



Public-Private Partnerships for College and Career Success

# Work-Based Learning Toolkit



## **New York State P-TECH Work-Based Learning Toolkit Partners**

### **New York State P-TECH**

New York State P-TECH is a public-private partnership that is recruiting 2,000 9<sup>th</sup> graders each year to an innovative six-year program that will prepare them for high-skills jobs of the future in technology, manufacturing, healthcare and engineering. Each of the innovative schools—serving all of the state’s 10 economic development regions—brings together three essential partners: K-12 education, higher education and industry. Focusing on disadvantaged students, the program offers each student the opportunity to graduate with an Associates-level degree at no cost to the student’s family, putting the student first in line for a job with participating businesses. Through local partnerships, business and industry representatives work with education professionals to create an integrated six-year scope and sequence that meets the requirements for entry into specific middle jobs. Skills mapping and a unique approach to curriculum design assures that the program assures that graduates are prepared to meet 21<sup>st</sup> century industry needs. This career focus is infused into every academic and technical course, providing relevant opportunities for students to hone skills, create projects, and address complex problems through multiple pathways. Project-based learning in authentic situations is an essential instructional approach. NYS P-TECH is both an education and economic development initiative that prepares under-served students to be the highly skilled, critical thinkers and problem solvers that our 21<sup>st</sup> century workforce requires.

### **New Ways to Work**

New Ways to Work is a consulting, technical assistance, and training organization that helps communities build comprehensive local youth-serving systems, develop new programs and improve practice in the organizations that serve young people. New Ways helps create powerful partnerships among government, education, the community, philanthropy and the private sector to provide young people with the opportunities and support they need to prepare for success in career and life, while helping build the future workforce. New Ways has supported the development of work-based learning and employer engagement systems and strategies across the nation since the 1990s. [www.newwaystowork.org](http://www.newwaystowork.org)

### **NYS P-TECH Leadership Council**

The NYS P-TECH Leadership Council convened by the Governor, includes the New York State Education Commissioner, the Chancellor of the State University of New York, the President and CEO of the Business Council of NYS, Inc. and the President of the IBM International Foundation. The Public Policy Institute of NYS, Inc. provides administrative support. All funding is from foundation and corporate sources.

### **Business Council of New York State, Inc.**

The Business Council of New York State is the leading business organization in New York State, representing the interests of large and small firms throughout the state. Its membership is made up of roughly 2,400 member companies, local chambers of commerce and professional and trade associations. Though 72 percent of its members are small businesses, it also represents some of the largest and most important corporations in the world, including IBM, Verizon, Eastman Kodak, Citigroup, JP Morgan Chase, Corning, Pfizer and many more. All told, the membership employs more than 1.2 million New Yorkers. The primary function of the organization is to serve as an advocate for employers in the state political and policy-making arena, working for a healthier business climate, economic growth, and jobs.

### **Public Policy Institute of New York State, Inc.**

The Public Policy Institute of New York State is a research and educational organization whose purpose is to formulate and promote public policies that will restore New York's economic competitiveness. The Institute accomplishes this mission by conducting timely, in-depth research addressing key state policy issues. Founded in 1981 and affiliated with The Business Council of New York State, Inc., The Institute is a non-partisan, tax-exempt, 501 (c) (3) organization. The NYS P-TECH Leadership Council is a primary initiative of PPI.

**New York State P-TECH  
Work-Based Learning Toolkit**

**Table of Contents  
Complete Toolkit**

	<b>Page</b>
<b>Introduction .....</b>	<b>1</b>
<b>WBL Continuum .....</b>	<b>5</b>
<b>WBL Essential Elements .....</b>	<b>7</b>
<b>P-TECH Professional Skills .....</b>	<b>9</b>
<b>Employer Participation Options .....</b>	<b>11</b>
<b>Workplace Tour Guide .....</b>	<b>13</b>
<b>Guest Speaker Guide .....</b>	<b>25</b>
<b>Informational Interview Guide .....</b>	<b>37</b>
<b>Job Shadowing Guide .....</b>	<b>49</b>
<b>Work Experience Guide .....</b>	<b>61</b>
<b>Internship Guide .....</b>	<b>75</b>
<b>Workplace Challenge Guide .....</b>	<b>87</b>
<b>Career Mentoring Guide .....</b>	<b>101</b>

This Toolkit was underwritten by Citizens Bank. 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.





## Tip Sheets, Fact Sheets and Tools

### Employer Participation Options

- Employer Fact Sheet ..... 11

### Coordinator Tip Sheets

- Workplace Tour Success Factors ..... 15
- Guest Speaker Success Factors ..... 27
- Informational Interview Success Factors ..... 39
- Job Shadowing Success Factors ..... 51
- Work Experience Success Factors ..... 65
- Internship Success Factors ..... 77
- Workplace Challenge Success Factors ..... 91
- Career Mentoring Success Factors ..... 105

### Teacher Tip Sheets

- Workplace Tour Success Factors ..... 17
- Guest Speaker Success Factors ..... 29
- Informational Interview Success Factors ..... 41
- Job Shadowing Success Factors ..... 53
- Work Experience Success Factors ..... 67
- Internship Success Factors ..... 79
- Workplace Challenge Success Factors ..... 93
- Career Mentoring Success Factors ..... 107

### Student Tip Sheets

- Workplace Tour Success Factors..... 19
- Guest Speaker Success Factors ..... 31
- Informational Interview Success Factors ..... 43
- Job Shadowing Success Factors ..... 55
- Work Experience Success Factors ..... 69
- Internship Success Factors ..... 81
- Workplace Challenge Success Factors ..... 95
- Career Mentoring Success Factors ..... 109

### Employer Tip Sheets

- Workplace Tour Success Factors ..... 21
- Guest Speaker Success Factors ..... 33
- Informational Interview Success Factors ..... 45
- Job Shadowing Success Factors ..... 57
- Work Experience Success Factors ..... 71
- Internship Success Factors ..... 83
- Workplace Challenge Success Factors ..... 97
- Career Mentoring Success Factors ..... 111

## **Employer Fact Sheets**

▪ Workplace Tour .....	23
▪ Guest Speaker .....	35
▪ Informational Interview .....	47
▪ Job Shadowing .....	59
▪ Work Experience .....	73
▪ Internship .....	85
▪ Workplace Challenge .....	99
▪ Career Mentoring .....	113

## **Fact Sheets**

▪ USDOL Internship Fact Sheet .....	115
-------------------------------------	-----

## **Tools**

▪ State and Federal Fact Sheet Work Experience .....	117
▪ P-TECH Program Sites .....	119
▪ About P-TECH .....	121
▪ P-TECH Benefits .....	123

## 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 21<sup>st</sup> century workforce requires. Each of New York State's innovative P-TECH 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 Associate-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

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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 are able 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 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 21<sup>st</sup> 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 build 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

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.

*Work-Based Learning Activity Guides:* implementation guides to help P-TECH schools and their employer partners design, structure and support effective and learning-rich work-based learning activities. Each guide includes checklists for teachers, students and employer partners, as well as an Employer Fact Sheet for decision-makers.

Guides are provided for the following activities:

- Workplace Tours
- Guest Speakers
- Informational Interviews
- Job Shadowing
- Work Experience
- Internship
- Workplace Challenge
- Career Mentoring

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

## P-TECH Work-Based Learning Essential Elements

NYS P-TECH has identified a set of ten essential elements to serve as a guide to structuring all Work-Based Learning experiences. By intentionally addressing these ten 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

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## 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 are 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 of student performance in an authentic Career Preparation Workplace Learning activity, such as a Work Experience or an Internship.

### The 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. 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 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 and Your Company: Participation Options

### What is P-TECH?

NYS P-TECH is both an education and economic development initiative. The P-TECH 9-14 model prepares students to be the highly skilled, critical thinkers and problem-solvers that our 21<sup>st</sup> century workforce requires. Each of New York State’s innovative P-TECH schools brings together three essential partners: K-12 education, higher education and employers. The model offers an integrated six-year program, combining high school, college and career training for disadvantaged students who are provided the opportunity to graduate with a high school diploma, an Associates-level degree (at no cost) and the opportunity to 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. While focusing on each student’s pathway to success, the model also creates a robust talent pipeline to support local economic development and growth.

### What are the benefits of my company’s participation?

P-TECH offers an effective and appropriate vehicle for employers to help build and retain their future workforce. The P-TECH model is a direct response to the ongoing skills gap that can exert a drag on the local economy. By opening their place of business to students and providing them with high-value Workplace Learning opportunities, employers are able to expose students 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 by connecting with teachers and participating in the classroom. Students also provide access to a customer resource and a fresh point of view. An employer benefits from a more productive and engaged workforce and by offering leadership and supervisory skills development opportunities to its current workers. P-TECH is first and foremost an opportunity for companies to support and develop highly skilled and productive employees. Participation in P-TECH also helps build awareness of the employer’s role in the community and offers a public relations benefit.

### Why is P-TECH important for students, schools and my community?

- **P-TECH fast tracks students to their personal 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 a cost-free AA/AAS degree, direct workplace experience with partner employers and a firm foundation for entry into the workforce or future educational and training opportunities.
- **P-TECH promotes better outcomes for schools and increases high school graduation and college completion rates.** P-TECH helps schools deliver a 21<sup>st</sup> century education. The school structure provides multiple pathways for students, incentives for project-based and applied learning, and opportunities for cross-disciplinary integration in the classroom. It offers students the chance to explore a career path 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.
- **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.

### How can my company participate?

There are many ways in which employers partner with P-TECH. While employer involvement in each of the following activities is critical to our success, employer partners are not expected to participate in all activities. P-TECH representatives will work with you to help select the activities that make the most sense for your business. Here are some options to consider:

- ✓ Serve on a P-TECH Advisory Board or Steering Committee.
- ✓ Help us map the skills needed for success in high-demand occupations in your industry.
- ✓ Provide work-based learning experiences for P-TECH students.
- ✓ **Guest Speaker** – a career awareness activity where an employer partner visits a classroom and provides a presentation on their company, industry and occupation. Guest speakers also address the application of academics in a real-world context.
- ✓ **Workplace Tour** – a career awareness activity in which small groups of students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress. Teachers also benefit from exposure to the workplace.
- ✓ **Informational Interview** – a career exploration activity where a student interviews an employee of a P-TECH partner business about his/her career and industry.
- ✓ **Job Shadowing** – a career exploration activity where a student is paired with an employee of a P-TECH partner business and follows that employee during much of a regular workday, experiences the workplace, explores a particular occupation, learns about the business, connects with a working adult and observes work in progress.
- ✓ **Work Experience** – a career preparation activity where a student develops and demonstrates professional and occupational skills by working for pay with a P-TECH employer. The primary relationship for the student is as an employee. In some cases, schools can offer credit for the experience, through a number of programs.
- ✓ **Internship** – a career preparation activity where a student has the opportunity to learn by doing real work and being productively engaged in the workplace. Students may work in teams, rotate through a number of departments and job functions, or work on a project of interest to the student and productive value to the employer partner. The primary relationship is student to learning with the job being the conduit to the learning.
- ✓ **Workplace Challenge** – 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.
- ✓ **Career Mentoring** – a career exploration activity in which a student is matched one-on-one or in small groups with an adult professional in a chosen field of interest to explore potential careers and related educational issues.

**P-TECH delivers authentic workplace experiences for its students in partnership with employers.** We offer strategies and support to limit the burden on employers and increase the educational value of these experiences for students. All workplace experiences are highly structured and supported by P-TECH staff. While the full range of authentic workplace learning experiences is provided to every student, P-TECH employer partners provide those opportunities that are a good fit with their business.

## 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 the 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
- 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.

### Workplace Tour Support Materials

Tip sheets and checklists for P-TECH coordinators, employer partners, and students and teachers are provided in this toolkit to help design, structure and support Workplace Tours to maximize student learning. Each tip sheet supplements the Work-Based Learning essential elements described in section three of this toolset, and provides a set of success factors and lists of activities or tasks to perform before, during and after the experience. A fact sheet for prospective employers is also provided.

## Tip Sheets and Fact Sheets

### **Coordinator Tip Sheet: Workplace Tour Success Factors**

*A tip sheet for P-TECH coordinators or intermediary partners responsible for implementing Workplace Tours*

### **Teacher Tip sheet: Workplace Tours Success Factors**

*A tip sheet to help teachers connect the Workplace Tour to the classroom*

### **Student Tip Sheet: Workplace Tour Success Factors**

*A tip sheet to help students get the most out of the Workplace Tour experience*

### **Employer Tip Sheet: Workplace Tour Success Factors**

*A tip sheet for participating employers*

- *What's my role in the Workplace Tour?*
- *How do I get matched up?*
- *What should I talk about?*
- *How does this work?*

### **Employer Fact Sheet: Workplace Tour**

*A fact sheet that describes what's involved in a company providing a Workplace Tour*

## P-TECH Coordinator Tip Sheet Workplace Tour: Success Factors

*A tip sheet for P-TECH coordinators or intermediary partners responsible for implementing and supporting Workplace Tours.*

When designing and implementing Workplace Tours with your industry partners, keep the following success factors in mind.

### Before the Workplace Tour

- Develop an effective employer engagement strategy.
  - ✓ Define the value proposition for employers.
  - ✓ Use the Employer Fact Sheet to explain Workplace Tours to prospective employers.
  - ✓ Identify appropriate employer partners for tours.
- Make the classroom training connection.
  - ✓ Assess how a Workplace Tour can support your teaching and meet curriculum goals.
  - ✓ Prepare students for the tour, including having them research the company and practice their personal introductory pitch.
- Support learning.
  - ✓ Identify and document desired student learning outcomes.
  - ✓ Help students research the company.
  - ✓ Prepare students to compare the culture and style of this workplace to others they have observed (either formally through your program or informally on their own).
- Coordinate activities with the Workplace Tour host.
  - ✓ Work with the employer to plan the 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.
  - ✓ Arrange for transportation, permission slips, food, etc.
  - ✓ Find out if safety gear is required, and if so arrange for it to be provided.
  - ✓ Prepare program staff 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.
- Ensure that students and teachers receive instruction in workplace safety and an orientation to workplace norms.

- Design an engaging experience. Arrange for students to experience the tour in small groups, engage in inquiry, and experience some hands-on activity during the tour.
- Facilitate learning.
  - ✓ Support employers in effective interactions with students.
  - ✓ Arrange for the opportunity to see the full spectrum of activities and occupations within the company.
- Offer role models.
  - ✓ Arrange for students to hear from and speak to “someone like me.”
  - ✓ Ensure students observe and interact with 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.
  - ✓ Support students in determining their next steps in learning about careers.
- Conduct follow-up activities.
  - ✓ Debrief with the tour host and have students write thank-you letters.
  - ✓ Assess the impact and value of the tour.
  - ✓ Utilize employer, teacher and student feedback to improve future tours.
- Document and archive information about the tour.

### 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 your webpage. (Make sure you clear this with the employer partner first.)
- Consider other potential public relations benefits and opportunities.

## Teacher Tip Sheet

### Workplace Tour

*A tip sheet for teachers on how to help students get the most out of a Workplace Tour. A Workplace Tour presents a unique opportunity to support and augment the curriculum and get students more deeply engaged in their learning. If you are coordinating a Workplace Tour, have a look at the Coordinator Tip Sheet in the WBL Toolkit.*

### Workplace Tour

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 and involves preparation and follow-up in the classroom, including research and reflection by students.

