure that activities are authentic and engaging, and provide opportunities to learn about a range of careers within the industry.
- ❒ Provide opportunities for students to reflect on their internships in the classroom.
- ❒ Support the worksite supervisor in serving as both a supervisor and coach.

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- ❒ Assist the worksite supervisor in completing an evaluation or assessment of student performance at through the Internship.

After the Internship

- ❒ Conduct an assessment of student learning outcomes.
- ❒ Review the completed evaluations or assessments with the student and discuss and record next step options.
- ❒ Provide avenues for feedback on the effectiveness of the Internship (If possible, meet with the worksite supervisor and student to debrief the experience).
- ❒ Provide opportunities for student reflection.
- ❒ Provide classroom experiences that help students make the connection between this internship and their next steps.
- ❒ Document student learning and record the experience.
- ❒ Assess the effectiveness of the internship and make recommendations for adjustments in the future.

P-TECH Internship
Student Checklist

Before the Internship

- ❒ Think about your interests and determine the kind of internship you might like to have.
- ❒ Apply for the internship program.
- ❒ Turn in all signed parent permission forms.
- ❒ Complete a student self-assessment and any other assignments.
- ❒ Prepare for and attend the interview with your potential internship host.

During the Internship

- ❒ Attend an orientation at the worksite.
- ❒ Make sure you understand your duties as an intern and complete the tasks or projects you are assigned.
- ❒ Track your hours as instructed.
- ❒ Develop some skill-specific learning outcomes with your worksite supervisor.
- ❒ Meet with your teacher/coordinator and worksite supervisor to finalize a learning plan for the internship.
- ❒ Participate in ongoing reflection activities and skill-building classroom assignments.
- ❒ Reflect on the connection between what is learned at school and at the workplace.
- ❒ Work toward your learning outcomes.

After the Internship

- ❒ Participate in self-evaluation and reflection activities.
- ❒ Share what you accomplished and what you've learned with others.
- ❒ Meet with your worksite supervisor and teacher to discuss your next steps.
- ❒ Complete and send a thank-you letter to your worksite supervisor.
- ❒ Update your resume based on new skills and experiences gained.

This document is part of the NYS P-TECH Work-based Learning Toolkit, underwritten by the Citizens Bank Foundation. The materials were prepared by New Ways to Work and the NYS P-TECH Leadership Council, an initiative of the Public Policy Institute of New York State, Inc. with a design team of NYS P-TECH leaders and practitioners.

P-TECH Internship
Employer Checklist

Before the Internship

- ❒ Indicate interest in having an intern.
- ❒ Work with the P-TECH Coordinator to develop and define the Internship.
- ❒ Interview and select or hire student intern.
- ❒ Determine who will be the person working most closely with the student.
- ❒ Inform other staff that a student intern will be at the workplace.

During the Internship

- ❒ Provide workplace orientation for student intern. Review informational packet provided to you by the teacher/coordinator.
- ❒ Consider opportunities for the student to develop the P-TECH Professional Skills and be exposed to a range of career opportunities in your industry.
- ❒ Work with student to develop skill development outcomes that are specific to the Internship.
- ❒ Be on the lookout for opportunities at the workplace that will support the student's academic and workplace skill development as well as awareness of potential future careers.
- ❒ Meet with the coordinator and student intern to finalize learning plans and assessments and decide on an ongoing communication strategy.
- ❒ Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections.
- ❒ Complete an interim evaluation of student performance and discuss with the student.
- ❒ Assist student in working toward learning outcomes. When students master or complete an objective, help them to craft another.

After the Internship

- ❒ Complete a final assessment of the student.
- ❒ Hold a debriefing session and review performance with the student (and teacher).
- ❒ Discuss and make the connection to the student's next step.
- ❒ Complete a program evaluation and discuss with the P-TECH coordinator to support continuous improvement efforts.