In the following report, Hanover Research examines best practices in implementing and sustaining K-12 business partnerships intended to improve college and career readiness by providing relevant work-based learning experiences.
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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In the following report, Hanover Research reviews best practices in implementing and sustaining K-12 business partnerships intended to improve college and career readiness by providing relevant work-based learning experiences. This report has three sections:

- **Section I: Work-based Learning** surveys the types of work-based learning programs used in school districts across the United States and summarizes available research regarding the impact of work-based learning programs on student performance, engagement, and employability.

- **Section II: Implementing Partnerships** details best practices in creating and sustaining partnerships with businesses. This is a multi-faceted process that includes steps such as selecting district coordinators, surveying local markets, picking business partners, communicating mutual goals, training staff, developing a student selection process, maintaining relationships, and completing program assessments.

- **Section III: Case Profiles** provides an examination of four districts recognized for their innovative implementation of school-business partnerships: Anchorage School District (AK), Pasadena Unified School District (CA), Newport News Public Schools (VA), and Charlotte-Mecklenburg School District (GA).

KEY FINDINGS

- **Schools can partner with businesses to implement a variety of work-based learning experiences that expose students to the depth and breadth of the working world.** Work-based learning experiences differ in length, intensity, settings, age groups, and goals, and some of the most common work-based learning activities include worksite field trips, job shadowing, mentoring, service learning, internships, cooperative work experiences, and apprenticeships.

- **Work-based learning experiences typically operate along a continuum of career awareness, career exploration, career practicums, and career preparation, especially when offered across the full K-12 spectrum.** Career awareness and exploration generally focus on low-intensity activities that introduce students to the diversity of modern career choices, such as worksite tours and job shadowing, and are ideally suited for inclusion in an elementary or middle school curriculum. Career practicums and career preparation, however, center on providing older students with highly interactive activities that support the development of career readiness and job-specific skills, such as internships and apprenticeships.

- **The research available on the role of work-based learning experiences in impacting student motivation, student career preparation, and student earnings is generally positive.** A comprehensive literature review of 132 studies on school-to-work programs found that examined initiatives helped students become better prepared
for the world of work and enhanced student views on school. Further, a study of 1,400 high school students in Career Academy programs found that over time, the Academy group had sustained earnings gains that averaged 11 percent more than the non-Academy group.

- **Identifying labor market and district needs is a crucial preliminary step for educators interested in implementing school-business partnerships.** Two key questions to ask before identifying potential partners are, “What do we need and how can business/industry help us?” and “Who are our local employers and what are their needs?” These inquiries can be further supplemented by an examination of state and national data on projected occupational and industry growth, which provide a long-term view of labor market needs and their relation to student work-based learning experiences.

- **Because the creation of a school-business partnership is a multi-step process that requires interaction between many different groups, hiring a district work-based learning coordinator may improve the quality and number of partnerships available within each school.** Creating and maintaining partnerships is time-consuming, and part-time teachers and staff may not have resources or schedules that allow for independent program management. For example, a comprehensive evaluation of nine Career Academies in the United States found that Academies with full-time coordinators were the most successful at securing strong employer involvement.

- **Teachers can make their classes more inclusive of work-based learning principles and goals by participating in programs known as externships.** Externships, which are short- or long-term professional internships, exposure teachers to problems and technologies used in the workplace. This exposure provides them with a heightened awareness of the skills that their students will need to succeed in the professional world, improving the alignment of academic content with technical content.

- **Data collection, regular check-ins with businesses, and formal program assessments provide valuable indicators of how well partnerships and work-based learning activities are succeeding in improving student outcomes.** Secondary enrollment and attendance rates, graduation rates, post-secondary enrollment rates, and industry certification rates all serve as valuable quantitative measures of program success and are especially informative when gathered in conjunction with regular check-ins and program evaluations that identify areas for future development and improvement.
SECTION I: WORK-BASED LEARNING

There are multiple pathways to success in modern society. Although many students and educators may view attendance at a four-year university as the only available way to obtain a well-paying, middle-class job, recent data do not support the validity of this view. In 2011, 27 percent of individuals with credentials short of an associate’s degree earned more than the average bachelor’s degree recipient. Jobs for middle-skilled health-care professionals requiring only an associate’s degree are increasing rapidly, with openings for registered nurses and health technologists anticipated to grow by over one million by 2018. Similarly, in manufacturing, construction, and repair—fields that offer multiple well-paying career options—a post-secondary credential is commonly all that is needed to succeed.1

By offering students relevant job-related knowledge and exposure to the working world through partnerships with local businesses, the work-based learning experiences typically offered through Career and Technical Education (CTE) provides students with the tools they need to navigate these various pathways to success.2 Exposure to the world of work is relevant regardless of whether students plan on pursuing a professional degree, a bachelor’s degree, an associate’s degree, or a post-secondary certificate. No matter their education goals, informed students are better able to make positive choices about their future education and determine which jobs align well with their interests and skills.

