

# Learn, Train, & Restore Through Work-Based Learning

A PROPOSAL TO: The Urban Assembly New York Harbor School

Prepared by: Mauricio Gonzalez
Work-Based Learning Coordinator
mgonzalez@nyharborschool.org
212.458.0800 ext. 1201

May 10, 2014

### **TABLE OF CONTENT**

What is Work-Based Learning?	3
Why does the Harbor School need a Work-Based Learning Program?	3
What are some WBL activities?	3
State approved work-based learning programs	4
Comparison of each State approved WBL program	5
Identifying the best WBL program for the Urban Assembly New York Harbor School	5
Benefit of the CTE COOP program for stakeholders	6
Aligning WBL to Career Development & Occupational Studies standards	7
Aligning WBL to the NYS Common Core learning standards	8
Aligning WBL to 21st Century skills	9
Related Classroom Instruction and Training Site Content	1
Work-Based Learning Coordinator Requirements	1
Creation of Professional Advisory Committee	1
Work-based Learning Program 3 Year Timeline	1
Suggested WBL Program Budget	1
Conclusion: Authentic Learning for the 21st Century	1
Appendices	
Appendix A: Potential Members of Industry Advisory Board	1
Appendix B: Work-Based Learning CO-OP Brochure	1
Appendix C: Professional Advisory Committee Invitation Letter	2
Appendix D: Professional Advisory Committee Agenda	2
Appendix E: Directions to the UA NY Harbor School	2
Appendix F: Work-Based Learning Coordinator Presentation	2

Learn, Train, & Restore
Through
Work-Based
Learning





## WHAT IS WORK-BASED LEARNING?

The term "work-based learning," WBL for short, means coordinated, sequenced, and scaled applied learning opportunities for students that are integrated with academic and technical coursework, including, but not limited to service-learning projects, mentorships, job shadowing, school enterprises, internships, and apprenticeships, including virtual apprenticeships.



## INTRODUCTION TO WORK-BASED LEARNING

#### WHY DOES THE UANYHS NEED A WBL PROGRAM?

The New York Harbor School's Marine Biology Research Program (MBRP) should provide Work-based learning (WBL) experiences to its students in the 10 through 12th grades. WBL would give our marine scholars opportunities to study complex subject matter as well as vital workplace skills in a hands-on environment. WBL experiences would provide students with career awareness, career options exploration, appropriate workplace skills development, and the opportunity to relate academic skills to real-life applications.

#### WHAT ARE SOME WBL ACTIVITIES?

Some WBL activities appropriate for every grade level are: self-assessments, work skills employability development, guest speaker visits to the classroom, career fairs, job site tours, job shadowing, work with professional mentors on research projects, and internships. Internships are considered the pinnacle of the WBL spectrum.

As students see the connections between their lab/field work and what is required at the work site, they gain an understanding of the importance of learning and are able to make better decisions about their futures.



## STATE APPROVED WBL PROGRAMS

COOPERATIVE WORK EXPERIENCE PROGRAM (COOP)

CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP)

WORK EXPERIENCE & CAREER EXPLORQTION PROGRAM (WECEP)

GENERAL EDUCATION WORK EXPERIENCE PROGRAM (GEWEP)





# COMPARISON OF EACH STATE APPROVED WBL PROGRAM

Work-Based Learning Programs for	Work-Based Learning Programs for
Career Awareness	Career Development
Certification #8981	Certification #8982
WECEP	CO-OP
Work Experience & Career Exploration	Cooperative Career & Technical
Program	Education Work Experience Program
Career awareness, exploration     Paid     Program for local educational agencies     Non-hazardous training     14 and 15 year olds     Elective credit  GEWEP General Education Work Experience	Career development, skill specific     Paid or non-paid     Program for local educational agencies and BOCES CTE Centers     Certain hazardous occupations     16+ year olds     Credit can be awarded if student is not receiving credit for a CTE program of study
Career awareness, exploration     Paid     Program for local educational agencies     Non-hazardous training     16+ year olds     Elective credit	Career Exploration Internship Program     Career awareness, exploration     Non-paid     Program for local educational agencies and BOCES CTE Centers     Non-hazardous training     14+ year olds     Elective credit

# IDENTIFYING THE BEST WBL PROGRAM FOR THE URBAN ASSEMBLY NEW YORK HARBOR SCHOOL

Because the UANYHS has developed specific Programs of Study in the marine sciences and technologies, the WBL program for the school that would best integrate the specific areas developed would be the Cooperative Career and Technical Education Work Experience Program (COOP).



