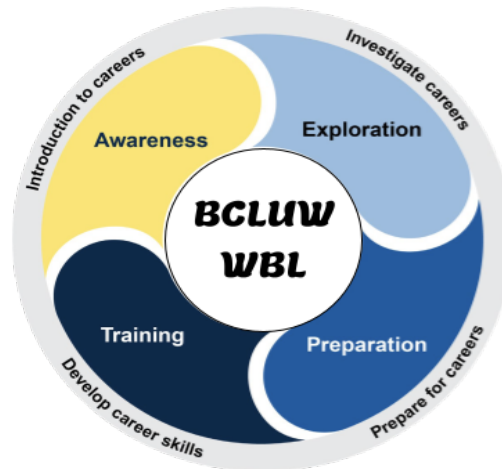


# BCLUW Work Based Learning Program Overview



## BCLUW SCHOOL MISSION:

Providing a learning environment for educational excellence and motivation to continue a lifetime of learning.

## Vision of Work Based Learning (WBL) at BCLUW:

Work based learning in BCLUW Community Schools integrates academic learning with the workplace to provide paths to educational and career advancement for students. WBL is designed to be a component of a student's career pathway, building on their classroom knowledge with practical experience in the workplace and interaction with industry and community professionals.

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**EXECUTIVE SUMMARY:** Work-based learning consists of structured opportunities for learning and is achieved through authentic activity, and is supervised in the workplace. Work-based learning is delivered through a meaningful partnership between students, employers, teachers, and the education organization. Work-based learning incorporates academic knowledge, technical skills, and professional skills to enhance real-life work experience. WBL programs partner with businesses to satisfy the industry requirement for skilled and talented professionals while also meeting the needs of the student's desire to work within a field of interest. WBL programs are targeted to bridge the gap between the learning and doing. Before a student in the BCLUW Schools begins a work-based learning experience, they have gone through a comprehensive K-12 career exposure and exploration process to help them find their passion. By doing this, we are able to match their passion with an appropriate work-based learning experience. The following is a detailed breakdown of all students' pathways to help them graduate with a "Diploma and a Plan" from the BCLUW Community Schools. This plan is broken down into 5 essential components.

**Purpose:**

The purpose of providing quality work-based learning opportunities to the students of BCLUW Community Schools is to ensure that all students graduate high school College AND Career ready. The information in this overview outlines the pathways our students can take to engage in quality work-based learning opportunities within our district. Engaging in quality work-based learning opportunities while in high school will allow our students to gain experiences that will make them better informed about potential careers of interest to them, better qualified to apply for those careers, and ultimately allow them to demonstrate and apply the knowledge and skills they have learned at BCLUW Community Schools.

**Goals:**

1. Provide all students with multiple pathways to high quality work-based learning experiences and explore careers of interest to them while in school.
2. Provide ongoing support for students as they explore and learn about career opportunities of interest to them that are available within central Iowa.
3. Provide work-based learning opportunities that allow our students to demonstrate our community developed learner outcomes.
4. Provide mutually beneficial work-based learning experiences to our students, our district, and our community partners.
5. Provide all students with the ability to evaluate, explore, and understand post secondary education and training opportunities.