In the following section, Hanover Research surveys programs across the United States that collaboratively engage employers and schools to provide structured learning activities for students. Known as work-based learning (WBL), these programs include activities such as job shadowing, mentorships, internships, and apprenticeships. This program overview is followed by a review of the available research on the efficacy of WBL programs in improving student performance, engagement, and employability.

OPPORTUNITIES

Work-based learning experiences can occur in many different forms, varying in length, intensity, setting, age group, and goals. The following list summarizes the most common WBL activities available to students:3

- **Worksite Field Trips:** Typically geared towards elementary or middle school students, a worksite field trip is a guided tour of a business. This short-term experience helps students explore occupations, learn about work processes, and hear about the skill requirements of different jobs.

- **Job Shadowing:** Job shadowing can occur at any age, but is most common for middle and high school students. The experience, which ranges from a few hours to

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2 Ibid, p. 25.
a few days, allows students to follow employees on a job to experience the reality of day-to-day work in specific industries.

- **Mentorship:** A career mentorship is a relationship with an individual more established in their career field who can provide guidance, support, motivation, and inside information about specific occupations and industries. Mentorships can occur at any age and vary in formality and medium of communication (e.g. email, telephone, or face-to-face meetings).

- **Service Learning:** Service learning is short-term or long-term volunteering accompanied by additional structured classroom learning. Service learning projects help students address community needs and are applicable for learners of all ages.

- **Internship:** Internships are paid or unpaid short-term work experiences for high school and college students that allow participants to gain practical, professional skills and learn about specific occupations.

- **Cooperative Work Experiences:** Intended for high school and college students, cooperative work experiences are formal arrangements between a school and an employer that allow students to complete paid work while attending classes. These arrangements may require a supplemental class to strengthen on-the-job training and are typically supervised by a school representative.

- **Apprenticeship:** An apprenticeship is a paid, formal program for individuals aged 16 and over who are interested in gaining experience in a skilled craft or trade. As a structured experience, apprenticeships typically combine on-the-job training with classroom instruction.

Regardless of type, WBL opportunities should share four common factors:\(^4\)

- **Engagement in the workplace:** Direct, active experiences in the workplace enable students to learn about new professional concepts and skills more effectively than they would through the traditional, teacher-based instruction.

- **Connection of the workplace to the classroom:** Workplace experiences should be linked to classroom learning to create a high-quality WBL program. Ideally, teachers should visit workplaces before student placements occur in order to determine the full learning potential of a given setting, and both the teacher and employer should agree upon mutual learning plans. Lastly, close supervision and communication between the teacher and the employer ensure that learning plans are fulfilled.

- **Reflection in the classroom:** Allowing students opportunities to reflect on their work-based experiences in the classroom facilitates connections between the worksite experience and academic learning objectives.

- **Assessment of learning:** Employers and educators should set clear standards for students, and students should receive real feedback from business partners. This

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system of expectations and consequences helps to create an authentic workplace experience and motivate further learning.

**GRADE LEVEL DIFFERENTIATION**

Because WBL is a continuum of activities varying in intensity, career exploration through WBL can occur at the elementary, middle, or high school levels. In the lower grades, WBL is generally focused on establishing career awareness. As Carolyn Magnuson explains in *Journal of Career Development*, students in elementary school can learn about concepts like the variety of work and workers present in the world and how people develop and obtain the goods and services available in everyday life through an assortment of methods. Working parents can participate in short class visits to talk about their jobs, small children can engage in occupational role-play, and artistic tasks such as drawing and writing can encourage students to explore their thoughts about work.6 Students in higher elementary grades may be interested in more immersive experiences such as workplace tours.6 Ultimately, experiences like these help children “process knowledge about themselves, their skills and their aptitudes in relation to work related tasks.”7

By middle school, the goal of WBL is to create increasingly detailed, first-hand experiences that focus on career practicum and preparation. This can include “career counseling, job shadowing, and opportunities to work on projects or problems designed by industry partners.”8 By the time students reach high school, WBL activities progress to internships, programs of study designed in association with business leaders, service learning, and other equally involved collaborative experiences.9

The evolution of WBL program goals in relation to student’s grade levels is further demonstrated below in Figure 1.1.

**Figure 1.1: A Continuum of Work-Based Learning Opportunities**

<table>
<thead>
<tr>
<th>LEARNING COMPONENT</th>
<th>WHAT IT ACCOMPLISHES</th>
<th>WHEN IT OCCURS</th>
</tr>
</thead>
</table>
| Career Awareness         | Helps students build awareness of available careers and to begin identifying areas of interest. | ▪ Elementary School  
                           |                                                                                       | ▪ Middle School       |
| Career Exploration       | Allows students to explore career options, and better informs decision-making.        | ▪ Middle School       
                           |                                                                                       | ▪ High School         |

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## Career Practicum

Provides students with experiences that deepen classroom learning and supports the development of college and career readiness through real-world experiences and engagement with adults outside of school.