### BENEFIT OF THE CTE COOP PROGRAM FOR STAKEHOLDERS

#### Benefit to Students Benefit for Employers Benefit for Schools **Benefit for Community** - Provides a real-world learning - Fosters involvement in the CTE - Brings employers and schools - Provides an effective way of environment to develop interests curriculum development process together in a training effort to helping young people become develop strong CTE programs productive citizens in the and abilities - Provides an opportunity to -Develops an understanding of experiment with new programs, - Enhances the ability to meet the community projects, and/or activities with employment opportunities and needs of a diverse student - Increases the economic health responsibilities through direct student assistance and input population of the region and state as worksite experiences - Improves employee retention - Makes education more relevant students help employers meet the - Promotes the development of - Provides a pool of potential and valuable for students need for skilled workers positive work habits and attitudes - Promotes school/faculty - Promotes respect and tolerance future employees Provides a real-world setting for - Can reduce training/recruiting interaction with the business between various groups in the developing marketable skills costs community community - Provides opportunities to apply - Provides a community service - Increases relevant school-based - Provides a method of classroom learning (both learning by helping students introducing high school students clarify career goals and providing academic and CTE) to local employment opportunities - Provides real life interaction with - Promotes closer cooperation a practical means of reaching other employees, which leads to and understanding between better understanding of the - Bridges the gap between school community and schools human factors in employment and the world of work - Encourages students to remain - Provides an opportunity to in the local community after participate in, and profit from, two graduation, thus promoting a types of learning environmentsmore stable workforce school-based and work-based - Increases motivation to remain in school, graduate, and pursue postsecondary education/training (lifelong learners) - Provides financial rewards in paid CO-OP while career focused skills are being developed

## PREPARING PROFESSIONALS FOR THE 21ST CENTURY

This proposal articulates our desire to expand work-based learning opportunities for students, strengthen partnerships with business and community leaders, and effectively integrate 21st century skills and technology into instruction.

Learn, Train, & Restore Through Work-Based Learning





## NY STATE LEARNING STANDARDS

Career and technical
education programs in New
York State must align their
curriculum with the Career
Development and
Occupational Studies (CDOS)
learning standards and
Common Core State
Standards (CCSS).

The Learning Standards for
Career Development and
Occupational Studies (CDOS)
include key ideas,
performance indicators
describing expectations for
students, and sample tasks
suggesting evidence of
progress toward the
standards.



### ALIGNING WBL TO LEARNING STANDARDS

## CAREER DEVELOPMENT & OCCUPATIONAL STUDIES (CDOS)

WBL addresses CDOS by creating authentic, customized learning experiences for students. These experiences are based on students' exploration of their interests, aptitudes, skills and strengths. WBL programs develop and apply students' technical knowledge to master transferable skills that can be used in the workplace after high school and/or college.

Work-Based Learning programs address the following standards for Career Development and Occupational Studies:

- Standard 1 Career Development: Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
- Standard 2 Integrated Learning: Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
- Standard 3a Universal Foundation Skills: Students will develop mastery of the foundation skills and competencies essential for success in the workplace.
- Standard 3b Career Majors: CTE students who continue in a major will acquire the career-specific technical knowledge and skills to progress toward gainful employment or post-secondary training.