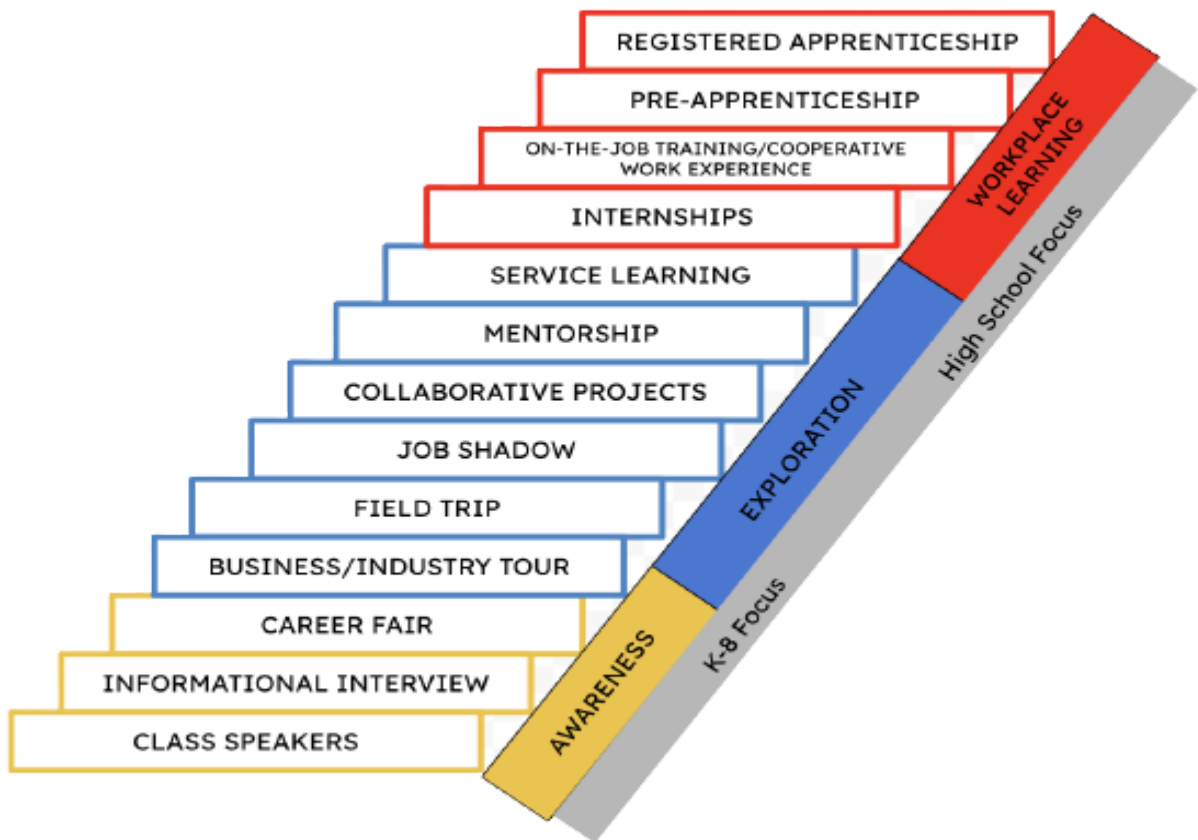
**High School Career Pathway (mandatory):**

1. **Freshman:** Life Skills
2. **Sophomore:** Life Management
3. **Junior:** Job Prep
4. **Senior:** Financial Literacy

## Types of High Quality Work-Based Learning Programs Available to All Students:

There are many types of work-based learning opportunities that are recognized by the state and available to all students. Each program is slightly different with regards to its expectations, requirements, and potential for earning both high-school and/or college credit.

Outlined below are the various work-based learning options as defined by the Iowa Department of Education. You will also see the various options that are provided at BCLUW Community Schools for each work-based learning option.



### **CAREER AWARENESS:**

An introduction for all students, that showcases many great job opportunities in the local area and the world around us.

#### **Pre-K:**

**Kindergarten:** Leader In Me activities and committees, Classroom examples, Library book access

**1st Grade:** Leader In Me activities and committees, Classroom examples, Library book access

**2nd Grade:** Leader In Me activities and committees, Classroom examples, Library book access

**3rd Grade:** Leader In Me activities and committees, Classroom examples, Library book access

**4th Grade:** Leader In Me activities and committees, Classroom examples, Library book access

**5th Grade:** Leader In Me committees and activities, MS Job Fair, Hardin County Entrepreneurial presentation. Computer science (Coder Z)

**6th Grade:** Leader In Me committees and activities, MS Job Fair, Computer science (Coder Z), LEGO League competition

**7th Grade:** Leader In Me committees and activities, MS Job Fair, Agriculture class, Computer science (Coder Z), Guidance Class, Lego League research, presentation and competition

**8th Grade:** My Academic Plan, Guidance Class, STEM Class, Leader In Me committees, Agriculture class, Lego League research, presentation and competition, MS Job Fair, Computer science (Coder Z)

**9th Grade:** My Academic Plan, Life Management class, Blue Apples Class, ASVAB test, Personal Strengths Finders, Career Conference

**10th Grade:** My Academic Plan, Life Management class, Blue Apples Class, ASVAB test, Career Conference

**11th Grade:** My Academic Plan, Financial Literacy, Job Preparation class, Blue Apples Class, Comet Cafe, Advanced Construction, Biology & Health Science Careers, ASVAB test, Job Fair (MCC), Career Conference

**12th Grade:** My Academic Plan, Financial Literacy, Job Preparation class, Blue Apples Class, ASVAB test, Job Fair (MCC), Career Conference, Biology & Health Science Careers, COMET Cafe, Advanced Construction

### **Service Learning**

Service-learning, as defined by the IA Dept of Ed, “is a form of experiential learning where students apply content knowledge, critical thinking, and good judgment to address genuine community needs. Service-learning is a way of teaching and learning that engages learners in hands-on academic projects in the community.”