### Workplace Tours are designed to promote:

- Exposure to potential careers and jobs
- The development of occupational knowledge
- Knowledge about the education and training needed for entry into the industry
- Awareness of the business's role in the community, as well as its functions, processes and products
- An understanding of the business's workforce and its contributions to the community

### Teacher Tips

#### Workplace Tour Success Factors

When planning and implementing a Workplace Tour, keep the following success factors in mind.

#### Before the Workplace Tour

- Identify how and when a Workplace Tour might enhance a particular lesson or activity in the classroom.
- Familiarize yourself with the purpose and goals of the Workplace Tour.
  - ✓ Assess how the Workplace Tour can support classroom training and meet curriculum goals.
  - ✓ Identify and document desired student learning outcomes.
  - ✓ Review the Workplace Tour Guide and Tip Sheets.
- Prepare students to maximize learning.
  - ✓ Discuss expectations for the experience and what students may learn from the tour.
  - ✓ Have them research the employer website and prepare at least three meaningful questions for employer engagement.
  - ✓ Discuss what students know and want to know about the company and the industry.
  - ✓ Build excitement for the tour by connecting the experience to the real world (e.g. connecting the experience to personal goals, connecting the company's

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- focus to current events and future career growth in the industry).
- Address logistics by working with the P-TECH coordinator to:
  - ✓ Find out if certain dress or safety gear is required and communicate any requirements to students.
  - ✓ Collect signed Work-Based Learning permission forms.

### During the Workplace Tour

- Provide time and space for introductions, an overview of the business, its operations and what to expect during the tour.
- Ensure that students receive instruction in workplace safety and an orientation to workplace norms.
- Arrange for students to experience the tour in small groups and engage in inquiry when possible.
- Facilitate learning.
  - ✓ Support employers in effective interactions by making sure students are attentive, polite and engaged.
- Offer role models.
  - ✓ Arrange for students to hear from and speak to “someone like me.”
  - ✓ Ensure students observe and interact with employees with different levels of responsibility in the organization.

### After the Workplace Tour

- Reflect on learning.
  - ✓ Provide individual and group reflection activities for students.
  - ✓ Help students make the connection between training topics and the workplace.
  - ✓ Support students in determining their next steps in learning about careers.
- Conduct follow-up activities.
  - ✓ Assess the impact and value of the tour.
  - ✓ Utilize employer, program staff and student feedback to improve future tours.
  - ✓ Have students write thank-you notes to the employer partner.
- Document and archive information about the tour.

### Go Deeper

Here are some activities that can help deepen the impact of a Workplace Tour.

- Discuss behavioral expectations for the experience by guiding students to compare the culture and style of the workplace with others they have observed (either formally through your program or informally on their own).
- Make the tour part of a project and have students prepare and deliver a presentation to others at your school about the company.
- Take pictures from the tour and provide them to the company for their website or newsletter. Ensure you have signed releases for all photos.
- Publicize the tour and the business by placing a story in the local newspaper or posting on the school or agency webpage.
- Consider other potential public relations benefits and opportunities.



## Student Tip Sheet

### Workplace Tour: Success Factors

*A tip sheet for students on how to get the most out of a Workplace Tour*

Workplace Tours are created so you can look behind the scenes and ask yourself if this is somewhere you can see yourself in the future. Keep these following tips in mind to help you have a successful Workplace Tour.

#### Before showing up to a Workplace Tour

- Turn in forms requested by your teacher and school.
- Make sure you learn what the dress code is for the place you are visiting.
- Do a little research and learn about what the company does, why they got started, and how they contribute to your community.
- Come up with at least five questions you want to ask about the company during your tour.
- Practice introducing yourself as a professional. (Name, grade, why you chose to go on this tour, and what you would like to do with your future.)

#### During a Workplace Tour

- Pay attention to what is going on at the organization/site. Can you see yourself working in a place like this?
- Actively participate. Ask your guide the questions you came up with before your tour.
- Pay attention during the tour and ask any additional questions that will help you figure out if a career in this industry is for you.
- Network! If you are interested in learning more, ask the people you meet for their business cards so you can follow up with them after the tour.

#### After a Workplace Tour

- Talk to your classmates and teachers about the Workplace Tour and your feelings about pursuing a career in that industry.
- Write a thank-you note to the people who hosted the Workplace Tour.
- Fill out the tour evaluation provided by your teacher. Be honest. That will help make future tours more meaningful experiences.
- What kind of jobs do you want to know more about? Would you be interested in going on another tour in the future?



## Employer Tip Sheet

### Workplace Tour: Success Factors

*A tip sheet for NYS P-TECH employer partners*

When designing and implementing a Workplace Tour at your company, keep the following success factors in mind.

#### Before the Workplace Tour

- Work with your P-TECH coordinator to design a tour of your workplace.
- Let the coordinator know who the main contact is, and provide emergency phone numbers at the workplace.
- Address logistics, including where to park and enter the building.
- Determine if safety gear is necessary and, if so, arrange for it to be available.
- Identify who at the workplace will be participating in the tour, and give them an overview of your partnership with the sponsoring school, what to expect during the tour, their role 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 a safety orientation to the group.
- Arrange for students to participate in small groups.
- Have students hear from and speak to employees with different levels of responsibility and roles in your company.
- 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 education and training.

#### 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.

#### Go 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 or guest trainer, helping with curriculum, or hosting students for Job Shadows, Jobs or Internships.



## Workplace Tour

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.

**Program Level:** Starts early in the P-TECH experience. Ongoing.

**Employer/Student Ratio:** Varies. 1 or 2 to 20

**Duration:** Usually 1.5 to 2 Hours

**Frequency:** One time

**Location:** Workplace

**Costs:** Staff time

**Special Considerations:** Safety, company policies, transportation

### Why are Workplace Tours important for students?

- Provides exposure to potential careers and jobs, and helps identify potential interests as well as those occupations *not* of interest.
- Helps build occupational knowledge.
- Helps make the connection between academic theory and practical application.
- Builds knowledge about the education and training needed for entry into the industry.
- Creates awareness of the business's role in the community, as well as its functions, processes and products
- Fosters an understanding of the business's workforce and its contributions to the community

### 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.
- Introduces P-TECH 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 students and connect your company with the community.

### What do I need to do next?

- Contact your NYS P-TECH coordinator.
- Arrange for a presentation to your employees who will be hosting the tour.
- Consider any impacts on company policy.

### Resources

- Distribute the *Employer Tip Sheet: Workplace Tours* to interested employees.
- Review the *P-TECH Professional Skills*.
- Review *Employer Fact Sheet: Participation Options* to learn more about how to get the most out of your partnership with NYS P-TECH.



## Guest Speaker Guide

### Introduction

This guide is designed to help design, structure and support Guest Speaker programs that work for students, employers and teachers. It is part of the 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.

### Guest Speaker Overview

Using Guest Speakers to support learning is a structured Career Awareness activity in which students listen to a presentation to learn about the speaker's career, business and industry and ask questions to help them consider whether they might like to pursue a career path in the industry. Guest Speakers can also address core academic concepts, or support an activity currently underway in the classroom. Guest Speaker presentations are designed and structured to meet specific learning outcomes, be educationally rich, and are linked to the curriculum. They also build awareness of the speaker's career pathway, the company he or she works for, its industry sector, its role in the economy and the career options it provides. Guest Speaker presentations are conducted at the school and involve preparation and follow-up in the classroom, including research and reflection by students. Guest Speakers are most effective when they are addressing topics related to the curriculum, and providing examples of the application of academic concepts in a real-world setting. In some cases, Guest Speakers may "visit" a classroom electronically via Skype or some other technology.

### Guest Speaker presentations are designed to:

- Provide exposure to potential careers and jobs
- Build occupational knowledge
- Build knowledge about the education and training needed for a particular job and entry into the industry
- Create awareness of the business's role in the community, as well as its functions, processes and products
- Provide a context for learning and foster an understanding of how academic concepts are applied in a real-world setting

### The Importance of Structured Activity

All Guest Speaker presentations 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 learning. Proper planning and preparation, attention to legal and logistical details, maximization of learning potential, and communication and support for the students and speakers will help ensure success.

Sustaining and growing Guest Speaker programs and all other Work-Based Learning types depend upon developing and maintaining positive relationships with the employers who are providing opportunities to the students being served. These employers should be treated as valued customers and partners with frequent check-ins to address participation needs as they arise.

## Guest Speaker Support Materials

Tip sheets and checklists for P-TECH program coordinators, employer partners, students and teachers are provided in this toolkit to help design, structure and support Guest Speaker experiences to maximize learning. Each tip sheet supplements the Work-Based Learning essential elements described in section three of the toolkit, and provides a set of success factors and lists of activities or tasks to perform before, during and after the experience. A fact sheet for prospective employers is also provided.

## Tip Sheets and Fact Sheets

### Coordinator Tip Sheet: Guest Speaker Success Factors

*A tip sheet for P-TECH coordinators or intermediary partners responsible for implementing and supporting Guest Speaker programs*

### Teacher Tip Sheet

*A tip sheet for teachers hosting guest speakers in their classroom*

### Student Tip Sheet: Guest Speaker Success Factors

*A tip sheet to help students get the most out of the Guest Speaker experience*

### Employer Tip Sheet: Guest Speaker Success Factors

*A tip sheet for participating employers*

- *What's my role as a guest speaker?*
- *What should I talk about?*
- *How does this work?*

### Employer Fact Sheet: Guest Speaker

*A fact sheet for employers that describes what's involved in a company providing a Guest Speaker*



## P-TECH Coordinator Tip Sheet

### Guest Speaker: Success Factors

*A tip sheet for P-TECH coordinators or intermediary partners responsible for implementing Guest Speaker programs*

When designing and implementing a Guest Speaker program at your P-TECH school, keep the following success factors in mind. Check in and review this sheet with teachers hosting guest speakers to make sure that the elements contained in this tip sheet are addressed.

#### Before a Guest Speaker arrives

- Coordinate teacher involvement.
  - ✓ Identify all interested teachers and help them plan their guest speaker presentations.
  - ✓ Review the Work-Based Learning Essential Elements provided in section three of this toolkit.
  - ✓ Review the Guest Speaker Guide.
  - ✓ Support teachers' understanding of Work-Based Learning common definitions and standards of practice.
  - ✓ Identify relevant school policies and staff to support employer participation and Work-Based Learning.
  - ✓ Provide teachers with planning tools to integrate Work-Based Learning in current curriculum and connect the activity to learning standards.

**Talk with your teachers and identify which of the following tasks they will do and what they need you to do.**

- Coordinate employer involvement.
  - ✓ Make sure the speaker is a good match for the class. What is the speaker's motivation? What classroom topics can the speaker support?
  - ✓ Is the employer able to talk about many occupations in the sector?
  - ✓ Set clear expectations about desired learning outcomes for students.
  - ✓ Discuss subject matter and its appropriateness for this population of students.
  - ✓ Discuss best methods for being real with and engaging students.
  - ✓ Ensure a youth-friendly presentation that's connected to the curriculum.
  - ✓ Inquire about presentation needs, such as a projector.
  - ✓ Ask the guest speaker to include discussion about industry sectors and pathways.
- Support learning.
  - ✓ Help students research the company.
  - ✓ Send the class syllabus or outline so the speaker can make relatable points.
  - ✓ Figure out how to really integrate the guest speaker's presentation into the curriculum so it's not an isolated learning moment.
- Address logistics.
  - ✓ Let staff know when guests are expected on campus.
  - ✓ Manage the transaction every step of the way and document actions.
  - ✓ Consider format: Lecture? Panel?

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### After the Guest Speaker presentation

In coordination with the teacher:

- Reflect on learning.
  - ✓ Provide individual and group reflection activities for teachers and students.
  - ✓ Help students make the connection between training topics and the workplace.
  - ✓ Support students in determining their next steps in learning about careers.
- Conduct follow-up activities.
  - ✓ Debrief with the guest speaker.
  - ✓ Working with the teacher, utilize employer and student feedback to improve future Guest Speaker presentations.
  - ✓ Assess the impact and value of the presentation.
- Document and archive information about the presentation.

### Go Deeper

There are a number of suggested activities to deepen the impact of a Guest Speaker program. Consider the following activities.

- Have a group of students serve as ambassadors to support guest speakers when they're on campus, making it easy to have a number of speakers support learning throughout the school year.
- Take pictures from the guest speaker presentation and provide them to the company for its website or newsletter.
- Publicize the guest speaker and the business by placing a story in the local newspaper or posting on the school webpage. (Make sure you clear this with the employer partner first.)
- Consider other potential public relations benefits and opportunities.

## Teacher Tip Sheet

### Guest Speaker

*A tip sheet for teachers on how to develop quality Guest Speaker experiences. Guest Speakers present a unique opportunity to support and augment the curriculum and get students more deeply engaged in their learning. If you are coordinating Guest Speaker program, take a look at the Coordinator Tip Sheet in the WBL Toolkit.*

### Guest Speaker

Using Guest Speakers to support learning is a structured Career Awareness activity in which students listen to a presentation to learn about the speaker's job, business and industry and ask questions to help them consider whether they might like to pursue a career path in the industry. Guest Speakers can address core academic concepts, or support an activity currently underway in the classroom. Presentations are designed and structured to meet specific learning outcomes, be educationally rich, and are linked to the curriculum. They are conducted at the school and involve preparation and follow-up in the classroom, including research and reflection by students. Guest Speakers are most effective when they address topics related to the curriculum, and provide examples of the application of academic concepts in a real-world setting. In some cases, Guest Speakers may "visit" a classroom electronically via Skype or some other technology.

### Guest Speaker presentations are designed to:

- Provide exposure to potential careers and jobs
- Build occupational knowledge
- Build knowledge about the education and training needed for a particular job and entry into the industry
- Create awareness of the business's role in the community, as well as its functions, processes and products
- Provide a context for learning and foster an understanding of how academic concepts are applied in a real-world setting

### Teacher Tips

#### Guest Speaker Success Factors

When planning and implementing a Guest Speaker activity, keep the following success factors in mind.

#### Before the Guest Speaker arrives

- Think about how and when a guest speaker might connect to and enhance an activity, lesson or concept being delivered in the classroom. Share that information with your P-TECH coordinator.
- Review the Quality Work-Based Learning section of the toolkit and the Guest Speaker activity guide.
- Support effective employer involvement. Talk with your P-TECH coordinator and decide who will address the following.
  - ✓ What classroom topics can the speaker support? Is the employer able to talk about multiple occupations in the sector and the application of academic concepts in the workplace?

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- ✓ Talk with the guest speaker about subject matter appropriateness for this population of students and offer strategies for “being real” with and engaging them.
- ✓ Send information about the course to the speaker and provide background on the type and length of class, number of students, grade level(s), and students’ career interests. Ask about presentation needs, such as a projector, and ask for any handouts in advance.
- ✓ Confirm presentation with the speaker within one week of the selected date and make sure the speaker has all the information needed, including school-related visitor procedures, parking, etc.
- Make the classroom connection.
  - ✓ Help students research the company in advance.
  - ✓ Figure out how to effectively integrate the guest speaker presentation into the curriculum so that it’s not just an isolated learning moment.
  - ✓ “Sell” the experience in advance so that students are excited. Discuss appropriate behavior during the presentation and help them formulate questions.

### During the Guest Speaker presentation

- Help maximize learning.
  - ✓ Support the guest speaker in effective interactions with students.
  - ✓ Assist the guest speaker in leading an interactive discussion and/or activity.
  - ✓ Encourage students to ask questions.
  - ✓ Hand out materials that will aid the presentation: activity sheets, industry facts, company brochures, sample products, etc.