### When it Occurs
- High School

## Career Preparation

Prepares students for entry into a career pathway.

### When it Occurs
- High School
- Post-secondary School

Source: Promoting Work-Based Learning

Regardless of WBL activity choice, a WBL program is a valuable opportunity for student growth that should not be restricted to high school. The Harvard Graduate School of Education recommends that all students should have access to this system of employer involvement no later than middle school, and researchers at the National Center for Research in Vocational Education believe that limiting WBL opportunities to secondary school may be “too late” to have much impact on students who have already become turned off to education. This opinion was shared by educators they interviewed at middle schools offering WBL programs, who made comments that the curricula fits with the middle school philosophy of helping students to transition from child to young adult and that it is “never too early to address future needs.”

### EFFECTIVENESS OF WORK-BASED LEARNING

Accurately studying the efficacy of WBL programs is challenging. According to researchers at the National Research Center for Career and Technical Education, WBL can vary widely from school to school, making the identification of shared variables across locations difficult. Additionally, tracking students longitudinally as they transfer from academic to work environments is slow and expensive.

Despite these difficulties, the available research on the efficacy of WBL programs in improving student engagement and employability is generally positive. In a comprehensive literature review of 132 studies of school-to-work programs in which students underwent planned programs of job exposure and training at employer worksites, researchers at the New York Institute on Education and the Economy established the following conclusions regarding the efficacy of the programs:

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School-to-Work students maintain good grades and take difficult courses;
Students in School-to-Work stay in school and receive their high school diplomas;
It is unclear how School-to-Work participation affects students' test scores;
School-to-Work students are prepared for college;
School-to-Work helps young people become prepared for the world of work;
The jobs that students obtain through School-to-Work tend to be different from and of higher quality than the jobs they would normally get;
School-to-Work helps students plan for the future and act in ways that will help them achieve their goals;
School-to-Work students feel that their teachers and peers are supportive;
School-to-Work enhances students' achievement in and perception of school;
Teachers believe that School-to-Work benefits students;
Employers support the School-to-Work vision and initiative;
Employer participation in School-to-Work partnerships and in work-based learning activities is widespread; and
Employers speak well of student interns and see benefits to their firms from participation in the program.

The impact of WBL can also be seen in the success of students who attend Career Academies – small learning communities within high schools that partner with local employers to combine academic and technical curricula around a career theme. In a study of more than 1,400 Career Academy students in nine high schools across the United States, researchers at MDRC found that the Academy group had sustained earnings gains that averaged 11 percent more than the non-Academy group. The highest labor market impacts were felt by the young men of the Academy group: real earnings for these individuals increased by 17 percent per year. Young men also reported positive impacts of the program on marriage and custodial parenting. Notably, both the Academy and non-Academy group served as equally viable routes to post-secondary education, as more than 90 percent of both groups received a GED or graduated from high school. The researchers concluded that the findings “demonstrate the feasibility of improving labor market preparation and successful school-to-work transitions without compromising academic goals and preparation for college.”

Proponents of work-based CTE education also focus on the success of such programs internationally. In a 2003 survey of the impact of CTE on high school completion and labor market success, researchers at Cornell University compared secondary-school graduation rates and levels of CTE training across countries and found strong correlations between the

16 Ibid, p. iii.
two, stating, “Nations that have a large share of their upper-secondary students in career-
technical education have higher attendance rates and higher upper secondary completion
rates.” Further, in a study of vocational education and training (VET) across 17 countries,
The Organization for Economic Development observes that countries with strong initial VET
systems are relatively successful in addressing youth unemployment, potentially providing
good economic returns on public educational investments. 

SECTION II: IMPLEMENTING PARTNERSHIPS

The success of WBL programs and CTE education as a whole is dependent on the establishment of healthy relationships between schools and local businesses. Employer involvement is a defining factor of WBL, separating WBL experiences from other applied and project-based learning experiences that occur within school grounds. Even more notably, it is the opportunities created through business partnerships that expose students to authentic professional experiences and standards. Perhaps for the first time, students are able to envision how their skills and efforts can directly impact local economies and communities. As researchers Darche, Nayar, and Bracco (2009) note in their study of WBL programs in California schools, “this intentional mediation [of WBL activities] provides a bridge from their roles as students to their roles as contributing members of society.”

In the following section, Hanover Research reviews critical steps underlying the creation of work-based learning partnerships between schools and businesses. These steps include activities as varied as hiring a WBL coordinator, evaluating labor market needs, picking potential partners, drafting documentation, navigating legal and safety issues, managing relationships, training staff, and compiling program assessments.

For educators interested in additional tools with which to navigate implementation, the Council of Corporate and School Partnerships also maintains a comprehensive partnership checklist for schools, which is reproduced in this report as Appendix A.