### **Opportunities for Service Learning at BCLUW Community Schools:**

#### **A. Silver-cord Hours**

Students who complete 100 hours of community service (silver-cord hours) while in high school will be given a Silver Cord to wear during graduation signifying that they have completed at least 100 hours of community service. While this recognition is great, our true hope is that by engaging in community service our students will demonstrate our learner outcomes and make a positive contribution to our communities.

#### **B. Day of Service**

Every spring all of our 9-12 grade students will participate in a day of service where they work within our community to serve the community by lending a hand on projects that improve the look and feel of our communities. By engaging in this activity students will learn to give back to their community and take pride in the work that they help accomplish to make our communities great. BCLUW’s CTSOs (Career and Technical Student Organizations) will base their activities on the career focused goals of their club. Several students have made connections during the day of service that have lead to employment.

### **C. Iowa Clearinghouse for Work-Based Learning**

- a. Teachers and students at BCLUW Community Schools have the opportunity to access work-based learning projects from across the state, many of which would fall under the umbrella of service-learning.

### **Business Internships**

Internships, as defined by the IA Dept of Ed, “are typically one-time, short-term work or service experiences related to the student's major or a participant's career goals. The internship plan generally involves participants working in professional settings under the supervision and mentoring of practicing professionals. Internships can be paid or unpaid and may or may not involve academic credit. Strong internship programs incorporate meaningful work assignments, training, necessary workspace and resources, and structured evaluation/reflection.”

### **Opportunities for Business Internships at BCLUW Community Schools:**

#### **A. Business Internships**

- a. NuCara Pharmacy Technician
- b. The Farmer’s Daughter (Photography & Videography)
- c. Boulder Construction
- d. Shear Bliss
- e. Hangloose Nutrition
- f. Conrad Chamber Main Street
- g. Hutch Screen Printing
- h. Casey’s

#### **B. Student Enterprises**

- a. Comet Cafe
- b. Comet Construction
- c. BCLUW FFA
- d. BCLUW FFA Greenhouse

#### **C. Business Entrepreneurship**

- a. Blue Apples

#### **D. MCC - College Connection \*\*\***

### **On-the-Job Training/Cooperative Work Experience**

Cooperative work experiences (Co-op) provide students with multiple periods of work related to their future education or career goals. The typical program plan is for students to utilize classroom study within discipline-related employment, thus gaining career-related work experience before graduation. Co-op positions are either paid or non-paid, and most involve some form of academic credit.

### **Opportunities for Cooperative Work Experience at BCLUW Community Schools:**

#### **A. Business**

- a. Comet Cafe
- b. HY-Vee
- c. Brothers Market
- d. Conrad Public Library
- e. BCLUW Transportation Department

- f. BCLUW Food Service
- g. Straights Auto Body
- h. NAPA

### **Work Experience Programs for Special Education**

While many students with disabilities may be well served in general work-based learning experiences with accommodations or modifications, there are instances where a work-based learning program must be developed specifically for individuals who are unable to succeed in general education programs.

### **Opportunities for Work Experience Programs for Special Education at BCLUW Community Schools:**

- A. Comet Cafe
- B. HY-Vee
- C. Brothers Market
- D. Conrad Public Library
- E. BCLUW Transportation Department
- F. BCLUW Food Service
- G. Straights Auto Body
- H. NAPA

### **\*\*\* Pre-Apprenticeship Programs:**

Pre-apprenticeship programs are strategically planned opportunities to prepare individuals to enter and succeed in a Registered Apprenticeship. These programs have a documented partnership with at least one Registered Apprenticeship program sponsor. Together, they expand the participant's career pathway opportunities with industry-based training and classroom instruction.

### **Opportunities for Pre-Apprenticeship Programs at BCLUW Community Schools:**

Students have the opportunity to take courses online while in high school that will prepare them for a future apprenticeship with one of the following companies. Students will also participate in "lab activities" that provide them with hands-on experiences with local employers related to the career fields associated with each apprenticeship program; by participating in a pre-apprenticeship program while in high school, students will be able to apply for a registered apprenticeship with an employer/company with the advantage of already completing many of the initial requirements of the apprenticeship and perhaps at a higher starting wage.

#### **A. Construction Pre-Apprenticeship**

- a. Registered Apprenticeship opportunities available upon completion of pre-apprenticeship courses
  - i. Builders and Contractors
    - 1. Electrician
    - 2. Plumbing
    - 3. HVAC
    - 4. Sheet Metal
  - ii. MCC
    - 1. Welder

### **\*\*\* Registered Apprenticeship Program**

Registered Apprenticeship programs provide a proven solution for recruiting, training, and retaining an educated and skilled workforce in the state. Combining on-the-job learning with related classroom instruction, Registered Apprenticeship programs enable students to earn while they learn. Students earn wage increases as they progress through a Registered Apprenticeship program. In addition, portable industry credentials are awarded to those who complete Registered Apprenticeship Programs by the United States Department of Labor. Registered Apprenticeships can last between one and six years but must entail at least 144 hours of related educational training and at least 2,000 hours of hands-on training.