### After the Guest Speaker presentation

- Conduct follow-up activities.
  - ✓ Thank guest speaker and together identify follow-up activities for the students.
  - ✓ Assess the impact and value of the presentation.
  - ✓ Work with the coordinator and utilize employer, and student feedback to improve future presentations.
  - ✓ Document and archive information about the presentation.
- Make the classroom connection.
  - ✓ Provide individual and group reflection activities for students.
  - ✓ Help connect classroom content to their interests and what they learned.
  - ✓ Determine next steps in learning about the industry and the career options it offers.

### Go Deeper

There are a number of activities that can deepen the impact of a Guest Speaker presentation.

- Ask the guest speaker before or after the presentation to provide industry information (in digital form or through a website) to help students learn more about this field.
- Take pictures during the presentation (get written permission for this) and provide them to the speaker for the company’s website or newsletter and/or for school communications.

## Student Tip Sheet

### Guest Speaker: Success Factors

*A tip sheet for students on how to get the most out of a Guest Speaker's presentation.*

Getting the chance to listen to a Guest Speaker present about his/her career and workplace is a great opportunity to figure out how interested you are in what they do. Keep these tips in mind to get the most out of a Guest Speaker visit.

#### Before the Guest Speaker's presentation

- Do some research on the company or organization that the Guest Speaker works for or represents. Check out their website and learn as much as you can about the company, its history, what they do and how it impacts your community.
- Brainstorm some questions about the company, the industry, career opportunities, and what kind of education and training is needed.
- Practice “active listening” and how you will make sure that you are getting everything out of the session that you can.

#### During the Guest Speaker's presentation

- Be respectful! Make sure your phone is off, don't wear headphones, and don't interrupt.
- Pay attention and be an active participant.
- Picture yourself in this role – is this something you can imagine yourself doing?
- Figure out what makes the presentation interesting – is it the content, is it the way presenter talks, something else?
- Ask questions to help you figure out if a career like the one being presented is something you're interested in.
- Try to make connections between what you're hearing about and what you're learning in class.

#### After the Guest Speaker's presentation

- Participate in classroom activities that will help you think about the value of the presentation.
- Find a way to thank the speaker – either in person, via email or with a quick note.
- Participate in evaluating the guest speaker and give ideas to improve future presentations. What worked and what didn't?
- If there's more you want to know, do some research to figure it out.



## Employer Tip Sheet

### Guest Speaker: Success Factors

*A tip sheet for NYS P-TECH employer partners*

When getting ready to be a guest speaker in the classroom, keep the following success factors in mind.

#### Before the Presentation

- Provide the teacher some website links about your industry, your company or your profession to help students prepare for your presentation.
- Get information from the coordinator on all logistics, including where to park and enter the building.
- Prepare an interactive presentation that will engage the students.
- Work with the teacher or coordinator who will provide you with information about the students you'll be talking to. Find out what they're currently focused on in the classroom so you can create an engaging and connected presentation.
- Gather together any props you think may be helpful when talking about your company, or that address the concepts or topics decided on with the teacher.
- If you require a projector, video player or internet access, let the coordinator and/or teacher know in advance.
- If you are "visiting" the classroom electronically, via Skype or some other form of video conferencing, arrange for a test run prior to the presentation to work out any kinks.

#### During the Presentation

- Describe a typical day at your company and help students understand as much as they can about the culture of the workplace and the nature of the world of work.
- Talk about what your company does, and what the range of careers are within it, and the kind of education one needs to be successful.
- When sharing information on your own position in the organization, you might want to describe what you really do vs. what your title implies.
- If possible, share mistakes you've made and how you have addressed problems.
- What was your experience like in school? Did you struggle at all? If so, share that story!
- Ask questions of the students, don't just talk to them.
- Keep it fun. Make it interactive with role playing, mock projects, hands-on activities, etc.
- Explain how the academic content students are learning is applied in the workplace, and provide real-world examples.
- Talk to students about the range of career options in your industry. Let them know what it will take for them to be hired when they complete their education and training.
- Leave time during and/or after the presentation for questions.

### After the Presentation

- Provide feedback to the coordinator or teacher to improve future Guest Speaker presentations.
- Consider how you might use photos of the presentation to promote your company's visibility in the community.

### Go Deeper

- Consider giving students a challenge they can work on after your presentation.
- Talk to your NYS P-TECH coordinator about helping with curriculum, or hosting students for Job Shadows, Workplace Tours, Temporary Jobs or Internships.
- Provide industry information to the teachers that you find valuable, preferably in digital form or on a website.



## Guest Speaker

Using Guest Speakers to support learning is a structured Career Awareness activity in which students listen to a presentation to learn about the speaker's organization, careers and industry and ask questions to help them consider whether they might like to pursue an opportunity in the industry. Guest Speakers can also address core academic concepts, or support an activity currently underway in the classroom. Guest Speaker presentations are conducted at the school and involve preparation and follow-up, including research and reflection by students. In some cases, Guest Speakers may "visit" a classroom electronically via Skype or some other technology.

**Program Level:** All  
**Employer/Student Ratio:** 1 to 20+  
**Duration:** 60 to 90 minutes  
**Frequency:** One time  
**Location:** At the school  
**Costs:** Staff release time  
**Special Considerations:** Employee selection. Company volunteer policies and practices.

### Why is hearing from a Guest Speaker important for students?

- Provides a context for learning and fosters an understanding of how academic concepts are applied in a real-world setting.
- Provides exposure to an adult professional who can inspire pursuit of a particular career (especially if it's "someone like me").
- Promotes awareness of careers and builds occupational knowledge.
- Builds awareness of the education and training needed for particular jobs and entry into the industry.
- Creates awareness of the business's role in the community, as well as its functions, processes and products.

### 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 the full range of career opportunities in your industry.
- Promotes an understanding of the role and contributions of your business.
- Introduces students to your employees and vice versa.
- Helps your employees understand and practice how to communicate with the next generation of workers.
- Provides a way to introduce and engage multiple employees with your commitment to students and connect your company with the community.

### What do I need to do next?

- Contact your NYS P-TECH coordinator to learn more.
- Arrange for a presentation to those of your employees who might be interested in guest speaking and seem to be a good fit for the job.
- Consider any impacts on company policy.

### Resources

- Distribute the *Employer Tip Sheet: Guest Speaker* to interested employees.
- Review the *P-TECH Professional Skills*.
- Review *Employer Fact Sheet: Participation Options* to learn more about how to get the most out of your partnership with NYS P-TECH.



## Informational Interview Guide

### Introduction

This Informational Interview Guide is designed to help develop informational interviews that work for students, employers, and teachers. It is part of the Work-Based Learning Toolkit developed for NYS P-TECH that provides quality approaches and strategies to create high-quality, safe and legal informational interviews for P-TECH students.

### Informational Interview Overview

Utilizing Informational Interviews to support learning in the classroom is a structured Career Awareness activity in which students formally interview an employer partner about his or her industry, educational and career path, and chosen profession. Unlike a Guest Speaker activity, where speakers usually address a group in the classroom, Informational Interviews are one-to-one interactions and generally take place at the employer's workplace. The interview includes discussion of the person's chosen career, the path they took to get there, the level of education required and the responsibilities and daily activities of the job. The students also ask questions and learn about the range of career opportunities within the industry, opportunities for growth and the salary ranges for different occupations. Informational Interviews are especially effective if conducted at the workplace.

### Informational Interviews are designed to promote:

- Exploration of a field of interest
- Exposure to careers and jobs
- Awareness of the academic, technical and personal skills required in particular jobs
- The opportunity to practice and demonstrate key professional skills, including communication, critical thinking, workplace appearance and timeliness.

### The Importance of Structured Activity

All Informational Interviews 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.

### Informational Interview Support Materials

Tip sheets and checklists for P-TECH coordinators, employer partners, and students and teachers are provided in this toolkit to help design, structure and support informational interviews to maximize student learning. Each tip sheet supplements the Work-Based Learning essential elements described in section three of this toolset, and provides a set of success factors and lists of activities or tasks to perform before, during and after the experience. A fact sheet for prospective employers is also provided.

## Tip Sheets and Fact Sheets

### **Coordinator Tip Sheet: Informational Interview Success Factors**

*A tip sheet for P-TECH coordinators or intermediary partners responsible for implementing Informational Interviews.*

### **Teacher Tip Sheet: Informational Interview Success Factors**

*A tip sheet to help teachers connect the Informational Interview to the classroom.*

### **Student Tip Sheet: Informational Interview Success Factors**

*A tip sheet to help students get the most out of the Informational Interview.*

### **Employer Tip Sheet: Informational Interview Success Factors**

*A tip sheet for participating employers,*

- *What's my role in the Informational Interview?*
- *What should I talk about?*
- *How does this work?*

### **Employer Fact Sheet: Informational Interview**

*A fact sheet that describes what's involved in a company participating in an Informational Interview.*

## P-TECH Coordinator Tip Sheet Informational Interview: Success Factors

*A tip sheet for P-TECH coordinators or intermediary partners responsible for implementing and supporting Informational Interviews.*

When designing and implementing an Informational Interview with your industry partners, keep the following success factors in mind.

### Before the Informational Interview

- Support effective planning.
  - ✓ Identify how many students will be ready for an Informational Interview, and when they will be ready for the experience.
  - ✓ Identify and address any relevant school policies that apply to Informational Interviews. (Note: School-sponsored Informational Interviews are often considered to be field trips. School district policies regarding transportation, Workers Compensation and liability insurance may apply.)
- Coordinate Informational Interview.
  - ✓ Work with the employer to plan the interview.
  - ✓ Identify a point person at your school and with the employer.
  - ✓ Create and provide appropriate support materials for distribution to employees who will be part of the interview.
- Address logistics.
  - ✓ Arrange for transportation and other logistics.
  - ✓ Find out if safety gear is required, and if so arrange for it to be provided.
  - ✓ Once arranged, have the student call the employer to confirm the details for the Informational Interview. Ideally, the interview should take place at the worksite.
- Coordinate employer involvement.
  - ✓ Brief the employer on the career pathway you are supporting and what's going on in the classroom.
  - ✓ Help the employer be prepared to talk about multiple occupations in the sector.
  - ✓ Set clear expectations about desired student learning outcomes.
  - ✓ Discuss subject matter and its appropriateness for this population of students.
  - ✓ Discuss best methods for being real with and engaging students.

### After the Informational Interview

- Conduct follow-up activities.
  - ✓ Debrief with the interviewee.
  - ✓ Assess the impact and value of the Informational Interview.
  - ✓ Utilize employer, program staff and student feedback to improve future Informational Interviews.
- Document and archive information about the Informational Interview.

### Go Deeper

Here are some suggested activities to deepen the impact of an Informational Interview.

- Make the interview part of a project and have students prepare and deliver a presentation to others at your school about the company.
- Consider any potential public relations benefits and opportunities.
- Engage the employer and encourage them to consider other forms of involvement.

## Teacher Tip Sheet

### Informational Interview

*A tip sheet for teachers on how to help students get the most out of an Informational Interview. An Informational Interview presents a unique opportunity to support and augment the curriculum and get students more deeply engaged in learning. If you are coordinating an Informational Interview, have a look at the Coordinator Tip Sheet in the WBL Toolkit.*

### Informational Interviews

Utilizing Informational Interviews to support learning in the classroom is a structured Career Awareness activity in which students formally interview an employer partner about his or her industry, educational and career path, and chosen profession. Unlike a Guest Speaker activity, where speakers usually address a group in the classroom, Informational Interviews are one-to-one interactions and generally take place at the employer's workplace. The interview includes discussion of the person's chosen career, the path they took to get there, the level of education required and the responsibilities and daily activities of the job. The students also ask questions and learn about the range of career opportunities within the industry, opportunities for growth and the salary ranges for different occupations. Informational Interviews are especially effective if conducted at the workplace.

### Informational Interviews are designed to promote:

- Exploration of a field of interest
- Exposure to careers and jobs
- Awareness of the academic, technical and personal skills required in particular jobs
- The opportunity to practice and demonstrate key work-readiness competencies, including communication, critical thinking, workplace appearance and timeliness.

## Teacher Tips

### Informational Interview Success Factors

When planning and implementing an Informational Interview, keep the following success factors in mind.

### Before the Informational Interview

- Familiarize yourself with the goals of Informational Interviews and how best to support them.
  - ✓ Review the Informational Interview Activity Guide. The interview ideally includes a discussion of the particular career, duties and daily activities of the job and the level of education required for success. It also ideally offers opportunities for students to explore growth opportunities in the industry and salary ranges for different occupations.
  - ✓ Assess how Informational Interviews can help meet curriculum goals.
  - ✓ Identify and document desired student learning outcomes and career interests.
- Work with your P-TECH coordinator to facilitate effective employer involvement.
  - ✓ Set clear expectations about desired learning outcomes for students.
  - ✓ Talk with company employees about how to be real with and fully engage students.
- Prepare students to maximize learning.

- ✓ Share and review the Student Tip Sheet.
- ✓ Discuss what students can expect to learn from the Informational Interviews.
- ✓ Help them plan the best ways to engage with the person they're interviewing (e.g. greet the employee, introduce themselves, and thank the person when done).
- ✓ Discuss what students know about the company and the industry and have them research the employer website.
- ✓ Support students in preparing the questions they want to ask the employer they interview, including conventional and less conventional questions. A conventional question might include, "What does a typical work day look like for you?" A less conventional one might be, "What is the most surprising aspect of your job?"
- Encourage the employer to provide time and space for introductions and an overview of the company.
- Make the classroom connection.
  - ✓ Connect the Informational Interviews to the curriculum, so the experience is not an isolated activity, but is linked to academic learning.

#### After the Informational Interview

- Reflect on learning.
  - ✓ Provide individual and group reflection activities for students.
  - ✓ Support them in determining their next steps in learning about the industry and careers.
- Work with other classroom teachers and instructors to help students connect classroom content to their interests and what they learned in the interview.
- Work with your P-TECH coordinator to conduct follow-up activities.
  - ✓ Debrief with the employer and participating employees.
  - ✓ Complete and review assessments of student learning outcomes.
  - ✓ Assess the effectiveness of the Informational Interview and make recommendations for future adjustments.
  - ✓ Have students write thank-you notes to the employer and participating employees.
- Document student learning and record the experience.

#### Go Deeper

Here are some activities to deepen the impact of an Informational Interview.

- Ask employees before or after the presentation to provide industry information that they find valuable to help students learn more about this field.
- Identify and schedule any follow-up activities suggested by the employer or indicated by particular interest from participating students.



## Student Tip Sheet

### Informational Interview: Success Factors

*A tip sheet for students on how to get the most out of an Informational Interview.*

An Informational Interview is a chance for you to interview an employer about his or her industry, education, and career path. You can ask why the person decided to take this path and how they got to where they are. Have fun with this one. You'll be surprised what you learn and you might want to follow in that person's footsteps!

#### Take Action

Participating in an Informational Interview will help you figure out if a career in the industry you're exploring is right for you. Keep these following tips in mind to help you have a successful Informational Interview.

#### What You Should Expect to Learn

- Sometimes the path you begin with is not the one you end up taking.
- Employers want to share their experience with you.
- What it means to be in that employer's shoes.
- Why what you are studying in class is important.

#### Before the Informational Interview Starts

- Fill out and turn in any required forms.
- Figure out what to wear. If the interview will happen at the place of business, look into company culture and dress code and mirror it as best as you can. Get information on all the logistics, including where to park and enter the building.
- Do some research on the company or organization that the person you'll be interviewing works for or represents. Check out their website and learn as much as you can.
- Prepare some questions about the company, the industry, career opportunities, and what kind of education and training is needed.
- Practice introducing yourself as a professional (name, grade, organization or school, why you chose to take part in the interview, and what you'd like to do with your future).