#### ALIGNING WBL TO NYS COMMON CORE STANDARDS

## 6 Shifts in ELA/Literacy

Balancing Informational and Literary Text Building Knowledge in the Disciplines Staircase of Complexity Text-based Answers Writing from Sources Academic Vocabulary

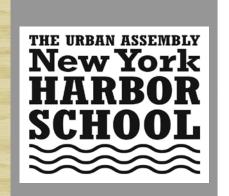
## 6 Shifts in Mathematics

Focus
Coherence
Fluency
Deep Understanding
Applications
Dual Intensity

www.engageNY.org

#### COMMON CORE STATE STANDARDS - CCSS

The Common Core State Standards is an initiative in the United States that details what K-12 students should know in English language arts and mathematics at the end of each grade. It seeks to establish consistent education standards across the states as well as ensure that students graduating from high school are prepared to enter credit bearing courses at two- or four-year college programs or enter the workforce.





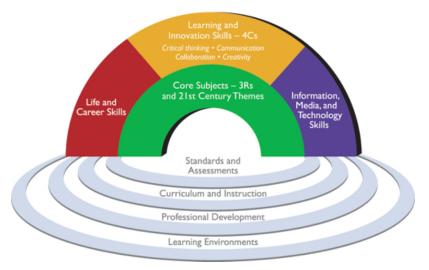


raining training task raining training training task raining task rain

## **ALIGNING WBL TO 21ST CENTURY SKILLS**

- 1. Global Awareness
- 2. Critical Thinking & Problem Solving
- 3. Communication & Collaboration
  - 4. ICT Literacy
  - 5. Flexibility and Adaptability
  - 6. Initiative and Self-Direction
- 7. Social and Cross-Cultural Skills
- 8. Productivity and Accountability
- 9. Leadership and Responsibility
  - 10. Creativity & Innovation

21st Century Student Outcomes and Support Systems









## RELATED CLASSROOM INSTRUCTION AND TRAINING SITE CONTENT

Related Classroom Instruction	Training Site Content
Career Planning:	Pre-Placement:
☐ Selfassessment	☐ Essential Documents
☐ Foundation	☐ Training Plan
☐ Career Exploration	☐ Child Labor Laws
☐ Career Plan and Portfolio	☐ Safety
Pre-Employment Skills:	Part I of Internship:
☐ Preparing for the Interview	☐ Workplace Orientation
☐ Applying for the Job	☐ Hours of Employment
☐ Follow-up after the interview	☐ Workplace Journal
	☐ Performance Appraisal
Job Success Skills:	Part II of Internship:
☐ Problem solving, success skills	□ Workplace Journal
☐ Ethics, rights and your job	☐ Advanced Working Relations
☐ Becoming a professional	☐ Performance Appraisal
☐General Related Safety	
☐ The Employer	
☐ Performance Evaluations	
☐ Unions	
☐ Financial Literacy	
☐ Entrepreneurs hip	
Career Planning-Phase Two:	Fifth-Sixth Weeks of Internship:
☐ Employability Skills	☐ Industry Profile
☐ Career Strategy	☐ Interview and reflection
☐ PostSecondary Training	☐ Performance Appraisal
☐ Career Plan and Portfolio	

## Career and Financial Management: Career Plan

A career plan is an important mechanism to add relevance and meaning to learning experiences across all subject areas for all students, including those with disabilities. Making connections between academics and career interests can increase a student's likelihood of staying in school and obtaining the necessary knowledge and skills to become a successful adult. Students learn how and why academics relate to their career choice.