DISTRICT STAFFING: THE WBL COORDINATOR

Selecting a full-time WBL coordinator is a crucial first step to implementing a WBL program. The literature on successful WBL implementation frequently notes the importance of establishing coordinators to help schools create more structured networks of partnerships with local businesses. In a 12-year study of nine Career Academies that included work-based learning programs across five states, researcher Janet Quint found that student participation was greater at sites that could support a full-time, non-teaching coordinator who managed the relationship between employers and the Academy program. Career Academies with full-time coordinators were also the most successful at securing strong employer involvement, leading Quint to note that although the creation of a new staff position may be costly, “attempting to save money by not hiring additional staff members is almost certain to make implementation less effective.”

When teachers are asked to assume WBL coordinator duties on top of their normal workload, time constraints can prevent liaisons from “engaging employer partners on

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multiple levels and from developing a wide range of high-quality activities.” A full-time coordinator, however, is available to assume much more detailed levels of responsibility and efficiently coordinate between budgeting, fundraising, and advisory groups.\textsuperscript{22}

The typical duties of WBL coordinator include:\textsuperscript{23}

- Establishing and sustaining relationships with employers
- Placing students based on their interests and personalities
- Preparing students and employers for the experience
- Developing a student training plan
- Visiting students at the workplace to ensure that they are being supervised and provided with feedback

The WBL coordinator may also help address transportation issues. Although employers frequently expect students to arrange their own transportation, this expectation can lead to questions about equity of access to the program among lower-income students and communities. A WBL coordinator can address this issue by organizing busses or other communal transportation to and from the worksites.\textsuperscript{24}

\section*{SELECTING PARTNERS}

\subsection*{IDENTIFY LABOR MARKET AND DISTRICT NEEDS}

When establishing a WBL program, educators should seek to align their program with labor market needs to prepare students for occupations in high-growth industries and equip them with skills relevant to the 21\textsuperscript{st} century economy.\textsuperscript{25} Consequently, picking out potential business partners requires careful consideration of current and projected employment opportunities across industries at the state and national level. Schools must consider both their own needs and the needs of the market. Echoing the importance of this consideration, the Pennsylvania CTE Best Practices Initiative identifies two key questions that must be addressed when establishing business partnerships.\textsuperscript{26}

- Identify needs and opportunities for involvement: What do we need and how can business/industry help us?
- Evaluate business/industry environment and survey needs: Who are our local employers and what are their needs?

\begin{flushleft}
\textsuperscript{22} Ibid, p. 51.
\textsuperscript{24} Ibid, p. 23.
\end{flushleft}
This discussion of alignment also allows schools to begin determining what types of WBL would both suit the needs of their students and appeal to businesses. The structural variety of WBL activities allows for a wide range of potential partnerships, and partners are free to contribute in unique ways. Companies that cannot agree to an ongoing commitment, for example, may be able to host one-time events for students, and companies unable to invest money into an apprenticeship or internship program may be able to contribute their time through job shadowing and mentoring.27

RESEARCH POTENTIAL PARTNERS

Once labor market needs have been identified and districts have selected their target industries, administrators should assess the potential offerings of business partners. Valuable information to research includes: the financial health of the business, the details of what the particular business does, information regarding their current community involvements if any, and causes in which the business already seems interested. This is also an opportunity to collect stakeholder opinions and consider any and all issues that could lead to community criticism regarding the relationship.28

In addition to being a source of potential feedback, the wider school community also serves as a valuable resource when identifying and connecting with potential business partners. Many parents are also employees of local businesses, and there are business networking organizations in almost every city. Discussions with these individuals and groups may be helpful in forming connections and finding unexpected common interests. Once established, these relationships also prove useful when reaching out to businesses to initiate a partnership request, as internal contacts can help advocate for the utility of the relationship to their colleagues.29

REACHING OUT TO BUSINESSES

After potential partners are identified through an evaluation of labor market needs, district needs, and company research, school districts should begin formal outreach. In their “How-To Guide for School-Business Partnerships,” the Council of Corporate and School Partnerships states that it is “always helpful” to provide potential partners with a written proposal for consideration, adding that for larger companies, written proposals will most likely be required before serious discussions begin. Face-to-face meeting regarding the partnership should be requested only once this written proposal is successfully submitted.

Meetings with prospective partners are a time to discuss common institutional values, short- and long-term goals, expected outcomes, potential activities, and the impact of the partnership on student outcomes. Goals should be defined quantitatively whenever possible, since progress towards objective measures of success is easier to track. For WBL

29 Ibid, pp. 5-6.
programs, for example, possible goals include an improvement in student retention rates, student graduation rates, student participation rates, and student academic achievement.\(^{30}\)

District attendees should be prepared to argue for both the fiscal and philanthropic value of their program, as some employers may need to be convinced of the value of WBL before accepting a program proposal. As Darche notes in her study of WBL in California, “with respect to work-based learning, research has shown that additional marketing to employers is required, particularly marketing that includes ‘bottom-line’ arguments for participants,” and there is a need for “widespread conviction that work-based learning has significant educational value for a large number of students.”\(^{31}\) Accordingly, common employer benefits of WBL programs that can be marketed to potential partners include:\(^{32}\)

- A new pool of potential employees who will understand the needs and expectations of the workplace;
- An effective way to connect with local educators and provide opportunities for students;
- Improved employee morale through student workplace learning. (e.g., employees take pride in supervising a young person who in turn may improve their work performance); and
- A way to provide a community service.