#### During the Informational Interview

- Be respectful! Arrive on time and make sure your phone is turned off.
- Be an active participant. Pay attention and ask good questions.
- Make connections between what you're learning in the interview and what you're learning in class.
- Shake the person's hand and thank them for his or her time.

#### After the Informational Interview

- Talk to your teachers and classmates about the Informational Interview and your feelings about what you experienced. Would you work there or somewhere similar?
- Participate in evaluating the experience and give ideas to improve future interviews. What worked and what didn't? Be honest!
- Is there more you want to know about this field or job site? Would you be interested in going on another interview in the future?
- Write a thank-you note and send it to the person you interviewed.

This document is part of the NYS P-TECH Work-Based Learning Toolkit, underwritten by Citizens Bank. 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.



## Employer Tip Sheet

### Informational Interview: Success Factors

*A tip sheet for NYS P-TECH employer partners*

When designing and implementing an Informational Interview at your company, keep the following success factors in mind.

#### Before the Informational Interview

- Confirm logistics with the WBL coordinator or teacher.
  - ✓ Let them know if you would like the young person to contact you directly to arrange the interview.
  - ✓ Provide phone numbers at the workplace.
  - ✓ Determine if safety gear is necessary and, if so, arrange for it to be available.
  - ✓ Though it's best if the interview takes place at your company, if it's happening at the school, ask where to park and enter the building.
  - ✓ Ask the teacher about the student you'll be talking to and find out what he or she is currently focused on in the classroom so you can explain how the academic content being learned is applied in the workplace. Provide real-world examples.

#### During the Informational Interview

- Describe a typical day at your workplace to help the student understand what you really do vs. what your title says.
- Be real. If possible, share mistakes you've made and how you have addressed problems. What was your experience like in school? Did you struggle at all? If so, share that story! How did you get to the job you're in today?
- Talk to the student about the range of career options in your industry. Indicate what it will take to be hired when education and training is completed.

#### After the Informational Interview

- Provide feedback to the P-TECH coordinator or teacher to improve future Informational Interviews.
- Consider how you might use the interview to promote your company's visibility in the community.

#### Go Deeper

- Consider giving the student an assignment or task they can work on after the interview.
- Explore ways that you might further interest students and grow the pool of potential future employees.
- Talk to your P-TECH coordinator about being a guest speaker, or hosting students for Job Shadows, Workplace Tours, Temporary Jobs or Internships.



## Informational Interview

An Informational Interview is a structured Career Awareness activity in which a student formally interviews an employer partner about his or her industry, educational and career path and chosen profession. The interview includes discussion of the person’s chosen career, the path taken to get there, the level of education required and the responsibilities and daily activities of the job. The interview includes questions about the range of career opportunities within the industry, opportunities for growth and the salary ranges for different occupations. Informational Interviews are especially effective if conducted at the workplace.

**Program Level:** 9<sup>th</sup> grade or higher  
**Employer/Student Ratio:** 1:1  
**Duration:** 30–60 Minutes  
**Frequency:** One time  
**Location:** Most effective if at the workplace. Could be at the school.  
**Costs:** Staff time  
**Special Considerations:** Company and workplace policies regarding visitors

### Why is an Informational Interview important for students?

- Promotes the exploration of a field of interest.
- Provides exposure to careers and jobs.
- Builds awareness of the academic, technical and personal skills required in particular jobs.
- Provides the opportunity to practice and demonstrate key professional skills, including communication, critical thinking, workplace appearance and timeliness.

### 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.
- Marks the beginning of the “long-interview” process for this student with your company, and may lead to deeper connections over time
- Promotes an understanding of the role and contributions of your business.
- Introduces 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 students and connect your company with the community.

### What do I need to do next?

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

### Resources

- Distribute the *Employer Tip Sheet: Informational Interview* to interested employees.
- Review the *P-TECH Professional Skills*.
- Review *Employer Fact Sheet: Participation Options* to learn more about how to get the most out of your partnership with NYS P-TECH.



## Job Shadowing Guide

### Introduction

This guide is designed to help design, structure and support Job Shadows that work for students, employers, teachers and P-TECH program staff. It is part of the NYS P-TECH Work-Based Learning Toolkit, which provides quality approaches and strategies to create high-quality, safe and legal Work-Based Learning experiences for students.

### Job Shadowing Overview

Job Shadowing is a Career Exploration activity in which a student is paired with an employee, observes the workday of that employee, interacts with clients or customers and attends meetings and other appointments with the person they are shadowing. Job Shadows are designed to help students explore a field of interest while developing skills and building occupational knowledge. A Job Shadow occurs over most of the workday, is conducted at the workplace and provides the opportunity for the student to ask questions of the person being shadowed throughout the day. While most Job Shadows are conducted over the bulk of the workday, variations exist, including allowing a student to rotate through a number of different departments over a number of days. Job Shadowing provides P-TECH students the opportunity to interact with adults and practice the application of the P-TECH Professional Skills.

### Job Shadowing experiences are designed to promote:

- Exploration of a field of interest
- Exposure to adults, careers and jobs
- Awareness of the academic, technical and personal skills required in particular jobs
- Opportunity to practice and demonstrate communication, personal integrity and other professional skills

### The Importance of Structured Activity

Effective Job Shadowing 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. Sustaining and growing Job Shadows and all other Work-Based Learning types depend upon developing and maintaining positive relationships with the employers who are providing opportunities to the students being served. These employers should be treated as valued customers and partners with frequent check-ins to address participation needs as they arise.

### Job Shadowing Support Materials

Tip sheets and checklists for P-TECH coordinators, employer partners, and students and teachers are provided in this toolkit to help design, structure and support Job Shadows to maximize student learning. Each tip sheet supplements the Work-Based Learning essential elements described in section three of this toolkit, and provides a set of success factors and lists of activities or tasks to perform before, during and after the experience. A fact sheet for prospective employers is also provided.

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[www.ptech.org](http://www.ptech.org)

## Tip Sheets and Fact Sheets

### **Coordinator Tip Sheet: Job Shadowing Success Factors**

*A tip sheet for P-TECH coordinators or intermediary partners responsible for implementing and supporting Job Shadows*

### **Teacher Tip Sheet: Job Shadowing Success Factors**

*A tip sheet to help teacher connect the Job Shadowing experience to the classroom*

### **Student Tip Sheet: Job Shadowing Success Factors**

*A tip sheet to help students get the most out of the Job Shadowing experience*

### **Employer Tip Sheet: Job Shadowing Success Factors**

*A tip sheet for participating employers*

- *What's my role in the Job Shadow?*
- *How do I get matched up?*
- *What should I talk about?*
- *How does this work?*

### **Employer Fact Sheet: Job Shadowing**

*A fact sheet for employers that describes what's involved in a company providing Job Shadowing opportunities*



## P-TECH Coordinator Tip Sheet

### Job Shadowing: Success Factors

*A tip sheet for P-TECH coordinators or intermediary partners responsible for implementing Job Shadows*

When designing and implementing a Job Shadowing program at your P-TECH school, keep the following success factors in mind.

#### Before the Job Shadow

- Apply the Work-Based Learning Essential Elements (Section three).
  - ✓ Address the elements in the design of your Job Shadowing program.
  - ✓ Check in with the elements periodically to ensure that all ten are being addressed in the implementation of the program.
- Address key legal, safety and health issues.
  - ✓ Job Shadows are usually treated in the same way that schools treat field trips. Your school's policies regarding transportation, liability and workers' compensation insurance apply.
  - ✓ Students participating in Job Shadows should receive relevant safety instruction and gear if required (e.g., eye goggles, hard hat, gloves).
- Address logistics.
  - ✓ Effectively match students with Job Shadow hosts, based on their career interests and personal factors. Job Shadow experiences are more meaningful when they occur in a career area that interests the student and compliments their learning.
  - ✓ Confirm transportation arrangements for students.
  - ✓ Make sure you have a phone number at the workplace where the student can be reached in an emergency.
  - ✓ Confirm dress requirements and ensure that special accommodations needed for students and staff are arranged in advance.
  - ✓ If multiple employees at the same company are offering shadowing opportunities, let the workplace know how many students and staff they can expect for the Job Shadow.
  - ✓ Collect any required forms.
- Identify desired learning outcomes.
  - ✓ Meet with students, case managers and instructors to help develop specific learning objectives.
  - ✓ Have the student develop personal learning objectives for the visit.
  - ✓ Share the expected outcomes with the Job Shadow host.
- Prepare students to maximize their learning.
  - ✓ Match students to opportunities that match a career interest. Job Shadows are most successful when students are shadowing a position that they think they might want to hold in the future.
  - ✓ Discuss student expectations of the experience and what the student may want to learn.
  - ✓ Support students in conducting research on the company and the industry, so that they can ask meaningful questions during the Job Shadow.
  - ✓ Have students prepare questions and learning objectives that they would like to accomplish during the Job Shadow.

- ✓ Introduce frameworks and materials that will help students organize what they learn at the workplace.
- ✓ Discuss behavioral expectations that will allow students to make the most of the Job Shadow.
- ☐ Arrange for students to speak to employees with different levels of responsibility.
  - ✓ A rotational Job Shadow can be structured so that students spend some time in each division learning about the issues that are important to them.
- ☐ Prepare Job Shadow hosts for the Job Shadowing experience.
  - ✓ Conduct orientations for Job Shadow hosts (at their workplace).
  - ✓ Provide information regarding the participating student. Employers and other potential Job Shadow hosts are better able to host when they have advance information about the student and ideal structures for Job Shadows. Consider having the student send an email introduction to the host prior to the shadowing visit.
  - ✓ Provide Job Shadow hosts with the Employer Tip Sheet and other support so they can plan the most learning-rich experiences possible.
  - ✓ Provide context for the Job Shadow host. Share the Professional Skills Fact Sheet from this toolset. Make sure the Job Shadow host understands the focus of your program, and where the student is in their stage of development.

### After the Job Shadow

- ☐ Provide post-Job Shadow activities to structure student reflection.
  - ✓ Have students create a presentation based on questions prepared before the Job Shadow and report back to others. Consider having the student share his or her presentation with the person they shadowed.
  - ✓ Have groups of students participate in a structured directed reflection process.
- ☐ Help students make the connection between academics and training topics and the industry.
  - ✓ You can have students work individually or in groups to develop a matrix that shows the connection between their studies and the skills required at the workplace.
- ☐ Have students write thank-you letters to the employer partner. This lets the employer partners know you value their participation, which may encourage them to participate again, and it provides important literacy practice for students.
- ☐ Assist students in determining their next step in learning about careers.
  - ✓ Job Shadowing provides students an opportunity to discover the elements of building a career. After a Job Shadow and reflection activities, students can articulate the next level of questions that this visit has inspired, identify other workplaces they would like to visit and make the educational plans they need to move toward the career of their choice.
- ☐ Utilize employer partner feedback to inform continuous improvement process.
  - ✓ Have students and employer partners complete an evaluation of the programs to assist you in continuous improvement.

## Teacher Tip Sheet

### Job Shadowing

*A tip sheet for teachers on how to help students get the most out of a Job Shadowing program. Job Shadowing presents a unique opportunity to support and augment the curriculum and get students more deeply engaged in their learning. If you are coordinating a Job Shadowing activity, have a look at the Coordinator Tip Sheet in the WBL Toolkit.*

### Job Shadowing

Job Shadowing is a Career Exploration activity in which a student is paired with an employee, observes the workday of that employee, interacts with clients or customers and attends meetings and other appointments with the person they are shadowing. Job Shadows are designed to help students explore a field of interest while developing research skills and building occupational knowledge. A Job Shadow is conducted at the workplace and provides the opportunity for the student to ask questions of the person being shadowed throughout the day. While most Job Shadows are conducted over the bulk of the work day, variations exist, including allowing a student to rotate through a number of different departments over a number of days.

### Job Shadowing experiences are designed to promote:

- Exploration of a field of interest
- Exposure to careers and jobs
- Awareness of the academic, technical and personal skills required in particular jobs.
- The opportunity to practice communication and other professional skills

### Teacher Tips

#### Job Shadowing Success Factors

When planning and implementing a Job Shadow, keep the following success factors in mind.

#### Before the Job Shadow

- Meet with your P-TECH coordinator.
  - ✓ Provide as much information as you can about students who are seeking and ready for Job Shadows. Let the coordinator know how many will be ready for Job Shadows by a certain date and help match them to appropriate employers.
  - ✓ Review the Job Shadow Activity Guide.
  - ✓ Help the employer understand where students are in their development and what their interests and career aspirations are, and how they might link the experience to the classroom.
- Recruit students.
  - ✓ Identify interested and qualified students.
  - ✓ Select Job Shadow placements for qualified students based on their career interests and relevant personal factors.
- Prepare students for the Job Shadow.
  - ✓ Share and review the Student Tip Sheet.
  - ✓ Meet with students and discuss behavioral expectations for the experience.
  - ✓ Make sure students learn about workplace safety and workplace norms.
  - ✓ Work with students to develop specific learning objectives for the Job Shadow,

including personal, academic, career and work-readiness related objectives.  
Document learning objectives and share with the employer in advance.

- Prepare employer for the Job Shadow.
  - ✓ Suggest that students observe and interact with employees at different levels of responsibility in the organization.
  - ✓ Support employers in effective interactions by developing strategies to “keep it real” and making sure students are attentive, polite and engaged.
- Make the classroom connection.
  - ✓ Build excitement for the Job Shadow by connecting the experience to the real world.
  - ✓ Help students hone the learning objectives they have developed for their Job Shadows and share with others.

### After the Job Shadow

- Reflect on learning.
  - ✓ Provide opportunities for directed reflection through discussions, presentations, and/or projects.
  - ✓ Support students in determining other workplaces they would like to visit and their next steps in learning about careers of interest.
- Make the classroom connection.
  - ✓ Provide opportunities for students to showcase their Job Shadow through presentations or expositions of their learning.
  - ✓ Provide classroom experiences that help them connect the Job Shadow to their next steps.
- Work with your P-TECH coordinator to:
  - ✓ Complete and review assessments of student learning outcomes.
  - ✓ Assess the effectiveness of the Job Shadow and make recommendations for future adjustments.
- Document student learning and record the experience.
- Have students write thank-you notes to the Job Shadow host.
- Have students identify other people they would like to shadow.

### Go Deeper

Here are some activities to deepen the impact of a Job Shadow.

- Make it part of a project and have students prepare and deliver a presentation to others at your school about the company/workplace experience.
- Take pictures from the Job Shadow and provide them to the company for their website or newsletter.
- Publicize the Job Shadow and the business by placing a story in the local newspaper or posting on the company’s webpage. (Make sure you clear this with the employer partner first.)

## Student Tip Sheet

### Job Shadowing: Success Factors

*A tip sheet for students on how to get the most out of a Job Shadow*

Job Shadowing is one of the coolest and most interactive ways to really understand what it takes to do a certain job. You'll be exposed to all sorts of interesting and important aspects of the job and discover if it's a fit for you!

#### Take Action

Holding a job requires a lot of independent thought and decision-making. Below is a checklist of what you can expect to learn on your Job Shadow. Read through the list and check off what interests you and the goals for the day that are most important to you. Your interests don't have to be prioritized. If you would like to learn something that's not listed here, just add it to the list.

#### What Should You Expect to Learn?

- How what we learn in class connects to the future.
- What people do at work all day.
- What skills it takes to do the job at hand.
- More about the workplace you're visiting.
- How technology is used on the job.
- New career ideas.
- What education is required.
- How learning and earning are connected.

