



College & Career Partner Manual

Contact

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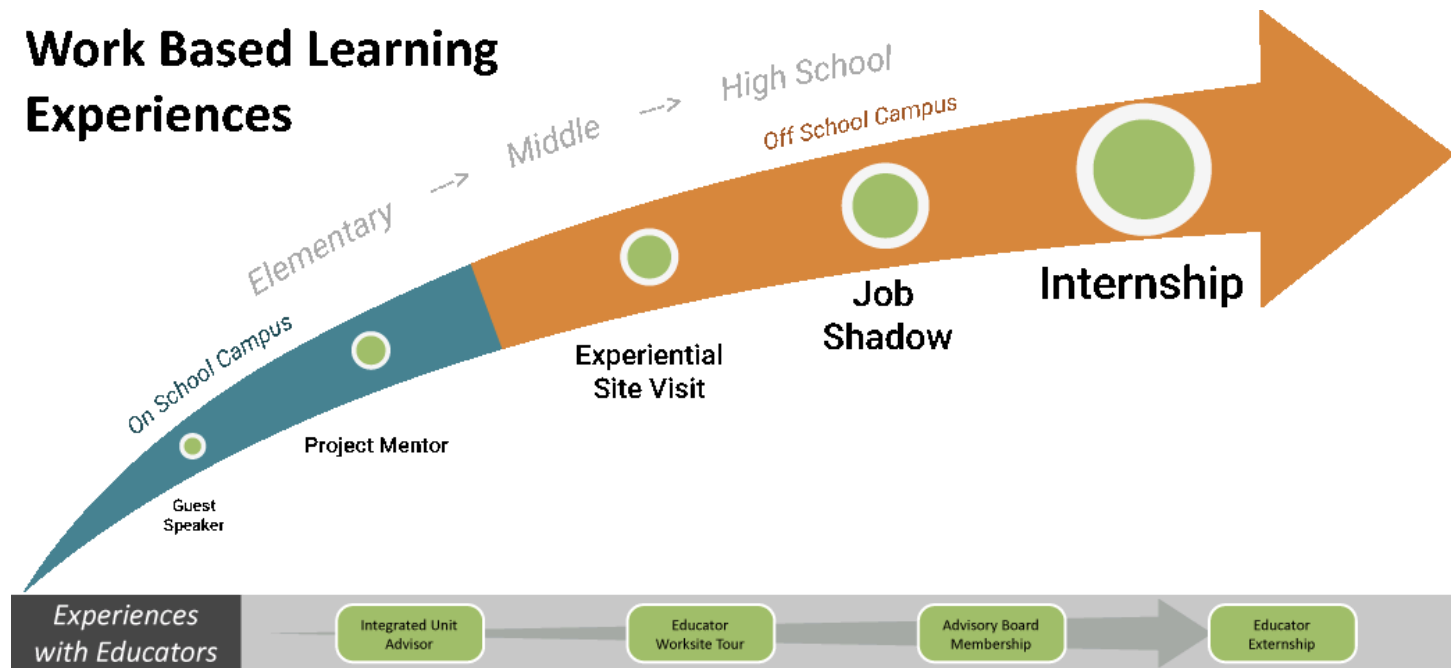
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1. Overview

The mission of the North Monterey Unified School District (NMCUSD) is to ensure that all students graduate college, career, and life ready with the ultimate goal of increasing the diversity of the workforce living and working in the Monterey region.

NMCUSD wants all of its TK-12 students to learn what the real working world is like by offering multiple, scaffolded opportunities for local industries and agencies to interact with students, both on NMCUSD campuses and at partner facilities throughout the community. Government agencies and private sector companies in many industries want to hire increasingly diverse young employees who are already familiar with the knowledge, skills, and behaviors expected of professionals in a work environment. This document describes opportunities for such interactions between NMCUSD and partner companies or government agencies. NMCUSD is committed to establishing partnerships with companies and organizations who understand that development of the future workforce requires involvement with schools to help students understand the knowledge and behavior needed for career success.