**NAVIGATE LEGAL AND SAFETY ISSUES**

Implementing WBL often requires careful consideration of a number of legal concerns, some of which are dependent on WBL activity and industry choices. In its presentation of eight state standards for WBL, the Vermont Agency of Education (VAE) flatly states that “many parents, employers, and schools are confused or uninformed regarding the mix of federal and state laws that apply to young people in the workplace.” The VAE proceeds to list three responsibilities that districts should be prepared to meet in order to be compliant with legal, health, and safety regulations:\(^{33}\)

- School districts are responsible for providing adequate insurance and other risk management policies related to WBL activities.
- Employers are responsible for providing safe, closely supervised work site learning environments.
- When long-term WBL activities meet the Department of Labor’s criteria for employment, students will be paid.

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\(^{30}\) Ibid, p. 10.
Meeting these three criteria may require an examination of the following issues:34

- General liability insurance
- Basic voluntary student accident insurance
- Student accident catastrophic insurance
- Family medical insurance
- Transportation insurance
- Workers’ compensation
- Non-discrimination
- Wage & Hour laws
- Student safety
- Confidentiality

**INSTITUTIONALIZE PRACTICES**

When a company accepts a partnership proposal, districts should formally introduce the partnership to the community and create a communication plan for all future dialogue regarding the partnership. A communication plan can include surveys, posters, flyers, updates on websites, newsletter articles, and even outreach to local media regarding specific partnership events and activities.35

By publicizing partnership activities through these mediums, districts help build commitment to the program and institutionalize their practice—two components that Darch identifies as being central to positive WBL experiences. “Essential to the widespread adoption of quality work-based learned,” she notes, “is the creation of a culture that expects work-based learning to occur as a natural aspect of learning.”36

By increasing the visibility of current work-based learning activities and partners, a strong communications plan also contributes to the creation of further partnerships. An example of the efficacy of program visibility in increasing program participation can be seen at Pasadena Unified School District, where work-based learning occurs within a system of “Linked Learning” pathways. Administrators created glossy packets containing information on pathways to hand out to families and potential partners, which marketed and branded the program throughout the community. Describing the impact the materials had on the Coalition for Great Schools, the then-Superintendent commented, “It immediately moved their understanding of the effort forward, and it happens with a lot of individuals that we provide these marketing materials to.”37

34 Ibid.
STAFF AND STUDENT PARTICIPATION

The development of student selection standards and an application process are important steps in ensuring that students and business partners are appropriately matched. The Vermont Agency of Education recommends that districts consider the following selection standards before allowing students to participate in WBL activities:38

- Minimum age of student is ____.
- Minimum school attendance percentage is ____.
- Student completes a written application to participate.
- Student must continue to successfully complete regular school coursework that leads to graduation.
- Student demonstrates regard for school policy and community laws.
- Student completes a vocation interest/ability inventory.
- Parent/Guardian is willing to sign WBL Training Agreement and support student’s involvement.
- Student agrees to follow and be responsible for all employment policies of the employer.
- Student agrees to a drug screening and/or criminal background check if required by employer.

The application, which is used to help match students with WBL business partners, should include questions that gather information on the student’s strengths, goals, needs, and interests. Business partners may also have applications that they need students to fill out before admitting them into a WBL program. This is especially true for any paid activities. In this sense, the process of admitting and matching students is a two-sided process that requires coordination between the district and employers.39

TEACHER EXTERNSHIPS

To help teachers develop or improve upon their knowledge of the working world, the literature on WBL recommends that teachers participate in workplace internships, commonly referred to as “externships.” In addition to helping teachers better understand their students’ career needs and goals, externships have a number of additional benefits, including that they develop:40

- Heightened knowledge of jobs, career fields, and job opportunities in the community;

Better understanding of industry requirements;
- Opportunities to form strong partnerships with local businesses;
- Awareness of new equipment and technologies used in the occupation; and
- Increased credibility with students by incorporating real problems encountered in the workplace into their classroom instruction.

Externship opportunities for teachers vary and are dependent on factors such as duration, the number of participants, and intensity of professional development (PD). Figure 2.3 categorizes typologies of WBL experiences for teachers based on these three factors.