#### How Should You Get Ready for the Visit?

- Brainstorm the different places you'd like to do a Job Shadow.
- Fill out and turn in any required forms.
- Participate in pre-Job-Shadow activities in class.
- Meet with your teacher/coordinator to develop learning objectives for the Job Shadow.
- Double-check the date, time, and location.
- Make sure you have a ride if you need one—both to and from the Job Shadow.

#### How Can You Make the Most of It?

- Dress appropriately and arrive on time.
- Pay attention during the orientation.
- Be engaged and ask good questions.
- Follow all health, safety, and environmental standards and regulations.
- Develop some skill-specific learning outcomes with your Job Shadow host.
- Work toward your learning objectives.
- Understand the connection between what you see and what you're learning in class.

#### What Can You Do After the Job Shadow?

- Reflect on your experience and participate in self-evaluation activities.
- Share with others what you learned and accomplished.
- Send a thank-you note to your Job Shadow host.
- Give good feedback when asked for it.
- Add your Job Shadow experience to your resume or portfolio!



## Employer Tip Sheet

### Job Shadowing: Success Factors

*A tip sheet for NYS P-TECH employer partners*

#### What is Job Shadowing?

Job Shadowing is a Career Exploration activity in which a student is paired with an employee, observes the workday of that employee, interacts with clients or customers and attends meetings and other appointments with the person they are shadowing. Job Shadows are designed to help students explore a field of interest while building their understanding of workplace practices and culture. A Job Shadow typically occurs over most of the workday, is conducted at the workplace and provides the opportunity for the student to ask questions.

#### Consider the following tips to ensure a successful Job Shadowing experience

- Students learn by doing. Be sure the young person shadowing you is engaged in a range of activities throughout the day.
- Follow school and company rules. Check in with the teacher or coordinator and your internal team on any legal or safety restrictions you need to pay attention to or forms you need to complete when hosting a student.
- Choose activities that highlight the skills needed to do your job and show your career in a positive light.
- Be sure that the Job Shadow cannot inadvertently disrupt or damage your work.
- Be ready to adjust the level of difficulty of any shared tasks depending on the student's abilities.

#### What's my commitment?

- You can expect to have a student shadowing you for most of a workday, between four and eight hours.
- Allow the student shadowing you to observe or participate in all activities during the workday and ask questions as needed.
- Follow all school rules regarding Job Shadowing (your coordinator can help you with this).
- Complete an evaluation of the experience and provide recommendations to improve future Job Shadows.

#### How can I make it a good experience for the Job Shadowing student?

- Help the student focus on learning and practicing professional skills.
- Answer the student's questions and check for understanding.
- Ask the young person questions about his or her interests and career aspirations.

#### Why is this important for the student participating in the Job Shadow?

- Job Shadowing provides an important opportunity for a student to interact with a professional adult.
- Job Shadowing helps students explore their interest in your industry, and observe first hand what it takes to work at your company.
- Job Shadowing can help young people see the connection between what they learn in the classroom and what they will encounter in the real world.

This document is part of the NYS P-TECH Work-Based Learning Toolkit, underwritten by Citizens Bank. 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.

- Job Shadowing can help students practice communication skills and learn how to relate to adults in a professional manner.

**What will I get out of it?**

- Participation in Job Shadowing can be a personally satisfying experience.
- You will have the opportunity to share your experiences, enlighten students about your personal education and career path, inspire young minds and help prepare them for meaningful job opportunities in your industry.
- You will learn how to interact with the next generation—some of whom you may be working with and/or supervising soon.
- Many P-TECH students are or will be the first in their families to attend college, and normally would not have the opportunity for this type of experience. Your participation can help inspire them and contribute to improving your community.
- You will contribute to the development of tomorrow’s workforce.
- You will raise your organization’s profile as an engaged civic leader.
- It’s fun!

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

Your NYS P-TECH coordinator is available to help you with any questions or concerns, no matter how great or small. Please bring them to your coordinator’s attention immediately.



**Job Shadowing** is a Career Exploration activity in which a student is paired with an employee, observes the workday of that employee, interacts with clients or customers and attends meetings and other appointments with the person she/he is shadowing. Job Shadows are designed to help students explore a field of interest while developing research skills and building occupational knowledge. A Job Shadow generally occurs over most of the workday, is conducted at the workplace and provides the opportunity for the student to ask questions of the person being shadowed. While most Job Shadows are conducted over a single workday, variations exist, including allowing a student to rotate through a number of different departments over a number of days.

**Program Level:** Early in the program experience.  
**Employer/Student Ratio:** 1 to 1  
**Duration:** Most of a single workday  
**Frequency:** One time  
**Location:** At the workplace  
**Costs:** Staff time  
**Special Considerations:** Comply with any organizational policies

### Why is Job Shadowing important for students?

- Job Shadowing provides an important opportunity for a student to interact with a professional adult.
- Job Shadowing helps students explore their interest in a career in your industry, and observe first hand what it takes to work in your company.
- Job Shadowing can help a young person see the connection between what they learn in the classroom and the real world.
- Job Shadowing can help students practice communication skills and learn how to relate to adults on a professional level.

### 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.
- Introduces 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 students and connect your company with the community.

### What do I need to do next?

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

### Resources

- Distribute the *Employer Tip Sheet: Job Shadowing* to interested employees.
- Review *Employer Fact Sheet: Participation Options* to learn more about how to get the most out of your partnership with NYS P-TECH.
- Review the *P-TECH Professional Skills*.



## Work Experience Guide

### Introduction

This guide is designed to help design, structure and support Workplace Experiences that work for students, employers, and P-TECH coordinators and teachers. It is part of the NYS P-TECH Work-Based Learning Toolkit, which provides quality approaches and strategies to create high-quality, safe and legal Work-Based Learning experiences for students.

### Work Experience Overview

Work Experience is a Career Preparation activity in which a student is at a worksite doing real work for pay. The student is held to the same expectations as all employees and is evaluated by the workplace supervisor based on workplace expectations and performance. Work Experiences range from regular, paid employment in summer and/or year-round jobs to subsidized employment and learning-rich work experience. There are also a range of Work Experience program types defined at the state and federal levels.

High-quality Work Experiences are designed, supported 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.

### Work Experiences are designed to:

- Expose students to careers and jobs
- Develop and document the P-TECH Professional Skills
- Build occupational knowledge and technical skills
- Provide students with training about potential workplace hazards and how to protect themselves

### After School and Summer Jobs

An after-school, weekend or summer job can be a valuable learning experience and should be looked at as a positive experience for a P-TECH student. Even if not designed or arranged by P-TECH, these experiences offer opportunities for students to develop and practice the P-TECH Professional Skills, build a resume', enhance their financial literacy, develop adult relationships and gather references.

### Subsidized Work Experience

In subsidized Work Experience, the student's wages are subsidized (i.e., paid not by the workplace but by the program through an outside funding source, usually a state- or federally funded program). In these cases, the program is the actual employer, subsidizes all wages and is responsible for taxes and Workers' Compensation insurance. The student must be paid at least the federal, state or local minimum wage (whichever is higher) for all hours worked.

### Learning-Rich Work Experience

Learning-Rich Work Experience is a type of Work Experience that is highly structured by the sponsoring program to promote learning through paid work. The student participates in planning the work and problem solving. Worksite supervisors act as coaches. The

experiences are generally based on projects (instead of tasks) where students interact with each other and regular employees, often work in teams and are paid an appropriate wage.

In addition to the desired elements of Work Experience, Learning-Rich Work Experiences are designed to promote:

- Facilitation of an active learning process
- Exploration of a career field of interest
- Development of research and project-based skills
- Development of teamwork skills
- Demonstration of the P-TECH Professional Skills (see section four of this toolkit)

### **Transitional Jobs**

Transitional Jobs combine wage-paid work, job skills training, and supportive services to help individuals facing barriers to employment succeed in the workforce. Transitional Jobs program participants earn a paycheck, learn skills, may become eligible for the Earned Income Tax Credit, and receive intensive mentoring and support. Transitional Jobs have also been referred to as public service jobs, community service jobs and publicly funded employment.

### **State and Federal Work Experience**

The New York State Education Department and the U.S. Department of Labor have developed definitions of Work Experience that apply to the programs they sponsor. These definitions are provided in the State and Federal Fact Sheet: Work Experience.

### **The Importance of Structured Activity**

All Work Experiences 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 learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential, and communication and support for the student, worksite supervisor and employer will help ensure success.

Sustaining and growing Work Experience opportunities and all other Work-Based Learning types depend upon developing and maintaining positive relationships with the employers who are providing opportunities to the students being served. These employers should be treated as valued customers and partners with frequent check-ins to address participation needs as they arise.

### **Work Experience Support Materials**

Tip sheets and checklists for program coordinators, employer partners, and students are provided in this toolkit to help design, structure and support Work Experiences to maximize learning. Each tip sheet supplements the Work-Based Learning essential elements described in section three of this toolkit, and provides a set of success factors and lists of activities or tasks to perform before, during and after the experience. A fact sheet for prospective employers and one describing state and federal work experience programs are also provided.

## Tip Sheets and Fact Sheets

### **Coordinator Tip Sheet: Work Experience Success Factors**

*A tip sheet for P-TECH Coordinators or intermediary partners responsible for implementing and supporting Work Experiences*

NOTE: will include resources for mock interview guide and a resume tip sheet for students. Suggest monster.com and career builder as a resource

### **Teacher Tip Sheet: Work Experience Success Factors**

*A tip sheet to help teachers connect the Work Experience to the classroom*

NOTE: Will include tips to help students articulate the professional skills they master

### **Student Tip Sheet: Work Experience Success Factors**

*A tip sheet to help students get the most out of their Work Experience*

### **Employer Tip Sheet: Work Experience Success Factors**

*A tip sheet for participating employers*

NOTE: Will include “What every Worksite Supervisor should Know,” which addresses how to be clear on expectations, give students some opportunity to learn about the rest of the business and show them what opportunities exist for growth.

### **Employer Fact Sheet: Work Experience**

*A fact sheet that describes what’s involved in a company providing a Work Experience*

### **State and Federal Fact Sheet: Work Experience**

*A fact sheet describing NYS P-TECH Work Experience programs and definitions from the U.S. Department of Labor*



## P-TECH Coordinator Tip Sheet

### Work Experience: Success Factors

*A tip sheet for P-TECH coordinators or intermediary partners responsible for implementing and supporting Work Experience.*

When designing and implementing a Work Experience program with your industry partners, keep the following success factors in mind.

#### Before the Work Experience

- Define systems to support the Work Experience.
  - ✓ Define your Work Experience program structure (time, expectations, host expectations, and staff support, for example).
  - ✓ Define program staff support to ensure a high-quality Work Experience.
- Engage the employer in the learning process.
  - ✓ If possible, design and develop the Work Experience with the employer.
  - ✓ Determine the employer's and worksite supervisor's preferred form and frequency of contact if they are willing/able to connect.
- Identify and recruit students.
  - ✓ Work with teachers to create a list of interested and qualified students.
  - ✓ Select and refer chosen candidates for interviews, matched to employer specifications.
- Prepare employers for the Work Experience.
  - ✓ If requested, assist the employer in designing the Work Experience.
  - ✓ Provide tip sheets to the Work Experience supervisor on how to conduct a high-quality experience.
  - ✓ Define an ongoing communication strategy and feedback protocols for the experience.
- Address logistics.
  - ✓ Distribute and collect appropriate forms.
  - ✓ Address any transportation or safety gear needs.

#### During the Work Experience

- Provide support.
  - ✓ If possible, meet with students and worksite supervisors at their workplaces and observe workplace activities. Make sure these visits are pre-arranged with the host and don't disrupt workflow.
  - ✓ Regularly assess progress and impact of the Work Experience.
- Provide worksite supervisor/work experience host support.
  - ✓ 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.
  - ✓ Maintain ongoing communication with and/or provide reports to the employer.

### After the Work Experience

- Review the completed evaluations or assessments with the students and discuss and record next steps.
- Conduct follow-up activities.
  - ✓ Document and record the outcome of the experience.
  - ✓ Assess the effectiveness of the Work Experience and make recommendations for adjustments in the future.
  - ✓ Provide avenues for feedback on the effectiveness of the Work Experience. (If possible, meet with the worksite supervisor and student to debrief.)
- Document and archive information about the Work Experience.

### Go Deeper

There are a number of suggested activities to deepen the impact of Work Experience. Consider the following activities:

- Have students learn about the whole company and what it does and prepare a presentation.
- Take pictures from the Work Experience and provide them to the company for their website or newsletter.
- Publicize the Work Experience and the business by placing a story in the local newspaper or posting on your webpage. (Make sure you clear this with the employer partner first.)
- Consider other potential public relations benefits and opportunities.



## Teacher Tip Sheet

### Work Experience

*A tip sheet for teachers on how to help students get the most out of a Work Experience. Work Experience presents a unique opportunity to support and augment the curriculum and get students more deeply engaged in their learning. If you are coordinating a Work Experience, have a look at the Coordinator Tip Sheet in the WBL Toolkit.*

### Work Experience

Work Experience is a Career Preparation activity in which a student is at a worksite doing real work for pay. The student is held to the same expectations as all employees and will be evaluated by the workplace supervisor based on workplace expectations and performance. Work Experiences range from regular, paid employment in summer and/or year-round jobs to subsidized employment. There are a range of Work Experience program types defined at the state and federal levels. High-quality Work Experiences are structured and supported to meet specific learning outcomes, be educationally rich, and build awareness of the business and the career options it provides.

### Work Experiences are designed to promote:

- Exposure to careers and jobs
- Development of work-readiness professional skills
- Occupational knowledge and technical skills
- Awareness of workplace hazards and how to protect oneself on the job

### Teacher Tips

#### Work Experience Success Factors

When planning and implementing a Work Experience, keep the following success factors in mind.

#### Before the Work Experience

- Identify how and when Work Experience might enhance a particular lesson or activity in the classroom.
- Familiarize yourself with the purpose and goals of Work Experience.
  - ✓ Assess how Work Experience can help meet curriculum goals.
  - ✓ Identify and document desired student learning outcomes.
  - ✓ Review the Work Experience Guide.
- Prepare students to maximize learning.
  - ✓ Discuss expectations for the experience and what students may learn from it.
  - ✓ Discuss what students know and want to know about the company.
  - ✓ Have them research the employer website.
- Address logistics. Work with the P-TECH coordinator to address the following:
  - ✓ Find out if certain dress or safety gear is required and communicate any requirements to students.
  - ✓ Collect any required forms.

### During the Work Experience

- Make the classroom connection.
  - ✓ Design and coordinate concurrent learning activities in the classroom, so the Work Experience is not an isolated activity but is connected to academic learning.
  - ✓ Provide opportunities for students to reflect on the experience in the classroom, both verbally and in writing.

### After the Work Experience

- Reflect on learning.
  - ✓ Provide individual and group reflection activities for students.
  - ✓ Help students make the connection between training topics and the workplace.
  - ✓ Support students in determining their next steps in learning about careers.
- Conduct follow-up activities.
  - ✓ Assess the impact and value of the Work Experience.
  - ✓ Utilize employer, program staff and student feedback to improve future Work Experiences.
- Document and archive information about the Work Experience.

### Go Deeper

Here are some suggested activities to deepen the impact of a Work Experience.

- Have students learn about the whole company and what it does and prepare a presentation for the class.
- Have the student research a particular aspect of the business,
- Publicize the Work Experience and the business by placing a story in the local newspaper or posting on the school or agency webpage.
- Consider other potential public relations benefits and opportunities.