Work Based Learning Experiences



In working with our partners in industry and government to provide work-based learning experiences for students, we have six goals:

1. To engage and motivate students in professional identity formation and increasing feelings of self-efficacy by **connecting to students' career interests**
2. To **engage students in professional modes of thought, and expand students' professional networks** and access to opportunities
3. To **validate and contextualize students' technical skills** developed in their Career Technical Education (CTE) courses
4. To **practice students' 21st Century Skills**, such as communication, teamwork and project planning
5. To **enable career exploration** through breadth of exposure at the worksite and understanding of the post-secondary pathways required to access those careers
6. To **connect and improve academic learning**



Basic descriptions of these partner opportunities are included in Sections 2-4. Section 5 provides a brief description of our Planning Guide along with a digital link to the full guide. Links to individual Work-Based Learning Outreach & Planning documents can be found in Section 6.

NMCUSD Organization Structure

Executive Leadership	<i>District</i>	Superintendent	Industry Advisory Board	College & Career Readiness Coord
	<i>School Site</i>	Principal	Asst. Principal	
Team/Project Leader	CTE Pathway Lead			
	Pathway Teachers and Support Staff			
Frontline	Students			

NMC High School CTE Pathways

	Transportation	Culinary	Patient Care	Mechatronics	Welding
Pathway Lead	Mr. Glenn	Ms. Fertig	Mr. Clinkscales	Ms. Tynan	Mr. Maurin

Learn more about our high school CTE pathways on our [NMCUSD HS Pathway Maps](#) spreadsheet and [NMCHS CTE Pathways Overview](#)

 Partner Manual - School Locations, Parking, Points of Contact

 NMCUSD College & Career Pathways



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2. On-Campus Opportunities to Work With Students

a. On-Campus Speaker

This is an opportunity for a community member to visit one of our schools to give a group of students (usually between 20-30 students) a chance to meet a practicing professional and learn about their path from school to career. Each talk is 30 minutes long, consisting of a 20 minute presentation and 10 minutes of questions/answers. Through these brief encounters with professionals in their community, our students will receive valuable information about not just the jobs available to them but the types of work and personal dispositions that will help them discover their own pathway to adulthood. For our volunteer speakers, this is an awesome chance to educate and inspire young people and find that our speakers get hooked on the enthusiasm of our NMCUSD students and will want to come back to help them with some of the other opportunities described below.

b. Mock Interviewer

Mock interviews provide students with the opportunity to practice their presentation and communication skills with a partner's experienced professional employee, either at the partner facility or on campus at one of our NMCUSD schools. Conducting the interviews at a partner facility has the advantage of giving the students the feel of the work environment, but requires that transportation for the students be organized. These mock interviews can also be practice for students who could potentially become student interns with these same partners.

c. Other On-Campus Opportunities

College & Career Fair?

Science Fair Mentor

3. Off-Campus Opportunities to Work with Students

a. Host a Partner Worksite Tour

A worksite tour gives a group of students (usually 10-20) the opportunity to spend 1-3 hours walking around a partner facility and seeing partner employees manufacturing, repairing, maintaining or otherwise working on the partner company's or government agency's enterprise. Private sector examples include food processing, circuit board assembly, equipment repair, and solid waste landfilling. The students get an up-close look at a working environment, talk to partner employees, and learn the requirements to do such work. They see enough of the partner's activities to relate the requirements of work there with their classroom learning, and see if they can imagine themselves someday doing the same kind of work.

Worksite tours are most productive when the students are required to complete two related writing assignments. The first assignment is to write before the tour what they hope to see and questions they might pose to employees at the worksite. The second assignment is to write after the tour what they learned, how it compared with what they expected, and what they would prefer to be different in future tours.

b. Host a Partner Facility Job Shadow

Job shadowing is a more detailed follow-on activity to a Partner Worksite Tour. In this opportunity a student is teamed up with a workplace employee and follows that employee's job activities for at least half a day to get an in-depth understanding of the job tasks and the education and skills needed to achieve that career path. The job shadow can also include an informational interview, during which time the student is empowered to interview partner employees about the partner mission, various job opportunities available throughout the partner's company or government agency, and the requirements to obtain the jobs. Again, as with the worksite tour, job shadows are most productive when the students are required to complete the same two writing assignments related to the job shadow as described above for a worksite tour.

c. Host a Student Intern

For an internship, a high school student, usually a junior, applies to work at a paid position in a partner's facility for at least 60 hours during the summer between the junior and senior years. The goal of the internship is to provide a work-based learning experience before the senior year when the student must decide on the next step after high school. The partner company or government agency provides a professional's time to supervise the work of the student intern and assures that the intern's tasks have meaningful value to the partner. The partner and the NMCUSD school faculty outline a learning plan in advance to assure that the internship is mutually valuable to student and partner.