**Figure 2.1: WBL Experiences for Teachers**

<table>
<thead>
<tr>
<th>Duration and Intensity</th>
<th>Program Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Individual Externship with Limited PD</td>
<td>IISME Summer Fellowships; Real World Externships</td>
</tr>
<tr>
<td>Extended Individual Externship with Intensive PD</td>
<td>LIFT2</td>
</tr>
<tr>
<td>Short-term Team WBL with Limited PD</td>
<td>Lee County, FL, Teacher Immersion Program; EDC PD Institutes</td>
</tr>
<tr>
<td>Short-term Team Externship with Intensive PD</td>
<td>Academies of Nashville Teacher Externships, TIBE Program</td>
</tr>
</tbody>
</table>

Source: Externships and Beyond

**In extended individual externships**, teachers typically spend five to eight weeks over the summer in standalone work-based learning programs containing various levels of built-in professional development. Goals of these extended individual externships include increasing teacher motivation, increasing teacher knowledge and ability, and promoting changes in classroom practices. In California, for example, teachers at the Industry Initiatives for Science and Math Education (IISME) Summer Fellowships worked on projects with companies like Citrix and Lockheed Martin Space Systems Company. When returning to the classroom, the teachers drew on their externships to design innovative teaching techniques and projects that better reflected the working environments they had witnessed over the summer. An evaluation of the teachers after their involvement in IISME showed that their principals reported “growth in the teachers’ leadership and ability to energize and inspire other teachers, students, and even administrators.”

**In short term team externships**, groups of educators participate in three to five day professional development programs at worksites. Although these sessions are short, they are potentially transformative in helping teachers and administrators alike learn about job knowledge, job opportunities, and the importance of incorporating work-based projects in schools. For example, in Louisville, Kentucky, a small group of teachers from Jefferson

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42 Ibid, pp. 6-7.
County Public School District participated in short-term team externship in 2013 and returned with a new understanding of the skills their students needed to learn. The district’s career specialist noted that the information technology teachers were especially impressed by their findings, stating, “They realized, ‘I don’t take my kids far enough so they know the data is right and where it comes from.’”

**In short-term team WBL,** teachers participate in short-term WBL professional development programs that do not qualify as true externships. This can include meetings and panel discussions with professionals in relevant fields, videos and online interviews with company employees, and day-long field trips in which teachers visit workplaces. In a short-term team WBL program run by Florida’s Lees County, teachers go on field trips to a variety of workplaces five or six times a year. At each workplace, they are involved in short, hands-on projects intended to help them understand “what students need to know and be able to do in order to be successful in the Southwest Florida workforce.” At first only CTE teachers were invited, but after the potential utility of the program became clear, the group expanded to include at least one math and science teacher during each visit.

In an extensive white paper surveying teacher externships and their role in increasing the relevance of secondary education, researcher Ilene Kantrov at the Education Development Center notes that further research on teacher externships in regards to two key questions:

- Are the benefits of extended, individual externships sufficient to justify the additional costs?
- What configuration of WBL combined with what kind and extent of PD is most likely to ensure that the WBL experiences have the greatest impact on both teaching and learning?

Although Kantrov is unable to make any conclusive statements regarding either of these questions apart from a hypothesis that team externships and PD are more effective than individual externships in creating institutional change, she emphasizes the importance further studies on these questions could have on influencing districts’ abilities to choose the teacher externship programs that best fit their needs.

**MANAGING RELATIONSHIPS**

According to the Pennsylvania CTE Initiative and the Vermont Agency of Education, there are several components to successfully nurturing business partnerships over the long-term:

**Solicit and respond to feedback.** Check in regularly with businesses to gather feedback regarding their perception of the partnership. This solicitation may vary in formality and

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44 Ibid, pp. 11-12.
include techniques such as conversations with employers during worksite visits, follow-up calls to collect information from site supervisors, employer surveys, and evaluation forms.

**Share results.** Show business the results of their contributions by presenting data such as enrollment figures, graduation rates, and industry certifications that demonstrate the positive impact the partnership has made on student outcomes.

**Show appreciation.** Plan ways to express appreciation for the partnership, whether through year-end banquets, positive media coverage, certificates of appreciation, or personalized thank-you notes from students to employers.

**Provide opportunities for networking.** When students in the district are partnered with multiple businesses, invite partners to public events such as open houses that provide them with chances to network with other businesses.

**THE VALUE OF ASSESSMENTS**

By regularly assessing WBL programs based on clear metrics for performance, educators create a culture of accountability and allow for the identification of areas for future improvement and development. Evaluations can also demonstrate that WBL activities contribute meaningfully to student outcomes, solidifying the visibility and importance of the program in the district community. Evaluations should ideally occur both before a program is implemented in the form of a needs assessment and during the implementation of a program in the form of a partnership self-assessment.

**Conduct a Needs Assessment:** Before a new partnership begins, districts should conduct an assessment to identify any relevant resources already in place. This assessment can include a specific inventory of school-business activities already in place in the district. Figure 2.4 shows the school-business activity inventory that the Graduation Matters Montana Team recommends educators use to determine if new business partnerships can expand on pre-existing programs.