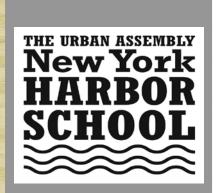


### WORK-BASED LEARNING COORDINATOR REQUIREMENTS

Role	<ul> <li>- Articulates differences among work-based learning opportunities, including job shadowing, internship, cooperative work experience, and apprenticeship</li> <li>- Collaborates with students, colleagues, community, business/industry, unions and parents to maximize resources.</li> <li>- Markets work-based learning programs to appropriate constituents.</li> <li>- Secures and develops work based learning sites.</li> <li>- Create training plan for each student.</li> <li>- Supervise and continue instruction for job coaches</li> </ul>
<b>Education Required</b>	Certified teacher (middle childhood education or adolescence education) or guidance counselor with Work Based Learning Career Awareness Certificate Extension (8981)     Master's degree preferred
Certification Required	Valid NYS teaching license with #8981 or #8982 extension. The extension is earned by completing two 3-credit hour college-level courses and a designated number of work experience hours outside of the classroom
Related Work Experience	<ul> <li>In addition to holding valid teaching certificates, the candidate must have 300 clock hours of work experience outside of the education profession</li> </ul>
Content Knowledge	The successful coordinator will have a deep understanding of NYS labor law and education law as it relates to work-based learning. The coordinator understands pre-employment, job success skills, and career planning
Tasks/ Duties	- Instructs high school students in the classroom setting Coordinates and oversees COOP - Communicates effectively between multiple stakeholders - Assures compliance with NYS labor and education laws - Coordinate school wide job fairs and career events
21 <sup>st</sup> Century Skills/Personality Traits	<ul> <li>Strong oral and written communication skills are imperative</li> <li>Ability to listen well and collaborate with a variety of people</li> <li>Critical thinking and problem solving skills</li> <li>Proficiency working simultaneously on a variety of tasks/ projects</li> <li>Strong organization skills</li> </ul>
Technological Skills Required	<ul> <li>Proficient in Microsoft Word, Publisher, PowerPoint</li> <li>Web-based grade book/ data maintenance</li> <li>Maintain up to date web-page</li> <li>Use e-mail and telephone to communicate</li> </ul>

## Work-Based Learning Programs and Coordinators

A state approved work based learning program should be a rigorous and relevant learning experience for the student. The WBL coordinator typically relates to the student's future career goals, when appropriate, and the development of workplace skills (e.g., punctuality, working as a team member) and technical skills (e.g., how to perform specific tasks). WBL programs allow the student to apply the theory, knowledge, and practical skills learned in a career and technical education course/program and/or an academic course. The coordination of a quality WBL program requires a certified educator who possesses the appropriate knowledge, skills, and training.



## Professional Advisory Committee (PAC)

The Committee carries out its mission by bringing the employment and education communities closer together through fostering collaborations among industry, labor, and education as well as with other-non-profit professionals. Council members serve as vital links between the New York City public school system and the community and connect schools to external resources and information. Also, the Council ensures that the Department of Education's career and technical education policies and programs are current and relevant.



## CREATION OF PROFESIONAL ADVISORY COMMITTEE (PAC)

- Authorized by New York State Education law Article 93, Section 4601.
- Members are leaders from business, trades, industry, labor, professional, and education and community organizations.
- Acts as an advisor and advocate on behalf of occupational education to the New York City Public School System, through its recommendations and those of its various constituent Educational Advisory Commissions.
- Provides direct links with industry, labor, and education through career and industry specific Educational Advisory Commissions.
- Advises the School System on the most effective use of federal funds earmarked for Career & Technical Education.
- Identifies and interprets employment and technological trends and their effect on Career & Technical Education Programs and their implementation.
- Collaborates with high schools, support services, and the Career & Technical Education Unit, to foster industry outreach and partnerships.
- Assists program staff in reviewing curriculum and teaching, equipment needs, and professional development, to ensure relevancy and integration of academic and industry standards into CTE programs.
- Supports the concept of life-long learning and its implementation through furtherance of teacher education, student/teacher internships and mentoring experiences, and the sharing of its resources, time and expertise.
- Works with designated staff to ensure that CTE programs are appropriately accessible to all students.

