Addressing Scheduling Needs in WBL

November 8, 2023
Who’s here today?

Please use the chat to introduce yourself &

Any questions you have about scheduling for WBL

• Please mute computers and/or phones if you are not speaking

• Please use the chat to provide any comments or questions throughout
Explore the I-WIN Resource Hub and subscribe to the newsletter

Highlight and explore innovative models for work-based learning

Engage in conversations on creating sustainable, high-quality models that provide broader and more equitable access, focusing on building social capital for Black and Latinx students

Build connections among communities to share best practices, learnings and resources

Identify needs for state policy changes or support systems
Work-Based Learning Continuum

Definitions: Illinois Career Pathways Dictionary
New resources and sessions

**Blog** with details and resources about the student-run credit union at Oswego High School

**Blog** plus **resources and guidance** for supporting young women in manufacturing

Next I-WIN session:
Robots to the Rescue: Leveraging AI to Design Innovative Work-Based Learning

[Register here](#) for the session on Tuesday, December 5th at 11a
Panel Discussion

- Jessica Hayes, Work-Based Learning Coordinator, Rockford Public Schools
- Leslie Bradley, Director of Student Career Services, Vienna High School
- Rebecca Guest, Dean of Instruction, Vienna High School
- Josh Stafford, School Superintendent, Vienna High School
WORK BASED LEARNING OPPORTUNITIES

Because high school should be about MORE…

Building capacity through partners and collaboration to expand career experiences.
Because high school should be about **MORE**...

Who is the child or children (young adult) who I care about the most?

Is **work that we do** good enough for that child (young adult)?
Career Experiences...

- **How can you get to MORE...**
  - 1. Postsecondary and Career Expectations Framework, ISAC PaCE, [https://www.isac.org/pace](https://www.isac.org/pace)
  - 2. College and Career Pathway Endorsements, ISBE CCPE, [https://www.isbe.net/pathwayendorsements](https://www.isbe.net/pathwayendorsements)
  - 3. Dual Credit Quality Act/Model Partnership Agreement, MPA, [https://www.isbe.net/Pages/Dual-Credit.aspx](https://www.isbe.net/Pages/Dual-Credit.aspx)

- **Experiences** ([https://www.viennahs.com/cc](https://www.viennahs.com/cc))
  - Outlined in career framework
  - A primary component of every CCPE
  - Unique to pathways
Partnerships... (https://www.viennahs.com/partnerships)
LESSONS LEARNED & OVERCOMING CHALLENGES

- Backwards design...
- If we were to start over...
- Know the current law...
- Build partnerships now...
- Your community will buy in and support this work...

[Link to Vienna HS master schedule]
Academy High School Model

- Principal
- Academy Coach
- Academy Principals
- Faculty & Staff
- Students
Academies & Pathway Available

Business
- Business & Entrepreneurship
- Graphic Design
- Information Technology
- Media Production
- Studio Art

Health
- Biomedical/Lab Sciences
- Health & Wellness
- Nursing/Pre-Med

Service
- Hospitality
- JROTC
- Public Safety
- Rockford University Education

Production
- Construction
- Engineering
- Industrial Technology
- Manufacturing
- Transportation Tech
What Are Academies?

95% of students will have an experience with a local employer

Business and Civic Engagement

• Grade 9: Academy Expo
• Grade 10: site visits
• Grade 11: job shadow
• Grade 12: pre-apprenticeship, internship, work study
Work Based Learning
Work-Based Learning & Career Development Continuum

By the end of grade 8 complete:
- Personal interest/career cluster survey
- Framework for a ten-year plan
- High school visit

By the end of grade 9 complete:
- Academy Expo attendance
- Freshmen orientation on career clusters
- Ten-year plan
- Select Academy and Pathway
- Community college visit
- Digital portfolio launch

By the end of grade 10 complete:
- Two business site visits
- First course in Pathway
- One additional career exploration activity

By the end of grade 11 complete:
- Job shadow experience
- Creating resume & personal statement
- Mock interviews
- Second course in Pathway
- One additional career exploration activity
- Internship experience
- College essay/personal statement/job application
- A college fair

By the end of grade 12 complete:
- Capstone course or experience
- Final resume & personal statement
- One team-based challenge
- One additional career exploration activity
- Third course in Pathway
- Community service
- Financial aid/scholarship applications
- Internship
Academy Expo, 3rd Wednesday in October
Grade 9

• Career exploration for all RPS freshmen
• All 5 high schools participate
• Helps students select Academy/Pathway
• Insight to student's potential career interests
• Interactive booths and activities aligned to careers
What makes a good site visit?

- Have a plan! Allow about an hour
- Start with meet and greet, company overview
- Company tour
- Question and Answer session at the end of the visit
- Industry specific information provided such as salary, job options, and advancement opportunities.
- Illustrate how key academic concepts are applied in the real world.
- Promote student interaction with professional adults.
Job Shadows
Grade 11

The job shadow is meant to help a student make a connection between school and work and instill career aspirations, which research suggests contributes to a higher percentage of students graduating.

- Engage with 1-3 students, provide hands-on experiences
- Plan and prepare for **hands on interactivity activities** for the students to participate in while onsite
- Provide on-site student feedback.
- Students will be onsite for approx 3-4 hours each day
- Job shadows will take place during job shadow themed weeks
  - Production: December 4
  - Business: January 29
  - Service: March 18
  - Health: April 22
**Program**
- 12th grade, Senior, 16-18 years of age (determined by employer)
- Interviewed and selected by the company
- Employer/Student Ratio, 1:1
- 60 or more hours on the work site
- Employers should provide orientation prior to start or on the first day of the Internship.
- Students may receive course credit upon completion of the 60 hours
- Paid or unpaid opportunities welcome

**Purpose**
- Promote hands-on experience in a field of interest
- Provide productive value for the employer
- Provide exposure to a wide range of careers and jobs within the industry
- Build occupational knowledge
- Create awareness of requirements needed to be successful in the industry