## Student Tip Sheet

### Work Experience: Success Factors

*A tip sheet for students on how to get the most out of Work Experience.*

Work Experience gives you the opportunity to develop and demonstrate professional and occupational skills by addressing a core business function. You'll have a real job doing productive work with an employer.

#### Take Action

Participating in Work Experience requires a lot of responsibility and good time-management skills. Below is a checklist of what you can expect to get out of Work Experience. Read through the list and check off what interests you and the goals that are most important to you. Your interests don't have to be prioritized. If you would like to learn something that's not listed here, just add it to the list.

#### What You Should Expect to Learn

- Time management.
- Good communication skills.
- How to develop professional relationships.
- What it's like to work in a professional environment.
- New skills related to the job and the industry.

#### Before the Work Experience Starts

- Fill out and turn in any required forms.
- Participate in pre-Work-Experience opportunities in your class.
- Meet with a teacher, coordinator and supervisor to discuss what you want to get out of the Work Experience. These are your learning objectives.
- Research the dress code at the place where you'll work.
- Make sure you have transportation taken care of to and from the place of business.

#### During the Work Experience

- Dress appropriately and arrive on time.
- Watch your language and how you treat others.
- Make sure you understand your role and tasks, and don't be afraid to ask questions.
- Follow through with the goals you set for yourself.
- Communicate with others effectively.
- Put your electronics away until the end of your shift each day.

#### After the Work Experience

- Reflect on your experience and participate in self-evaluation activities.
- Ask your supervisor if you can use him/her as a reference.
- Give feedback about the process so it can be improved for others after you.
- Update your resume.



## Employer Tip Sheet

### Work Experience: Success Factors

*A tip sheet for NYS P-TECH employer partners.*

When hosting a student or launching a Work Experience program at your company, keep the following success factors in mind.

#### Before the Work Experience

- Contact the P-TECH coordinator to indicate your company's interest in hiring young people through the Work Experience program. They can help you identify what young people can do in the context of your business needs.
- Work with the agency coordinator or case manager to develop a job description
- Address logistics.
  - ✓ Work with the P-TECH coordinator to develop and define the Work Experience.
  - ✓ Determine will supervise and guide the student.
  - ✓ Inform other staff that a student will be at the workplace.

#### During the Work Experience

- Lay the groundwork.
  - ✓ Provide a workplace orientation for the student. Review the informational packet provided to you by the P-TECH coordinator.
  - ✓ Review the P-TECH Professional Skills provided by the P-TECH coordinator.
  - ✓ Consider opportunities for the student to develop work-readiness professional skills and be exposed to a range of career opportunities in your industry.
- Facilitate learning.
  - ✓ Work with the student to create skill-development outcomes that are specific to the Work Experience.
  - ✓ Identify opportunities that will support the student's academic and workplace skill development, as well as an awareness of potential future careers.
  - ✓ Assist the student in working toward learning objectives. When an objective is mastered or completed, help them to craft another.
- Open avenues of communication.
  - ✓ If possible, meet with the P-TECH Coordinator and student to finalize learning plans and agree on an ongoing communication strategy.
- Complete an interim evaluation.
  - ✓ Evaluate the student's performance.
  - ✓ Discuss performance with the student and the coordinator manager.

#### After the Work Experience

- Help document the Work Experience.
  - ✓ Complete a final assessment of the student.
  - ✓ Discuss the assessment with him or her and the coordinator.
- Assess impact and debrief the Work Experience.

- ✓ Hold a debriefing session internally at the company, review the effectiveness of the Work Experience program and make suggestions for improvement.
- ✓ Share suggestions with the coordinator and complete a program evaluation.

### Go Deeper

There are a number of suggested activities to deepen the impact of Work Experience. Consider the following activities:

- 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 or guest trainer, helping with curriculum, or hosting students for Tours, Job Shadows, Temporary Jobs or Internships.

## Work Experience

Work Experience is a Career Preparation activity in which a student is at a worksite doing real work for pay. The student is held to the same expectations as all employees and is evaluated by the workplace supervisor based on workplace expectations and performance. Work Experiences range from regular, paid employment in summer and/or year-round jobs to subsidized employment and learning-rich work experiences. There are also a range of Work Experience programs offered at the local, state and federal levels.

**Program Level:** Age 16 and up  
**Employer/Student Ratio:** 1:1  
**Duration:** Ongoing  
**Frequency:** Full or part-time schedule  
**Location:** Workplace  
**Costs:** Wages and statutory benefits  
**Special Considerations:** For minors, state and federal child labor laws. Potential labor issues.

### Why is a Work Experience important for students?

Every young person needs a first job, and a part-time, after school or summer job can provide that opportunity. They can also:

- Be exposed to careers and job opportunities in your industry.
- Practice and demonstrate the P-TECH Professional Skills.
- Help build occupational knowledge and technical skills through the job.
- Provide training and awareness about potential workplace hazards and how to report them and protect oneself.

### What are the benefits to my company?

Part-time and summer student workers can provide a productive benefit to your company. Student workers can also:

- Be exposed to job opportunities and careers with your company.
- Understand the skill needs, educational requirements and career opportunities in your industry.
- Better understand the role and contributions of your business in the community.
- Introduce students to your employees and co-workers.
- Provide first-time supervisory opportunities for your existing workforce.
- Help your employees understand how to communicate with the next generation of workers.
- Provide for a more productive workforce.

### What do I need to do next?

- Contact your NYS P-TECH coordinator to post a job or explore what students might be able to accomplish.
- Consider any legal implications and/or impacts on company policy.

### Resources

- Distribute the *Employer Tip Sheet: Work Experience* to interested employees.
- Review the *P-TECH Professional Skills*.
- Review *Employer Fact Sheet: Participation Options* to learn more about how to get the most out of your partnership with NYS 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 the 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

An NYS 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 to work on a project of interest to the student (or group of students) and productive value for the employer partner.

Internships may be paid or unpaid, depending on whether the student is performing productive work for the employer.<sup>1</sup> 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
- Awareness of the skills and education needed to be successful in the industry

NYS 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 NYS P-TECH employer partners need to provide Internship opportunities.

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<sup>1</sup> See USDOL Internship Factsheet #71 <http://www.dol.gov/whd/regs/compliance/whdfs71.htm>

### **The Importance of Structured Activity**

All NYS 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.

### **Internship Support Materials**

Tip sheets and checklists for P-TECH coordinators, employer partners, students and teachers are provided in this toolkit to help design, structure and support Internships to maximize student learning. Each tip sheet supplements the Work-Based Learning essential elements described in section three of this toolset, and provides a set of success factors and lists of activities or tasks to perform before, during and after the experience. A fact sheet for prospective employers is also provided.

## **Tip Sheets and Fact Sheets**

### **P-TECH Coordinator Tip Sheet: Internship Success Factors**

*A tip sheet for P-TECH Coordinators or intermediary partners responsible for implementing and supporting Internships*

### **Teacher Tip Sheet: Internship Success Factors**

*A tip sheet to help teachers connect the Internship to the classroom*

### **Student Tip Sheet: Internship Success Factors**

*A tip sheet to help students get the most out of the Internship*

### **Employer Tip Sheet: Internship Success Factors**

*A tip sheet for participating employers*

- What's my role in the Internship?
- How do I get matched up?
- How should I design the Internship?
- How does this work?

### **Employer Fact Sheet: Internship**

*A fact sheet that describes what's involved in a company providing an internship*

## P-TECH Coordinator Tip Sheet

### Internship: Success Factors

*A tip sheet for P-TECH coordinators or intermediary partners responsible for implementing and supporting Internships.*

When designing and implementing an Internship program at your P-TECH school, keep the following success factors in mind.

#### Before the Internship

- Address Logistics
  - ✓ 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.
  - ✓ Arrange for transportation, food, etc.
- Address key legal, safety and health issues.
  - ✓ Find out if safety gear is required, and if so arrange for it to be provided.
  - ✓ Identify who will serve as the point of contact at the school and with the employer.
- Prepare Internship hosts for the Internship experience.
  - ✓ Coordinate, facilitate and implement orientation activities.
  - ✓ 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 Internship experience.
  - ✓ Meet with students to help develop specific learning outcomes and complete a Work-Based Learning plan.

#### During the Internship

- Meet with student and worksite supervisors at their workplace and observe workplace activities. Finalize Work-Based Learning plans, confirm your communication strategy and make appointments for future visits.
- Coordinate and implement concurrent learning activities at school.
- Assist Employer/Worksite Supervisor.
  - ✓ Maintain ongoing communication with and/or provide reports to the employer.
  - ✓ Communicate with the worksite supervisor and monitor workplace activities according to schedule.
  - ✓ 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 through the Internship.
- Facilitate learning.

- ✓ 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.
- ✓ Regularly assess progress and impact.

### **After the Internship**

- Conduct follow-up activities.
  - ✓ 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.)
  - ✓ Document student learning and record the experience.
  - ✓ Assess the effectiveness of the Internship and make recommendations for adjustments in the future.
- Reflect on learning.
  - ✓ Provide opportunities for student reflection.
  - ✓ Provide classroom experiences that help students make the connection between this Internship and their next steps.

## Teacher Tip Sheet

### Internship

*A tip sheet for teachers on how to help students get the most out of an Internship. Internships are a unique opportunity to support and augment the curriculum and get students more deeply engaged in their learning. If you are coordinating an Internship, have a look at the Coordinator Tip Sheet in the WBL Toolkit.*

### Internship

An internship is a highly structured, time-limited, Career Preparation activity in which a student or young adult is 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 to work on a project of interest and productive value for the employer partner. Internships generally run a minimum of 60 hours, with 144 hours or more being optimal. They may be paid or unpaid, depending on whether the intern is performing productive work for the employer and other factors. They are designed to give students hands-on experience in a field of interest, the chance to learn and practice occupational skills and 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 work-readiness skills
- The acquisition of occupational knowledge
- Awareness of the skills and education needed to be successful in the industry

## Teacher Tips

### Internship Success Factors

When designing and implementing an Internship, keep the following in mind.

### Before the Internship

- Provide the P-TECH coordinator with as much information as you can about the students who are seeking and ready for an Internship placement. Share how many of them will be ready for placements, the types of internships they are interested in and when the best time for the internship would be.
- Review the Internship Activity Guide with the P-TECH coordinator to understand the systems that are in place to support the internship and decide who will facilitate each activity.
- Distribute and collect appropriate permission forms.
- Help match students to specific internship opportunities.
  - ✓ Identify interested and qualified students.
  - ✓ Match students to specific internships based on their skills and interests and the employer's needs.
- Prepare students for the internship.
  - ✓ Help the students prepare for the interview with the employer.
  - ✓ Let them know what you expect from them and what they can expect from their

- internship.
- ✓ Have students research the employer and identify two to three career options or pathways that are of interest.
- ✓ Help them understand workplace norms such as dress and safety procedures.
- ✓ Work with the intern and employer to define learning objectives for the internship. Include personal, academic, occupational and work-readiness related objectives.
- ✓ Let students know how they will be evaluated on their performance.
- ☐ Build excitement for the Internship by exploring what concepts in the classroom might be demonstrated in the workplace through the internship.

### During the Internship

- ☐ Provide intern support. Work with the P-TECH coordinator to conduct the following activities.
  - ✓ Document learning objectives and discuss them with the intern and the internship host.
  - ✓ Support interns in sharing and developing new learning objectives with internship hosts.
  - ✓ Set regular check-ins with the intern and internship host.
- ☐ Regularly assess progress and impact of the internship with the P-TECH coordinator.
- ☐ Make the classroom connection.
  - ✓ Design and coordinate concurrent learning activities in the classroom, so the Internship is not an isolated activity but is connected to academic learning.
  - ✓ Provide opportunities for interns to reflect on their internships in the classroom, both verbally and in writing.

### After the Internship

- ☐ Review completed evaluations or assessments with the intern and discuss and record next steps.
- ☐ Work with the P-TECH coordinator to conduct follow-up activities.
  - ✓ Document intern learning and record the experience.
  - ✓ Assess the effectiveness of the Internship and make recommendations for future adjustments.
- ☐ Make the classroom connection.
  - ✓ Provide opportunities for interns to showcase their work through presentations or demonstrations.
  - ✓ Provide classroom experiences that help students connect internship to work goals.

### Go Deeper

Here are some activities that can help deepen the impact of an Internship.

- ☐ Discuss behavioral and communication expectations for the experience by guiding students through a comparison of the culture and style of the workplace with others they have observed (either formally through your program or informally on their own).
- ☐ Maintain ongoing communication with and/or provide reports to the employer's lead contact.

## Student Tip Sheet

### Internship: Success Factors

*A tip sheet for students on how to get the most out of your Internship.*

Internships are meant to give you experiences in the field that interests you. It is a really exciting time because you get a preview of what your life could be like working at a job like that. You'll meet many new people and learn a lot, so pay close attention and think about the possibility of this being a job for you one day.

#### Before Your Internship

- Consider the right path for you.
  - ✓ Think about what your interests are and determine the kind of Internship experience you might like to have.
- Explore your Internship opportunities and make it happen!
  - ✓ Ask around about different programs. What fits best for you?
  - ✓ Apply for an Internship program. If you need help, ask your teacher.
  - ✓ Turn in all signed permission forms and documents that are required.
  - ✓ Complete an intern self-assessment and any other assignments.
  - ✓ Ask yourself what else you can do to be prepared.
  - ✓ Prepare and practice your introduction as a professional (who you are, why you're interested in the business and what your career goals are).
  - ✓ Dress professionally. Don't look like you just got out of bed!
  - ✓ Be on time for the interview with your potential Internship host—this means 15 minutes ahead of time! Make sure you take your resume and other requested materials.

#### During Your Internship

- Getting started.
  - ✓ Go to the orientation and other trainings that your worksite requires.
  - ✓ Make sure you understand your duties and complete the tasks or projects you are assigned.
  - ✓ Ask questions if something is unclear!
- Manage your time and write things down.
  - ✓ Track your hours as instructed and use your time sheets. It is VERY important to know how much time you are investing at your Internship.
  - ✓ Consider keeping a journal of your Internship experience. This will help you reflect upon how to be a better professional.
- Connect the Internship to what you have learned in school.
  - ✓ Talk to a teacher or coordinator about what your learning goals through this experience are going to be.

- ✓ Think about the skills you'd like to develop and work with your worksite supervisor to improve them. (Being on time, using correct grammar, etc.)
  - ✓ How does what you learn at school connect to what you're learning at your Internship?
  - ✓ Participate in ongoing self-reflection activities and skill-building classroom assignments.
- Work on the goals you came up with at the beginning of your Internship.

### After Your Internship

- Think about and share what you've learned.
- ✓ Participate in self-evaluation and reflection activities.
  - ✓ What were you able to accomplish and what did you learn through this experience?
- Complete final "paperwork."
- ✓ Send a thank-you letter to your worksite supervisor.
  - ✓ Update your resume based on new skills and experiences gained.
  - ✓ Ask your supervisor if you can use him/her as a reference on your resume.
- Meet with your worksite supervisor and teacher to discuss next steps.
- ✓ Is there a chance that this Internship could be a job opportunity for you?



## Employer Tip Sheet

### Internship: Success Factors

*A tip sheet for NYS P-TECH employer partners*

When hosting an intern or launching an Internship program at your company, keep the following success factors in mind.

#### Before the Internship

- Contact your P-TECH coordinator to discuss hosting an intern.
- Interview and select or hire student intern.
- Address logistics.
  - ✓ Work with the coordinator to develop and define the Internship.
  - ✓ Determine who supervises and guides the intern.
  - ✓ Inform other staff that an intern will be at the workplace.
  - ✓ Meet with the coordinator and intern to finalize learning plans and agree on an ongoing communication strategy.