4. Opportunities to Work With Educators

a. Integrated Unit¹ Advisor

An integrated unit advisor is a professional who volunteers to work with the integrated unit faculty to help design the school coursework to more effectively support student learning the real-world implementation of the integrated unit. The advisor works in a field clearly related to the integrated unit topic. Typically, the advisor joins the integrated unit faculty in an initial meeting for 1-2 hours to discuss the current and planned content of all courses that contribute to the integrated unit. The advisor can also participate in monthly conference calls to discuss enhancements and other changes needed to help the courses contribute more value to the topic. Upon request and availability, the advisor reviews any written documentation developed by the faculty to describe the integrated unit design and content. The advisor visits the NMCUSD school at least once during the school year to discuss the status of the topic or issue in the “real world”, providing faculty, and sometimes students, with a face-to-face opportunity for questions and answers that delve more deeply into the topic or issue.

b. Host an Educator Worksite Tour

Similar to the students’ worksite tour described above, the educator worksite tour gives a small group of faculty (usually 1-4) the opportunity to spend 1-3 hours walking around a partner facility and seeing partner employees at work. The main difference is that the faculty get an up-close look at how to relate the classwork for an integrated unit to the real working environment and skill requirements to do such work.

As with student worksite tours, educator worksite tours are most productive when the faculty are required to complete two writing assignments related to the tour. The first assignment is to write before the tour what they hope to see and questions they might pose to employees. The second assignment is to write after the tour what they learned, how it compared with what they expected, and what they would prefer to be different in future educator tours.

c. Advisory Board Member

The overall mission of the Advisory Board is to collaborate with SES to prepare students for success in college, skilled-trades training (e.g., commercial electrician), trade work, and careers in engineering and science. Advisory Board members review education pathway data (grade rate, Work-Based Learning completion rates, school subject readiness), and provide input on campus-wide pathway planning. Members provide teachers with curriculum support and professional development, and assist students with integrated unit projects and classroom projects. Members serve as advocates for NMCUSD, and help locate financial support from the community to assure NMCUSD sustainability.

d. Educator Extern

An Educator Externship is similar to a student internship in that the experience is multi-day, offers an opportunity to complete authentic, worksite aligned tasks, and involves compensation for the participant. Educator Externships typically take place for one to three weeks during the summer (mid-June through early-August) and involve embedding one Educator (typically a teacher) in the work environment at a participating company or government agency alongside a Mentor or other Supervisor

¹ Integrated units are real-world, complex projects that often take place in CTE Pathway classes over multiple weeks. You can find more info by [clicking here](#).



who will support the Educator in learning about the workplace as well as the particular tasks they will be completing. Educator Externships are developed in partnership and typically focus on a particular skill or piece of content that is both valued by the partner and identified by the Educator for future inclusion in one of their classes or projects.

5. Work-Based Learning Partner Planning Guide

To help partners plan an extended involvement with multiple work-based learning opportunities, our [planning guide](#) is available and discusses partner leadership commitment, staff allocation, setting goals for the involvement, timeline, and implementation of activities. Detailed planning becomes more important when partners involve multiple company/agency facilities in multiple work-based learning activities with NMCUSD and potentially other districts that have work-based learning pathways or academies.

For more information please contact:

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6. Individual Work-Based Learning Outreach & Planning Documents

Click on the links below to check out the extended description for each type of Work-Based Learning experience.

On-Campus 1) – [Speaker Series](#)

On-Campus 2) – [Mock Interviews](#)

On-Campus 3) – [Project Mentor](#)

Off-Campus 1) – [Partner Worksite Tour](#)

Off-Campus 2) – [Partner Facility Job Shadow](#)

Off-Campus 3) – [Student Internship](#)

Adult Educator 1) – [Integrated Unit Advisor](#)

Adult Educator 2) – [Educator Worksite Tour](#)

Adult Educator 3) – [Advisory Board Membership](#)

Adult Educator 4) – [Educator Externship](#)

7. Additional Informational Resources

- CDE Continuum of Workbased Learning - <https://www.cde.ca.gov/ci/ct/we/wblcontinuum.asp>
- New York State Work Based Learning Manual - <https://www.nysed.gov/sites/default/files/programs/career-technical-education/wbl-manual.pdf>
- New York State Work Based Learning Presentation - https://osepartnership.org/pd/T230-Fundamentals_of_Work-Based_Learning_508.pdf