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Figure 2.2: Example Pre-existing School-Business Activity Assessment

<table>
<thead>
<tr>
<th>RECENT SCHOOL-BUSINESS ACTIVITY</th>
<th>ACTIVE DATES</th>
<th>KEY PARTNERS</th>
<th>21ST CENTURY SKILLS DEVELOPED</th>
<th>KEY INSIGHTS/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students interested in the construction trade are interning at the local hardware store and learning about tools and interacting with contractors.</td>
<td>2011-2012, both semesters</td>
<td>High school math teacher, Owner of Browns Hardware</td>
<td>Professionalism/Work Ethic, Oral and Written Communication, Critical Thinking/Problem Solving</td>
<td>6 students completed the spring 2012 semester internship; 5 are signed up for fall 2013. Can we expand to another local business?</td>
</tr>
</tbody>
</table>

Conduct a Partnership Self-Assessment: Once partnerships are established, districts should regularly use a partnership self-assessment tool to evaluate their health. This assessment measures the strength of statements such as, “The responsibility for implementing awareness activities is assigned to specific person(s)” and “The goals and objectives of the partnership are communicated to the school faculty, partners, students and community.” The partnership self-assessment tool is publicly available online at: http://www.nassp.org/portals/0/content/55043.pdf.

It is important to note that these internal evaluations should supplement the regular solicitations of feedback from businesses described earlier in “Managing Relationships.”

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SECTION III: CASE PROFILES

The following section examines four public school districts that have proved to be uniquely successful in implementing school-to-business partnerships: Newport News Public Schools (VA), Anchorage School District (AK), Pasadena Unified School District (CA), and Charlotte-Mecklenburg School District (NC).

- **Newport News Public Schools (VA)** offers students work-based learning experiences across the full K-12 continuum, a process which culminates in the selection of a Career Pathway in early high school. Elementary schools focus on increasing career awareness, middle schools encourage career exploration, and high schools focus on providing career opportunities.

- **Anchorage School District (AK)** began partnering with local organizations in 1991 and now has over 500 school-business partnerships in Grades K-12. Their partnership process is streamlined and highly visible. Partnership documents and instructions are publicly available online, the district offers yearly awards to extraordinary individuals and businesses involved in the partnerships, and regular evaluations occur to assess the health of existing partnerships.

- **Pasadena Unified School District (CA)** instituted a Linked-Learning program incorporating work-based learning and school-business partnerships in an attempt to reform underperforming high schools. Now several years into the program, the district has found that students in Linked-Learning programs have stronger peer relations and are more likely to finish high school.

- **Charlotte-Mecklenburg School District (NC)** offers work-based learning programs at four schools, the most famous of which is Olympic High. High-profile local companies experiencing skill shortages, like Siemens Energy, partner with Olympic High to train the high-skill workers they need to continue operating successfully.

NEWPORT NEWS PUBLIC SCHOOLS, VA

Newport News Public Schools (NNPS) offers students a network of “Career Pathways” in every school beginning in the elementary grades. Each Pathway is composed of interrelated courses, supplemented by curricular, extra-curricular, and service learning experiences, and supported by a number of school-business partnerships. In addition to learning Pathway-specific skills, students in every Pathway are expected to develop career readiness skills such as teamwork, work ethic, positive attitude, self-presentation, and problem solving.53

There are 12 total career pathways, including:54

- Architecture and Construction
- Arts, Audio-Visual Technology, and Communications

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54 Taken verbatim from Ibid.
GRADE LEVEL DIFFERENTIATION

Career Pathways at NNPS operate along a continuum stretching from Pre-K through Grade 12. In Pre-K through Grade 5, educators focus on instilling career awareness among students. In Grade 6 through 8, students begin career exploration. And in Grades 9 through 12, students become involved in concrete career opportunities.

ELEMENTARY SCHOOL CAREER AWARENESS

NNPS’ programs for building career awareness in elementary school are based on four interrelated concepts about children’s self-perceptions and their perception of the working world surrounding them. These four concepts are depicted in Figure 3.1 on the following page.
All elementary schools commit to a number of career awareness benchmark activities. Benchmark activities include hosting at least one career speaker per class per year, teaching grade specific lessons on career readiness skills, hosting a parent group function with a career pathways focuses, hosting a career fair with parents as presenters, completing the Virginia Career View inventory, and arranging meetings with professional school counselors and Grade 5 students and parents to discuss career interests and resources.

**MIDDLE SCHOOL CAREER EXPLORATION**

NNPS’ programs for exploring careers in middle school have five main goals:

- Identify the relationship of course content, educational achievement, and career choices
- Identify personal preferences, skills and interests that influence career choices and success
- Understand the career readiness skills and behaviors essential to success in the job market (i.e. punctuality, courtesy, appropriate dress and language, and hard work)
- Demonstrate career readiness skills such as individual initiative, teamwork, problem solving, organization, and effective communication

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56 Ibid, pp. 11-12.
57 Taken verbatim from Ibid, p. 13.
Demonstrate awareness of educational, vocational, and technical training opportunities available in High School