#### During the Internship

- Lay the groundwork.
  - ✓ Provide a workplace orientation for the intern. Review the informational packet provided to you by the teacher/coordinator.
  - ✓ Consider opportunities for the student to develop the NYS P-TECH Professional Skills and be exposed to a range of career opportunities in your industry. (Contact your coordinator to receive a list of professional skills.)
- Facilitate learning
  - ✓ Work with the intern to develop skill-based outcomes
  - ✓ Identify opportunities that will support the intern's academic and professional skill development as well as an awareness of potential future careers.
  - ✓ Assist the intern in working toward learning objectives.
  - ✓ Communicate successes and opportunities to the coordinator that can be used to enhance the value of classroom connections.
- Complete an interim evaluation.
  - ✓ Evaluate the intern's performance.
  - ✓ Discuss performance with the intern and the coordinator.

#### After the Internship

- Help document the Internship.
  - ✓ Complete a final assessment of the intern.
  - ✓ Discuss the assessment with the intern and the coordinator.
- Assess impact and debrief the Internship.
  - ✓ Hold a debriefing session internally at the company, review the effectiveness of the Internship program and make suggestions for improvement.
- Share suggestions with your NYS P-TECH coordinator and complete the program evaluation.
- Debrief with your NYS P-TECH coordinator to support continuous improvement efforts.



## Internship

An NYS P-TECH Internship is a highly structured 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 to work on a project of interest to the student (or group of students) and of productive value to the employer partner.

**Program Level:** 11<sup>th</sup> grade or higher  
**Employer/Student Ratio:** Generally 1:1  
**Duration:** 4-8 weeks  
**Location:** Workplace  
**Costs:** Wages as appropriate  
**Special Considerations:** Internships may be paid or unpaid, depending on whether the student is performing productive work for the employer.

### Why is an Internship important for students?

- Every young person needs a first job, and for many, the Internship provides that opportunity.
- Promotes the exploration of and experience in a field of interest.
- Provides exposure to a wide range of careers and jobs within the industry.
- Offers opportunities to develop, practice and demonstrate new skills.
- Helps develop occupational knowledge.
- Builds awareness of the skills and education needed to be successful in the industry.
- Allows the development of adult and team relationships.
- Demonstrates the ability to perform successfully in the workplace.

### 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.
- Introduces 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 students and connect your company with the community.

### What do I need to do next?

- Contact your NYS P-TECH coordinator.
- Arrange for a presentation to your employees.
- Consider any impacts on company policy.
- Work with your NYS P-TECH coordinator to design the Internship.
- Determine if pay is required.

### Resources

- Distribute the *Employer Tip Sheet: Internship* to interested employees.
- Review the *P-TECH Professional Skills*.
- Review *Employer Fact Sheet: Participation Options* to learn more about how to get the most out of your partnership with NYS 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 the 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 Overview

A Workplace Challenge is a Career Preparation activity where small groups of students (four to six 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, through 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).
- After the presentation of the solution and critique by the employer partner, have the team(s) revisit their approach, define a 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

A Workplace Challenge is a prime example of the benefits to students, employers, teachers, and schools described in section one of this toolkit. While 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 a 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**

Tip sheets and checklists for P-TECH coordinators, employer partners, and students and teachers are provided in this toolkit to help design, structure and support Workplace Challenges to maximize student learning. Each tip sheet supplements the Work-Based Learning essential elements described in section three of this toolkit, and provides a set of success factors and lists of activities or tasks to perform before, during and after the experience. A fact sheet for prospective employers is also provided.

## Tip Sheets and Fact Sheets

### **P-TECH Coordinator Tip Sheet: Workplace Challenge Success Factors**

*A tip sheet for P-TECH coordinators or intermediary partners responsible for implementing and supporting Workplace Challenges*

### **Teacher Tip Sheet: Workplace Challenge Success Factors**

*A tip sheet to help teachers support the Workplace Challenge in the classroom*

### **Student Tip Sheet: Workplace Challenge Success Factors**

*A tip sheet to help students get the most out of the Workplace Challenge*

### **Employer Tip Sheet: Workplace Challenge Success Factors**

*A tip sheet for participating employers*

- What's my role in the Workplace Challenge?
- How do I pick the challenge?
- How should I design the challenge?
- How does this all work?

### **Employer Fact Sheet: Workplace Challenge**

*A fact sheet that describes what's involved in a company providing a Workplace Challenge*





## P-TECH Coordinator Tip Sheet

### Workplace Challenge Success Factors

*A tip sheet for P-TECH coordinators or intermediary partners responsible for implementing and supporting Workplace Challenges.*

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 four to six students 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 ten 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 three 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-TECH Professional Skills Fact Sheet with the Workplace Challenge hosts.
  - ✓ Share the classroom focus 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 and 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 send to local newspapers and tv 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.
  - ✓ 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).

This document is part of the NYS P-TECH Work-Based Learning Toolkit, underwritten by Citizens Bank. 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.

## Teacher Tip Sheet

### Workplace Challenge

*A tip sheet for teachers on how to help students get the most out of a Workplace Challenge. A Workplace Challenge presents a unique opportunity to support and augment the curriculum and get students more deeply engaged in their learning. If you are coordinating a Workplace Challenge, have a look at the Coordinator Tip Sheet in the WBL Toolkit.*

### Workplace Challenge

A Workplace Challenge is a Career Preparation activity where small groups of students (four to six per team) are engaged in solving a problem or a challenge issued by an employer in consultation with a Career Pathways teacher. The structure of the challenge is based upon 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.

### Workplace Challenges are designed to promote:

- The opportunity to develop, practice and demonstrate new skills, including technical and occupational skills, problem-solving and research skills, presentation skills and teamwork skills
- Exposure to jobs, careers and working adults
- The opportunity to enhance the relevance of academic instruction through the application of applied knowledge

## Teacher Tips

### Workplace Challenge Success Factors

When planning and implementing a Workplace Challenge, keep the following in mind.

### Before the Workplace Challenge

- Meet with your P-TECH coordinator to:
  - ✓ Familiarize yourself with the Workplace Challenge Activity Guide.
  - ✓ Encourage the Workplace Challenge host to develop a real-world problem or issue—one that the industry is facing today. Make it real.
  - ✓ Identify and document desired student learning outcomes.
- Meet with your P-TECH coordinator and challenge host(s) to:
  - ✓ Share the current focus of classroom training activities and how the challenge can support key concepts being taught.
  - ✓ Make sure the challenge is one that students can potentially address and teachers, instructors, and program staff can support.
  - ✓ Make sure that the Workplace Challenge and its solution are tied to curriculum goals, and that appropriate resources are in place to support the challenge.
  - ✓ Develop a timeline for the challenge. Include when and where it will be issued and when, where, and with whom the solution presentation will take place.
- Recruit students.
  - ✓ Form teams of four to six students to work together on addressing the challenge.

- Prepare students for the Workplace Challenge.
  - ✓ Share and review the Student Tip Sheet.
  - ✓ Help students research the host company and industry.
  - ✓ Schedule regular time for the students to work on the challenge.
- Clarify roles with classroom teachers and other school staff. Ensure they are prepared to be engaged in the challenge and have the information they need to support students in completing the challenge successfully.
- Work with your P-TECH coordinator to address logistics.
  - ✓ Organize the resources needed to support students as they address the challenge.
  - ✓ Distribute and collect appropriate forms.
  - ✓ Make sure transportation, and necessary safety gear and equipment or tools are provided.

### During the Workplace Challenge

- Provide support to students.
  - ✓ Meet with them regularly (at least weekly) as they address the challenge and monitor their progress.
  - ✓ Provide opportunities for them to reflect on the challenge while it's in process.
- Make the classroom connection.
  - ✓ Provide opportunities for students to reflect on their Workplace Challenge in the classroom. Help students think about what they're learning about the industry and how to apply academic concepts to the issue at hand.
  - ✓ Help students practice skills that are relevant to completion of the challenge in the classroom (e.g. presentation skills, problem-solving skills, teamwork skills).

### After the Workplace Challenge

- Reflect on learning.
  - ✓ Have students discuss what they learned and what else they'd like to learn.
- Work with the P-TECH coordinator to:
  - ✓ Assess the impact and value of the Workplace Challenge and make recommendations for future adjustments.
  - ✓ Identify a potential next step with the employer/challenge host.
  - ✓ Have students write thank-you notes to challenge host.
- Document student learning and record the experience.

### Go Deeper

Here are some activities that can help deepen the impact of the Workplace Challenge:

- Have the challenge follow a series of Work-Based Learning activities.
- Have several teams of students address the same challenge and reward the most innovative solutions through a competition.
- Sequence a series of challenges for the same team of students so that the experiences build on one another.
- Model aspects of the challenge after reality TV shows such as “Shark Tank” (with the students pitching their solutions to a group of employers).
- Generate publicity about the challenge by issuing a press release about the challenge and submit it to local newspapers and television stations.

## Student Tip Sheet

### Workplace Challenge: Success Factors

*A tip sheet for students on how to get the most out of a Workplace Challenge.*

A Workplace Challenge is a unique way of getting involved in solving a problem that would happen in a real-world professional setting. This is an opportunity for you to be innovative and creative with a group of classmates. When you finish your project, you'll deliver a presentation to the employer, showing them how you solved their problem!

#### Take Action

Participating in a Workplace Challenge can be difficult if you're not prepared. Below is a checklist of what you can expect to learn. Read through the list and check off what interests you and the goals that are most important to you. Your interests don't have to be prioritized. If you would like to learn something that's not listed here, just add it.

#### What You Should Expect to Learn

- There are multiple ways to solve an issue.
- Professionals run into roadblocks all of the time.
- The skills it takes to work in a team of diverse individuals.
- The types of professionals who would work together to solve this kind of challenge.
- How innovative and creative you are.

#### Before the Workplace Challenge Starts

- Participate in pre-Workplace Challenge opportunities in your class.
- Research the company that is presenting the Workplace Challenge.
- Write at least four questions you would like to know about the challenge. You might ask what resources are available, for instance, or how to get more information.
- Know who your teammates are for this experience.

#### During the Workplace Challenge

- Pay attention to the challenge that's being presented and take notes so you can think about it.
- Be engaged. You want to get as much information as possible.
- Meet with your teammates so that you can all brainstorm together.
- Keep in constant communication and meet regularly with your teammates.
- Figure out how you'll solve the Workplace Challenge.
- Present your solution to the person/company that issued the challenge.

#### After the Workplace Challenge

- Reflect on your experience and participate in self-evaluation activities. (Would you have done anything differently?)
- Share with others what you enjoyed about the experience.
- Give feedback on the Workplace Challenge. What did you enjoy most or least about it?
- Complete any required paperwork that includes rating your teammates and yourself on your performance.
- At the end of the Workplace Challenge, send a thank-you letter to the people who presented it, letting them know you appreciated them taking the time to share an experience with you.



### **What is a Workplace Challenge?**

A Workplace Challenge is a Career Preparation activity where small groups of students (four to six per team) are engaged in solving a problem or a challenge issued by an NYS 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 upon 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 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 help you 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 six to eight weeks to answer any questions or offer clarification. You may also want to set up a time to visit the schools and observe and engage with the students during the process.
- Arrange for you and others 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 a pitch in the boardroom or a visit to the “Shark Tank,” it’s 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 to 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](http://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.



A **Workplace Challenge** is a Career Preparation activity where small groups of students (four to six per team) are engaged in solving a problem or a challenge issued by an NYS P-TECH employer in consultation with a P-TECH classroom teacher.

The structure of the challenge is based upon 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 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 those of your employees who might be interested in being a challenge host.
- Consider any impacts on company policy.

### Resources

- Visit [www.ptech.org](http://www.ptech.org) 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 community involvement out of your partnership with 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 the 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 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 online. 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.”*

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 choose 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 seven to ten students)
- Peer mentoring (older students mentoring other students)
- 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 and flexibility
- The building of occupational knowledge
- Positive life outcomes for students
- 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.

### **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**

Tip sheets and checklists for P-TECH coordinators, employer partners, and students and teachers are provided in this toolkit to help design, structure and support Career Mentoring to maximize student learning. Each tip sheet supplements the Work-Based Learning essential elements described in section three of this toolset, and provides a set of success factors and lists of activities or tasks to perform before, during and after the experience. A fact sheet for prospective employers is also provided.

## **Tip Sheets and Fact Sheets**

### **P-TECH Coordinator Tip Sheet: Career Mentoring Success Factors**

*A tip sheet for P-TECH coordinators or intermediary partners responsible for implementing and supporting Career Mentoring*

### **Teacher Tip Sheet: Career Mentoring Success Factors**

*A tip sheet to help teachers support the Career Mentoring in the classroom*

### **Student Tip Sheet: Career Mentoring Success Factors**

*A tip sheet to help students get the most out of Career Mentoring*

### **Employer Tip Sheet: Career Mentoring Success Factors**

*A tip sheet for participating employers*

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

### **Employer Fact Sheet: Career Mentoring**

*A fact sheet that describes what's involved in a company providing Career Mentors*



## P-TECH Coordinator Tip Sheet

### Career Mentoring: Success Factors

*A tip sheet for NYS 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 ten are being addressed in the 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, online or at 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 and other social media.
- ❑ Address Key Legal, Safety and 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 online 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.*

This document is part of the NYS P-TECH Work-Based Learning Toolkit, underwritten by Citizens Bank. 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.

www.ptech.org

- ✓ Create/identify potential matches out of summer bridge activities.
- ☐ 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 and their 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 a 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.



## Teacher Tip Sheet

### Career Mentoring

*A tip sheet for teachers on how to help students get the most out of a Career Mentoring activity. Career Mentoring presents a unique opportunity to augment and support the curriculum and get students more deeply engaged in their learning. If you are coordinating a Career Mentoring activity, have a look at the Coordinator Tip Sheet in the WBL Toolkit.*

### Career Mentoring

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. Different than the deep, personal relationship developed through mentoring programs such as Big Brother/Big Sister, the career mentor serves as a career resource by sharing insights and providing guidance about the workplace, careers and education. This is accomplished through formal and informal meetings at the school, youth program, in the workplace or online, but never in an unsupervised environment or the home. The mentor provides comments on the mentee's work, and problem-solves and collaborates with them on activities in consultation with the sponsoring school or program.

### Career Mentoring is designed to promote:

- Exploration of a field of interest and the building of occupational knowledge
- The ability to practice communication and professional skills
- Opportunities to build self-esteem, self-worth, confidence and flexibility
- Opportunities to build a relationship with a caring and knowledgeable adult

### Teacher Tips

#### Career Mentoring Success Factors

When planning and implementing a Career Mentoring program, keep the following in mind.

#### Before the Career Mentorship

- Meet with your P-TECH coordinator.
  - ✓ Review the Career Mentoring Activity Guide.
  - ✓ Help select and match career mentors who are a good fit with your school or program.
  - ✓ Identify interested and qualified students.
  - ✓ Work with the coordinator to match students with potential career mentors. When possible, allow the mentor and mentee to interview and select each other.
- Prepare students for Career Mentoring.
  - ✓ Share and review the Student Tip Sheet from the WBL Toolkit.
  - ✓ Meet with students to discuss behavioral and social expectations.
  - ✓ Work with students to develop learning objectives for the mentorship. These should include personal, academic, occupational and work-readiness objectives.
  - ✓ Document learning objectives and share with the student and career mentor.
  - ✓ Have students research the career mentor's employer website and prepare at least three meaningful questions to ask the mentor during their first meeting.
  - ✓ Help students prepare how they plan to introduce themselves to their career mentor and how they will talk about their learning objectives.