## PROFESIONAL ADVISORY COMMITTEE FAQ

Ī	QUESTIONS	ANSWERS
	What is our first step in	Define overall team members i.e. doe admin, UFT rep, department
	creating our Board?	chairs, CTE teachers, PTA, academic teachers, community
		organizations, alumni, students, etc. Determine Steering committee.
	2. Who are the five largest	For the MBRP – The Nature Conservancy, Wildlife Conservation
	employers in our school	Society, City Parks Foundation, NY Harbor Foundation,
	community that we	
	should definitely want on	
ı	the board?	
	3. Should we create a	Yes. Members: Asst. Principal, PTA President, Student Opportunities
	steering committee and	Coordinator, Teacher, CTE Teacher, WBL Coordinator
	who should be on this	
ŀ	committee?	
	4. What should our vision	"Learn, train, and restore our marine natural resources and maritime
	statement look like for our	industry through strategic community partnerships."
	advisory board?  5. What benefits does this	Deposits to asked, the it also use the industry, lead to with 1979 and
		Benefits to school = tie it closer to the industry + lead to publicity and
	board bring to our school,	funding. Benefits to students = Career awareness, development,
	students, and teachers?  How does the employer	experience, and tie closer to financial goals. Benefits to teachers = make teaching relevant, open up professional opportunities, etc.
	benefit?	Benefits to employers = Work ready work force, decreased training
	bellent:	expenses, community service, networking, etc.
ŀ	6. Is there an appropriate	Short Term – 10
	number of members we	Medium to Long Term - 30
-	should be aiming for?	Wodian to Long Term 50
	7. Who are the best types of	Committed, knowledgeable, experienced, and passionate folks; driven
	members for our board?	not only to profit but to strengthen community; with connections to
		industry, academia, and community organizations; Access to
		resources; great interpersonal skills; etc.
	8. How many times should	Twice
	our new board meet	
	during your first inaugural	
	year?	
	9. Are there important steps	Elect officials; Determine need for sub-committees; Determine need
	or items we should begin	for more members; Vote on prioritizing goals and strategies; Set a
ŀ	with?	calendar, etc.
	10. Who should lead the	President or VP
	advisory board after our	
ŀ	first few meetings?  11. What items should we	Student Presentations
	include in our meeting	Program Developments & Committee Progress
	agendas?	Educational & Industry – Needs, Shares, & Reports
	agonaco:	Problem Solve - Discussion
		Upcoming Deadlines
		Acknowledgements
		Network Time
Ī	12. How do you go about	Board members recruit; Alumni recruit; Search through employer data
	finding new members for	bases;
	our group?	

QUESTIONS	ANSWERS
13. Do we need refreshments for our	Certainly! Local food vendors will be approached to sponsor these needs.
members?	neeus.
14. Where should the Board meet?	Marine Research Lab if < 20; Library if > 20
15. What time of the day do you suggest the Board should meet?	Due to Island constraints, we need to meet from 12pm to 4pm. Tentative schedule below: Optional - 10:45 - PAC members who want a tour catch 11am ferry at Battery Maritime Building, NYC
	Optional - 11:15 - PAC to convene at MAST center for greeting and facilities tour 11:45 - All other PAC members catch 12am ferry at Battery Maritime Building, NYC 12:15 - General meeting at MAST center 01:00 - PAC and 12th graders meet in room 120 02:00 - (Working Lunch) Update from Principal & Foundation Director
	02:30 - Marine Biology Professional Advisory Committee work meeting in room 120 03:45 - Everyone walks to Soissons dock for 4pm ferry 04:30 - [Optional] Networking and Informal discussion in lower Manhattan (location TBD)
16. Do any of the schools in our county have an advisory board? Who?	Other CTE POS in school have own PACs. Will propose to join with other POS. Not sure about other schools.
17. Do we need a budget line for Board expenses?	TBD by Steering C. Most likely a modest budget will be required for stationary and mailings. We will approach local food vendors to sponsor our events with breakfast or lunch.
18. What would our Board talk about? Contribute to?	See 9 & 11, beginning & agenda items.
19. How much time do you think you need to create and oversee this Board?	I've already started. However, I should have at least one period a week while I begin and add on periods until a max of 5 if we fully develop to 30+ members.
20. Is this Board required by the State Education Department for our career and technical education pathway	I haven't found anywhere that a "board" is required by the State but I did find that the Perkins and CTE Act do <b>not</b> require their formation. What they do require though is the demonstration that schools receiving funds are reaching out to the industry community.
programs for graduation?	