Transition Assessment: Employment

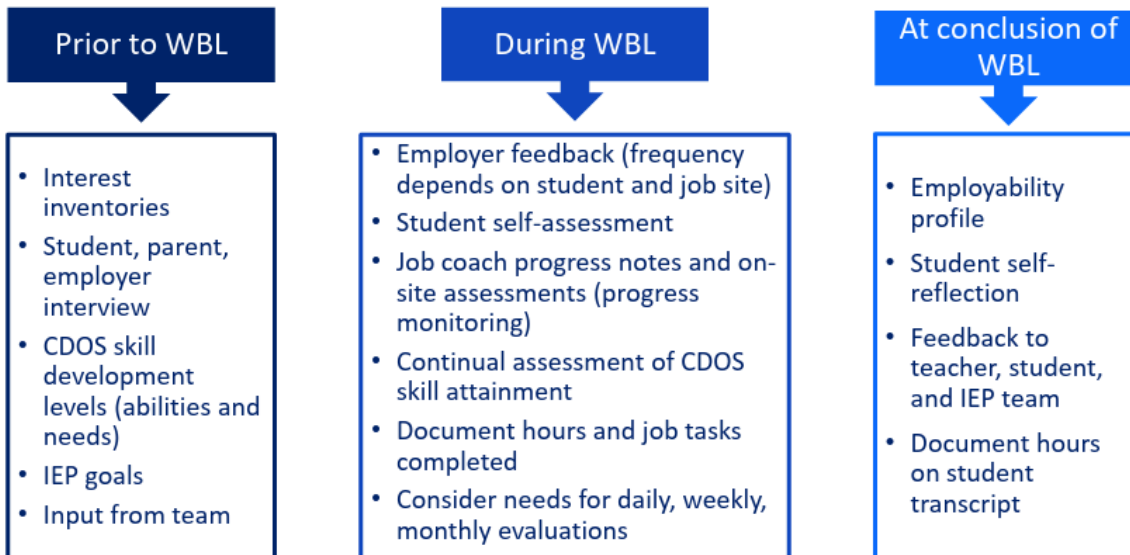
Areas of assessment to consider:

- Occupational interests and values
- Work aptitude
- Work readiness/prevocational skills
- Assistive technology
- Temperament/personality
- Manual dexterity
- Work environments

(Morningstar et al., 2008)

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WBL Assessments



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Timeline for WBL Partner Activities

Partner	Before the WBL Experience	During the WBL Experience	After the WBL Experience
Schools	• Discuss interests, expectations, accommodations, and complete forms with stakeholders • Ensure WBL is included in the student's IEP	• Support the student at the workplace, collect data on skills and performance • Communicate regularly with the workplace, student, and family	• Complete WBL evaluations with the student and supervisor • Share results with student and family, include in IEP
Students and Families	• Discuss career interests and accommodations, ensure student interests are considered in the IEP • Read and discuss consent forms and the WBL agreement	• Discuss job-related successes and issues, share insights and ideas with the school • Track progress on learning objectives	• Complete and discuss the WBL evaluation with the teacher and supervisor • Discuss the experience at the Committee on Special Education (CSE) meeting
Employers	• Learn about student interests and strengths, collaborate to provide needed accommodations • Read and discuss the WBL agreement	• Communicate regularly with the student/school • Collaborate to identify new skills for the student to learn	• Complete the WBL evaluation with the student and teacher • Reflect with the teacher on ways to improve the WBL experience