- Make the classroom connection.
  - ✓ Build excitement for the mentorship by discussing its benefits.
  - ✓ Help students hone the learning objectives they have developed for their Career Mentorship and share with others what they hope to learn.

### During the Career Mentorship

- Provide support to students.
  - ✓ Encourage them to share current study topics and interests, aspirations, and ideas with their mentor.
  - ✓ Suggest that students invite their career mentors into the classroom for specific events or activities.
  - ✓ Set regular check-ins with the students.
- Work with your P-TECH coordinator to:
  - ✓ Assess progress and impact of the Career Mentoring opportunity.
  - ✓ Help career mentors understand issues of confidentiality, safety and their responsibilities.
- Make the classroom connection.
  - ✓ Provide opportunities for students to share what they learned through their career mentorship in the classroom, both verbally and in writing.
  - ✓ Support students in practicing new skills in the classroom through mock interviews, networking with other students, and other activities that connect their mentorship to learning.

### After the Career Mentorship

- Reflect on learning.
  - ✓ Provide opportunities for directed reflection through discussions, presentations, and/or projects.
  - ✓ Review any completed evaluations or assessments with the students and discuss/record next-steps.
- Make the classroom connection. Work with other classroom teachers to provide classroom experiences that help students make the connection between their Career Mentorship and next steps in their academic and career development.
- Assess the effectiveness of the Career Mentorship and make recommendations for future adjustments.
- Document and archive information about the Career Mentorship and student learning.

### Go Deeper

Here are some activities that can help deepen the impact of Career Mentoring.

- Participate in concurrent career exploration activities, including career interest assessments, job shadowing, job and career fairs, and workplace tours.
- Help students learn to be active listeners in discussions with their mentors, ask for advice on skills, ideas, and goals, and prepare them to receive constructive feedback from their mentors.

## Student Tip Sheet

### Career Mentoring: Success Factors

*A tip sheet for students on how to get the most out of Career Mentoring.*

Career Mentoring is a great way for you to get one-on-one support from a professional in a field that you might be interested in exploring. Use this as an opportunity to explore any potential careers or discuss any educational issues that interest you.

#### Take Action

Career mentors and mentees make a long-term commitment to each other (generally, at least a year). It requires a lot of communication between you and the professional with whom you're paired and a willingness to invest time in each other. Below is a checklist of what you can expect to get out of the Career Mentoring experience. Read through the list and check off what interests you and the goals that are most important to you. If you would like to learn something that's not listed here, just add it!

#### What You Should Expect to Learn

- How different professional fields connect to what you are learning in school.
- What people do as professionals.
- What skills it takes to get the position your career mentor has.
- What schooling or training you need for this specific profession.

#### Before the Career Mentoring Starts

- Fill out and turn in any required forms.
- Participate in pre-Career-Mentoring opportunities in your class.
- Meet with a teacher or coordinator about what you want to get out of your career mentorship. (e.g communication skills) These are your learning objectives.
- Write at least four questions you would like to know about the mentor and his/her job.
- Double check you have the mentor's correct contact information.
- If the career mentorship requires traveling, make sure you have transportation arranged.

#### During the Career Mentoring Experience

- Dress appropriately and arrive on time, every time.
- Pay attention to what your mentor shares with you about the job and profession.
- When you hear something that interests you, ask if it's okay to take notes.
- Be engaged. Your career mentor is sharing good knowledge with you.
- Work toward your learning objectives.

#### After Career Mentoring

- Reflect on your experience and participate in self-evaluation activities.
- Share with others what you enjoyed about the experience.
- Give feedback about the mentoring experience. If you feel it wasn't a good match, let your teacher or coordinator know so they can help connect you to someone else.
- Ask your career mentor if you can use them as a reference.
- At the end of the career mentoring experience, send a thank-you letter to the mentor for taking the time to connect with you.



### **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 online.

### **How is it structured?**

Each P-TECH 9-14 school has designed a mentoring program customized to accommodate the interests and availability of its employer partners. Mentors may be matched with students one-on-one, or work with small groups of students. While there are some differences across the P-TECH schools, all career mentoring programs share some common features. Each begins with a defined matching process, both formal and informal activities are conducted at the school, in the workplace or online (never alone), a set schedule is provided, and mentors and students are supported by the P-TECH team.

### **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. It's 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 he/she is learning. Provide feedback on the 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 who 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 into 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 him/her.

### **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 progress.

**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 NYS 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 online.

**Grade Level:** Begins in the 9<sup>th</sup> grade and continues to graduation  
**Employer/Student Ratio:** Typically 1 to 1. May vary by school.  
**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](http://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.





## **Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act**

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to “for-profit” private sector employers.

### **Background**

The Fair Labor Standards Act (FLSA) defines the term “employ” very broadly as including to “suffer or permit to work.” Covered and non-exempt individuals who are “suffered or permitted” to work must be compensated under the law for the services they perform for an employer. Internships in the “for-profit” private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the “for-profit” private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.\*

### **The Test For Unpaid Interns**

There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation. The Supreme Court has held that the term “suffer or permit to work” cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act’s minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA’s definition of “employ” is very broad. Some of the most commonly discussed factors for “for-profit” private sector internship programs are considered below.

### **Similar To An Education Environment And The Primary Beneficiary Of The Activity**

In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer's actual operations, the more likely the internship will be viewed as an extension of the individual's educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer's operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA's minimum wage and overtime requirements because the employer benefits from the interns' work.

### **Displacement And Supervision Issues**

If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer's regular workforce, this would suggest an employment relationship, rather than training.

### **Job Entitlement**

The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

### **Where to Obtain Additional Information**

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

**For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).**

**U.S. Department of Labor**  
Frances Perkins Building  
200 Constitution Avenue, NW  
Washington, DC 20210

**1-866-4-USWAGE**  
TTY: 1-866-487-9243  
[Contact Us](#)

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\* The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.

## State and Federal Fact Sheet

### Work Experience

U. S. Department of Labor  
New York State Education Department

#### US DOL

#### **From the Workforce Innovation and Opportunity Act Final Rule**

#### **681.600 What are work experiences?**

(a) Work experiences are planned, structured learning experiences that take place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. Consistent with § 680.840 of this chapter, funds provided for work experiences may not be used to directly or indirectly aid in the filling of a job opening that is vacant because the former occupant is on strike, or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage. Work experiences provide the youth participant with opportunities for career exploration and skill development.

(b) Work experiences must include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. Further academic and occupational education may occur inside or outside the work site.

(c) The types of work experiences include the following categories:

- (1) Summer employment opportunities and other employment opportunities available throughout the school year;
- (2) Pre-apprenticeship programs;
- (3) Internships and job shadowing; and
- (4) On the job training (OJT) as defined in WIOA sec 3(44) and 680.700 of Final Rule

#### **New York State Education Department** **Work Experience Programs**

#### **Cooperative Career & Technical Education Work Experience Program(CO-OP)**

The Cooperative Career & Technical Education Work Experience Program is a work-based learning program for youth and young adults age 16 and above, consisting of 150 to 600 hours of paid, supervised Work Experience, supported by related instruction in a specific career and technical discipline. Youth and young adults may earn ½ to 2 units of credit towards a CTE sequence, depending upon the specific sequence. This program must be registered with the New York State Education Department, and must be coordinated by a CTE teacher who possesses an extension as a Diversified Co-op Coordinator or as a Coordinator of Work-Based Learning Programs for Career Development.

### **General Education Work Experience Program (GEWEP)**

The General Education Work Experience Program is a Work-Based Learning option for non-CTE youth and young adults, age 16 and above. The program consists of 150-600 hours of paid, supervised work experience, supported by the equivalent of at least one classroom period per week of related instruction. Youth and young adults typically earn ½ to 2 units of high school credit. This program must be registered with the New York State Education Department; it may be coordinated by any teacher or guidance counselor certified at the secondary level who possesses an extension as Coordinator of Work-Based Learning Programs for Career Exploration.

### **Work Experience and Career Exploration Program (WECEP)**

The Work Experience and Career Exploration Program (WECEP) is a Work-Based Learning initiative sponsored by the U.S. Department of Labor and the New York State Education Department. It's similar in design and operation to the General Education Work Experience Program, but designed specifically for at-risk youth ages 14-15, who typically earn ½ to 1 unit of high school credit. This program must be registered with the New York State Education Department; it may be coordinated by any teacher or guidance counselor certified at the secondary level who possesses an extension as Coordinator of Work-Based Learning Program.

## New York State P-TECH Program Sites

### Advanced Manufacturing

#### Capital Region

- Southern Adirondack P-TECH
- Riverfront P-TECH @ Troy HS
- Auburn P-TECH @ Auburn HS
- Oswego County P-TECH
- Syracuse P-TECH at Institute of Technology

#### Finger Lakes

- Wayne Finger Lakes P-TECH

#### Hudson Valley

- E-TECH
- Riverside P-TECH @ Riverside HS
- Yonkers P-TECH @ Saunders Trade & Technical High School (Civil Engineering)

#### Long Island

- P-TECH Long Island

#### Mohawk Valley

- P-TECH OHM
- Valley P-TECH

#### North Country

- ADK P-TECH

#### Southern Tier

- Greater Southern Tier STEM Academy
- Southern Tier P-TECH

#### Western NY

- WNY P-TECH STEM College and Career Academy

### Agriculture

#### Finger Lakes

- Western NY Tech Academy

#### Mohawk Valley

- HFM Agriculture P-TECH

### Green Technologies

#### Capital Region

- Clean Technologies & Sustainable Industries ECHS

#### Hudson Valley

- Hudson Valley P-TECH

#### New York City

- City Poly

#### Western NY

- Be GREEN @ McKinley HS
- Be SOLAR @ South Park HS

### Healthcare

#### Central

- P-TECH Health Careers Academy @ Henninger High School

#### North Country

- Northern Borders Academy
- Northern P-TECH Academy

#### Western NY

- P-TECH HOPE (Health Occupation Pathways to Employment) @ Lackawanna HS

### Information Technologies

#### Finger Lakes

- P-TECH Rochester @ Edison High School

#### Hudson Valley

- Excelsior Academy @ Newburgh Free Academy
- Hudson Valley Pathways Academy

#### Mohawk Valley

- HFM P-TECH

#### New York City

- BTECH

For more information, or to connect to a P-TECH program in your area, please contact:

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## New York State P-TECH

### About P-TECH

New York State P-TECH is a public-private partnership that is preparing New York students for high-skill jobs of the future in technology, manufacturing, healthcare and engineering. Announced in February 2013 by Governor Andrew M. Cuomo, \$77 million in new state funding is now being provided through the New York State Education Department over nine years to support thirty-two new public-private partnerships, including sixteen schools that opened in September 2014, ten schools that opened in September 2015, and a third cohort of six partnerships that opened in September 2016.

NYS P-TECH is both an education and economic development initiative serving every region of the state. The P-TECH 9-14 model prepares students to be the highly skilled, critical thinkers and problem-solvers that our 21<sup>st</sup> century workforce requires. Each of New York State's innovative P-TECH schools brings together three essential partners: K-12 education, higher education and employers. The model offers an integrated six-year program, combining high school, college and career training for disadvantaged students who are provided the opportunity to graduate with a high school diploma, an Associate-level degree (at no cost) and the opportunity to 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. While focusing on each student's pathway to success, the model also creates a robust talent pipeline to support local economic development and growth.

Through local partnerships, business and industry representatives work with education professionals to create a six-year scope and sequence that meets the specific requirements for real entry-level jobs. Skills mapping, a unique approach to curriculum development, ensures that the program delivers 21<sup>st</sup> century talent needs. This career focus is infused into every academic and technical course, providing relevant opportunities for students to hone skills, create projects and address complex problems through a multiple pathways approach. Project-based learning in authentic situations is an essential instructional approach.

The bedrock of NYS P-TECH is the partnership between the three sectors. Delivering on the promise of the P-TECH 9-14 model requires specific commitments from all partners. School districts and colleges must develop and implement a seamless six-year curriculum of rigorous academic and technical study with individual pathways for students of every academic level. Employers are responsible for identifying mentors, developing substantive workplace and classroom activities and providing Internships along with identifying future potential job opportunities. The effort requires innovative staffing, scheduling and instruction, and new relationships among faculty, school leaders and employers.

NYS P-TECH offers an innovative approach to school design. It nurtures community partnerships that will prepare more than 12,000 students with the secondary AND post-secondary credentials necessary for 21<sup>st</sup> century careers and builds a qualified talent pipeline for local employers.

This document is part of the NYS P-TECH Work-Based Learning Toolkit, underwritten by Citizens Bank. 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.  
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## 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 Model

- First in line for jobs
- Cost-free AA/AAS degree
- Foundation for future opportunities
- Greater Career Pathway opportunities for success through focus on long-term goals
- Fast tracks students to career goals

#### Workplace Learning Activities

- Build awareness of career opportunities, to explore and start preparing for them
- Build relationships with professional adult role models
- Opportunities for hands-on learning
- Acquire experience and build workplace skills
- Set and pursue individual career goals based on real experiences
- Learn about the skills and training or education required to succeed in specific careers
- Better understand real-world applications of academics to answer the question, “Why do I need to learn this?”
- Facilitate active learning opportunities

### Benefits for Employers

#### P-TECH Model

##### Connect with Schools and Education

- Appropriate vehicle for industry voice in education
- Participation in and promotion of a demand-driven system
- Promote a better understanding of youth and education issues

##### Helps Build and Retain the Future Workforce

- Creates interest in jobs in preferred industry sector
- Highlights jobs of the 21st century
- Promotes labor pool readiness for future skills needs
- Helps groom the future labor force (pipeline to potential employees)
- Improved long-term employee retention

##### Good Public Relations

- Offers opportunity to publicly give back to the community
- Showcases and builds community awareness of the business and industry
- Provides enhanced community image

#### Workplace Learning Activities

- Exposes students and teachers to the business/industry
- Benefit derived from productive student work
- Future workforce development, exposure to a sample of the future workforce

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- Long-term interview opportunity with prospective future employees
- Access to a customer resource, point of view
- Provides a resource through student focus groups and students as problem solvers
- Existing workforce becomes more productive and engaged and receives leadership and supervisory skills development

### **Benefits for Schools**

#### P-TECH Model

- Leverages employer engagement in school design and instructional delivery, embeds the school in the community
- Curriculum reflects 21<sup>st</sup> century context
- School structure provides multiple pathways for students, opportunities for cross-disciplinary integration
- Promotes better outcomes, increased graduation rates
- Offers students the opportunity for career exploration and prepares them to become contributing members of their community
- Increases school/education knowledge of business and jobs for greater understanding of industry challenges, and promotes workplace knowledge and the skills to incorporate in the classroom curriculum
- Validates curriculum instructional models and provides touchstones for classroom learning
- Provides opportunities for networking to promote future collaboration

#### Workplace Learning Activities

- Builds relationships with the community
- Provides a context for classroom learning (relevance)
- Extends the classroom to the workplace and validates curriculum
- Increases staff understanding of the workplaces for which they are preparing students and provides natural opportunities for content integration
- Provides teacher and faculty exposure to authentic workplaces and private-sector individuals

### **Benefits for Community**

#### P-TECH Model

- Robust local talent pipeline
- Proven programs of study
- Aligned education, workforce and service systems
- Workforce/community retention
- Increased property value through increased educational opportunities

#### Workplace Learning Activities

- Connects the community to schools and economic development
- Promotes student civic engagement
- Completes community projects
- Stronger future workforce





The NYS P-TECH Work-Based Learning Toolkit was underwritten by Citizens Bank.

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