



Public-Private Partnerships for College and Career Success

Work-Based Learning Toolkit



Field Test Version
July 2015

New York State P-TECH
Work-Based Learning Toolkit

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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 33 innovative schools brings 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, Industry 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

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 Career Development 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.

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.

Next Steps

Over the summer and fall of 2015, this version of the toolkit will be field tested by Design Team members and others engaged in developing, supporting and providing work-based learning activities in the local P-TECH programs. Plans are in place to enhance each element of the toolkit with tip sheets, fact sheets and employer support materials as well as to develop implementation guides for two additional priority workplace activities – Industry Challenges and Job Shadows, and to build out an Employer Engagement Quick Guide.

- Phase two products will include:
 - Tips sheets and fact sheets to enhance employer participation and student learning
 - Industry Challenge Guide
 - Job Shadowing Guide
 - Employer Engagement Quick Guide
 - Tips and tools for the above

- Phase three products and tools will include:
 - On-Line Toolkit

- Sorted collected resources
- Additional Workplace Learning Guides
- WBL assessment/evaluation tool and process
- WBL classroom guides

When complete, 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 Industry 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."

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

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

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, ethical and self-directed in 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

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.

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.

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.

- 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.

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.