WORK-BASED LEARNING (WBL): BEFORE, DURING AND AFTER

TIME FRAME	TEACHERS	STUDENTS/FAMILIES	WORKPLACE PARTNERS
BEFORE WBL EXPERIENCES BEGIN: Student-centered planning and consent	- Meet with students, families and workplace to discuss interests, expectations and needed accommodations - Make sure WBL is included in each student's IEP and course of study - Have the student/parent and employer sign consent forms and a WBL agreement	- Discuss career interests and accommodations with the school - Make sure the student's career interests are considered in the IEP - Read and discuss the consent forms and a WBL agreement with the teacher before signing	- Learn about the student's interests and strengths before offering a work assignment - Work with the school and student to establish needed work accommodations - Read and discuss the WBL agreement before signing
DURING EACH WBL EXPERIENCE: Document and share achievements	- Support the student at the workplace, collecting data on skills learned, hours worked and performance - Communicate regularly with the workplace, student and family - Support student WBL objectives through classroom activities	- Discuss issues and achievements that happened on the job daily - Share career-related insights and ideas with the school - Keep track of the learning objectives and when each objective is mastered	- Communicate regularly with the student/school on performance and attitude - Provide opportunities for the student to attain her or his WBL objectives - Work with the student and school to identify new skills for the student to learn
AFTER WBL EXPERIENCES ARE COMPLETED: Reflect and consider next steps	- Complete a WBL evaluation with the student and workplace supervisor - Share the results of the evaluation with the student and family - Include the results of the evaluation and recommendations in the student's IEP	- Complete and discuss the WBL evaluation and next steps with the teacher and workplace supervisor - Add this experience and any skills mastered into the student's NYS Employability Profile - Present this experience and recommended next steps at the IEP meeting	- Complete and discuss the WBL evaluation with the student and teacher - Provide feedback to the student regarding future career opportunities - Reflect with the teacher on ways to improve the WBL experience

cut out

CONSIDER AT AGE AGES 18-21

- CareerZone/other portfolio
- Work site assessment
- Person-centered planning documents
- Assess for employment support
- Self-determination assessment
- Satisfaction assessment
- NYS Career Plan

CONSIDER AT AGE AGES 16-17

- CareerZone/other portfolio
- Work site assessment
- Assess for employment support
- Satisfaction assessment
- Person-centered planning documents
- Self-determination assessment
- NYS Career Plan

CONSIDER AT AGE AGES 14-15

- CareerZone assessment
- CareerZone/other portfolio
- Career skills assessment
- Work site evaluation
- Interest inventories
- NYS Career Plan

CONSIDER AT AGE AGES 12-13

- Interest inventories
- CareerZone assessment
- CareerZone/other portfolio
- Skill assessment
- Student/family questionnaires
- NYS Career Plan

- Paid employment
- Paid internship
- Apprenticeship
- Entrepreneurship experience
- Work-based learning options
- Service learning

- Paid employment
- Work-based learning options
- Service learning
- Job shadow
- Entrepreneurship experience

- Work-based learning options
- Informational interviews
- Job shadow
- Service learning
- School-based enterprise

- Business tours
- Job shadow
- CareerZone searches
- Guest speakers
- School-based enterprises

- Agency services agreements
- Working while earning high school credit
- Over age 18 student liability
- Subminimum wage
- Public transportation

- Paid employment and CDOS Credential
- Agency services agreements
- Work-based learning programs
- Labor laws/employing minors
- Labor laws/unpaid workers

- Work-based learning programs
- Labor laws/employing minors
- Labor laws/unpaid workers
- School district liability
- School policy on fundraising

- Labor laws/employing minors
- School district liability
- School policy on fundraising

- On-the-job supports
- Community living supports
- Paid employment details
- Agency referrals/services
- Transition services
- Transition assessment info
- Shared records/portfolios

- Maintain portfolio
- Paid employment details
- Work-based learning details
- Transition assessment info
- Transition services
- Agency referrals/services
- Update health/allergy records

- Transition assessment info
- Maintain portfolio
- Working papers
- Transition services
- Agency referrals/services
- Update health/allergy records

- Establish portfolio
- Received records/portfolios
- Health/allergy records
- Agency referrals/services

WORK-BASED LEARNING BY AGE

cut out

Something we don't have yet

E. Science Fair Project/Senior Inquiry Mentor

A **Science Fair Project Mentor** is a professional who comes to an NMCUSD school to sit down for 10-20 minutes with individual students during a school day to help them develop a topic for their required science fair project. The selected topic must either follow the scientific method for a science project or the engineering method for an engineering project. Every student in Grades 7 and 8 must present their project at the annual Middle School Science Fair in the spring. Similarly, every student in Grades 9-11 must present their project at the High School Science Fair in the fall. Grade 11 students have the option of presenting an engineering project instead of a science project at the High School Science Fair.

A **Senior Inquiry Mentor** is a professional whose specialty directly relates to the desired career path of the senior student (e.g., nurse, veterinarian, biologist), and agrees to advise the student during the senior year. The Mentor is typically interviewed by the student early in the school year or preceding summer in a one hour meeting. Thereafter, the Mentor and student usually have a couple of telephone conversations to help the student prepare the required research paper during the fall term, showcase presentation board in the spring, and Senior Defense oral presentation just before graduation.