### **Opportunities for Registered Apprenticeships at BCLUW Community Schools:**

Students at BCLUW High School who are at least 16 years of age (Juniors and Seniors) can apply for and, if selected, participate in the following registered apprenticeship programs. Students will attend school part-time, work part-time during the school year, and work full-time during the summer and after graduation until they complete the required on-the-job training and/or meet the minimum hour requirements for each apprenticeship program.

#### **A. Welding Registered Apprenticeships (Connect with MCC)**

- a. ALMACO
  - b. PMI
- B. Lineman (Connect with MCC)
- a. Alliant - Partnership
- C. Construction (Connect with MCC)

### **Summary of Work-Based Learning Programs**

<b>Program</b>	<b>Duration</b>	<b>Academic Rigor</b>	<b>Paid</b>
Internships	Short-Term	Moderate	Yes or No
Cooperative Work Experience	1-9 Months	High	Yes or No
Work Experiences for Students with Disabilities	1-9 Months	High	Yes or No
Pre-Apprenticeship	1-2 Years	Very High	Yes or No
Registered Apprenticeship	1-6 Years	Very High	Yes

## **How BCLUW Community Schools identifies and starts new and interesting opportunities:**

1. Yearly School Outreach - Each year the WBL lead group will send letters of interest to businesses in the community to see if they would be interested in creating a partnership.
2. Advisory Committees for CTE
3. Regional Planning Partnership (RPP)
4. Making connections with local community colleges.

## **Professional Development:**

1. Educators interested in the WBL program will utilize the AEA On-demand Library to understand 21st Century Skills and how to apply them to the WBL program.
2. Educators will be assigned a mentor in the first year to assist with working with the WBL program.
3. Teacher Externships during summer.
4. WBL Conference
5. MOC partnership training and expectations seminar

## **Staffing:**

In order to have the greatest impact on inclusion, equality, and integration, all primary teachers in the pre-k through 8th grade will play an integral part in delivering the awareness and exploration part of the WBL experience. Once the students reach high school, they will continue to be exposed to the awareness and exploration phase through their general education programs, in addition to having exposure to specific required high-quality CTE classes. BCLUW currently has a MOC coordinator and a STEM instructor; these two positions will be the points of contact for those interested in the WBL program.

## **Costs and Funding Sources:**

The cost that are incurred for this program to run are as follows:

1. MOC Educator
2. CTSOs activity directors
3. Special Education Supervisors and Job Coaches
4. Transportation Cost
5. CTE job equipment
6. Uniforms and Safety equipment
7. Miscellaneous consumable items

The BCLUW Community Schools will fund the WBL program through the following:

1. STEM Grants
2. General Funds
3. Perkins
4. RPP
5. BCLUW Educational Foundation



**Community Assets:**

Each year the WBL lead group will contact businesses in the community and surrounding area to see if they would be interested in creating a partnership. Current CTE Advisory Committees will be included and surveyed to see what additional possibilities are available to improve the WBL program. Look into and develop relationships with Regional Planning Partnership (RPP) and the STEM council. As well as make connections with local community colleges.

**ICAP:**

All Students at BCLUW High School are required to take one WBL embedded class each of the four years they are at BCLUW. Starting with Life Skills their freshman year, Life management their sophomore year, Job Prep their junior year, and finishing with Financial Literacy their senior year. All students will be able to elect to take WBL-specific classes all four years of their high school experience. Giving them the opportunity to experience the multiple jobs available for them to explore when they are ready to enter the workforce.

**Perkins Alignment:**

The comprehensive local needs assessment of the Perkins program asks schools to look at the elements of how we prepare students for transition into the workplace. In addition, it also takes a deeper look at how the careers we expose students align with our local community's needs. Our work-based learning plan does align with our Perkins grant and Community assessment.

**Challenges and Barriers Ahead:**

1. Staffing: With possible growth in this area, being able to keep up with demand and not overwhelming the staff.
2. Finding willing local businesses 1) to take on more than one student at a time. 2) to be willing to take on the huge responsibility of time and effort.
3. Rural Iowa location: Distance needed to travel to get a great enough diversity of jobs.
4. Student Scheduling
5. Child Labor Laws, Insurance, Safety
6. Paying Students: For fuel to travel and possible time invested.
7. Pandemic After Effects
8. Further funding to support growth