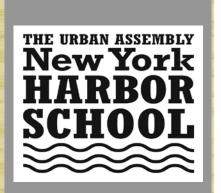


## **WORK-BASED LEARNING PROGRAM 3 YEAR TIMELINE**

Summer 2014	- Conduct a needs analysis with other CTE POS	
	- Obtain approval for program from Administration	
	- Register program with the State Education Department	
	- Locate resources for program curriculum	
Fall 2014	- Promote the program with all stakeholders	
	- Begin recruiting students for a pilot program: 10 – 15 students	
	- Develop curriculum (1/2 year) and program documents	
	- Begin laying groundwork to further develop PAC	
	- Conduct PAC meeting	
	- Open House	
Spring 2015	- Evaluate program: students, parents, employers, guidance counselors	
	- Continue to develop curriculum (full year)	
	- Participate in Workforce 20/20 & Career Fairs	
Summer 2015	- Update program based on evaluations	
	- Complete curriculum development	
Fall 2015	- Enroll 10-15 students for 1st year	
	- Conduct online training	
	- Place students in worksites	
	- Conduct PAC meeting	
	- Open House	
Spring 2016 - Modify curriculum as needed		
	- Evaluate program requirements – all stakeholders	
	- Set up formal application process	
	- Conduct PAC meeting	
	- Participate in Workforce 20/20 & Career Fairs	
Summer 2016	- Students from all POS apply through formal application process	
Fall/Spring 2016	- Full access for enrolled students to online training	
	- Continually increase the number of students in program - Continuous re-evaluation of program: students/employers/parents/counselors - Conduct PAC meeting	
	- Participate in Workforce 20/20 & Career Fairs	
	- Open House	

## Work-Based Learning Program Budget:

	ITEMS	AMOUNT
	Transportation	400.00
	Filing Cabinet	250.00
	Phone Expenses	200.00
	Postage	200.00
	Printed Materials & Office Supplies	500.00
	Instructional Media	2000.00
	Memberships (WECA, Societies, etc.)	300.00
	Summer Employment 10 days @ \$115/	1150.00
=	day *2 hours a day	
3	Total	5000.00



## CONCLUSION: AUTHENTIC LEARNING FOR THE 21ST CENTURY

The development of the CO-OP program explained above will prepare students at The Urban Assembly New York Harbor School with an excellent foundation to become tomorrow's leaders and innovators.

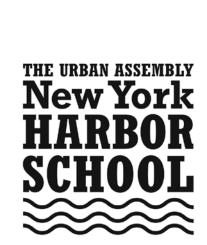
UANYHS students will have the opportunity to work in the heart of NYC with some of the best green career employers and scientists in the industry. The CO-OP Program will allow UANYHS to build upon its reputation of academic and technical excellence while providing students the ability to maximize their skills in preparation for a lifelong career in the marine sciences and technologies or the global community beyond.

Through the work-based learning program, UANYHS students will have the opportunity to meet the following benchmarks:

- Develop and demonstrate job skills
- Apply knowledge and skills learned in the classroom
- Link school, community and businesses
- See theory in operation
- Develop 21st Century Skills
- Learn how to succeed in the workplace and community
- Participate in an alternative learning opportunity for SPED Students

"We need as many people as possible to be creative creators and creative servers. Some can do that by inventing a new product, others by reinventing an existing job, and others by delivering a routine service with some extra passion, a personal touch, or a new insight...They are looking for workers who can think critically, who can tackle non-routine complex tasks, and who can work collaboratively with teams located in their office or globally...This is what every employer is now looking for..." – Thomas Friedman, The World is Flat: A Brief History of the Twenty-First Century.





Battery Maritime Building, Slip 7, 10 South Street, New York, NY 10004 | **ph** 212.458.0800 | **fx** 212.458.0801 www.newyorkharborschool.org | mgonzalez@nyharborschool.org