Each grade has its own assortment of career-exploration activities. Students in Grade 6 build a portfolio with three artifacts, listen to a Career Pathways speaker, and attend a Career Field trip, whereas students in Grade 7 host a student-generated career fair in which they research and present on various careers. By Grade 8, students complete the Virginia Wizard Assessment and meet with counselors and their parents to discuss the results.58

In contrast to the elementary school awareness program, which relied mainly on support from local parents for “career days” and “job fairs,” each middle school is expected to maintain at least one substantive partnership with a local business. Current middle school partners include SunTrust, Fort Eustis, Dominion Power, Old Point National Bank, Virginia Educators Credit Union, Mary Immaculate Hospital, Ferguson, and Northrop Grumman.59

**HIGH SCHOOL CAREER OPPORTUNITIES**

NNPS’ programs for increasing career opportunity in high school have five main goals:60

- Understand the value of ethical standards and behavior in education and the workplace
- Understand how work and leisure interests can help to achieve personal success and satisfaction
- Understand how the changing workplace requires lifelong learning, flexibility, and the acquisition of new employment skills
- Demonstrate skills involved in locating, using, and interpreting a variety of educational resources, including the Internet
- Apply decision making skills to career planning educational resources, including the Internet

In Grades 9 and 10, students transition their portfolios from hard-copy to digital format. Grade 10 students are required to participate in a “Career Café” or worksite opportunity and make a Career Pathway selection. Grade 11 and 12 students pursue self-initiated internships, the progress of which is tracked monthly by career pathways facilitators. By graduation, all high school students must have experience participating in an internship, job shadowing, or dual enrollment program.61

A number of internships are available to students through partnerships with companies such as the Cortez Management Corporation, Jefferson Lab, Northrop Grumman, the

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Newport News Police Department, Newport News Shipbuilding, and Mary Immaculate Hospital. The relationship between NNPS and Newport News Shipbuilding is particularly well-developed; the company offers students job shadowing, club activities, worksite opportunities, and internships. Teachers can also participate in externships with Newport News Shipbuilding intended to “transform teaching and learning by connecting real-life applications and advancements in the fields of science, technology, engineering, and math.”

ANCHORAGE PUBLIC SCHOOLS, AK

A national leader in school-business partnerships, Anchorage School District (ASD) has been successfully partnering with local businesses at the elementary, middle, and high school level for almost 25 years. Since its foundation in 1991, ASD’s School Business Partnerships (SBP) program has grown to include more than 540 partnerships with an estimated economic value of over $2.5 million. These partnerships are inclusive of for profit, not-for profit, local, state, and federal organizations, and generally follow one of three models: a service learning model, a media literacy model, an entrepreneurial model, or a combination of any of the three models. Regardless of model type, however, the goal of the partnerships throughout the district is to:

- Develop quality partnerships for the benefit of all Anchorage School District students and staff; foster positive working relationships with businesses; assist in employability and work force development; build bridges of understanding between educational institution and the community leading to better citizens and employees.

PARTNERSHIP OPPORTUNITIES

In a school pamphlet on the SBP program, ASD asks potential partners, “Are you ready to help?” and lists a number of opportunities for business involvement in schools, including:

- Mentor community and work responsibilities.
- Tutor reading, math, science, etc.
- Present skills that enhance the school curriculum.
- Participate in school activities such as spelling bees, science fairs or award ceremonies.
- Model career and civic opportunities through field trips, job-shadowing or on-the-job training that allow students to explore their future.

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ASD is careful to note that “Since every business is unique, there is no cookie-cutter model for what a partnership should look like,” emphasizing that the above list is not a comprehensive list of the options available to potential partners.66

A recent report listing the 2014 winners of ASD’s “Spirit of Tomorrow” award, which honors staff members and organizations participating in SBP, celebrated partners as varied as Alyeska Pipeline, USAF 673rd Civil Engineering Group, Anchorage Fire Department Station 3, and Enterprise Engineering. Notably, each organization contributes to student success in distinctly different ways. At Dimond High School, for example, Enterprise Engineering provides mentors to female students interested in STEM careers, holds a yearly design competition, and interviews students involved in the Principals of Engineering Curriculum to deepen their understanding of what engineers do.67 The Anchorage Fire Department Station 3, on the other hand, organizes visits to the fire department training center to provide middle school students with “hands-on interactions” with fire chemistry concepts and career options.68

**K-8 Partnerships**

Work-based learning at ASD is not limited to high school students. Elementary schools partner with organizations as diverse as Frost Dental, the Alaska Regional Hospital, Hotel Captain Cook, Municipal Light and Power, and Home Depot.69 As part of a successful elementary-school partnership, Alyeska Pipeline sends employees as reading tutors to a local elementary school and invites a group of “super citizen” students to visit their offices and learn about jobs available at the company four times a year.70

The variety of school-business partnerships continues in Grades 6-8; middle schools are partnered with organizations like Wells Fargo, Visit Anchorage, and the Alaska Veterans Affairs Healthcare System. Some of these partnerships feature highly interactive work-based learning experiences. For example, the USAF 673rd Civil Engineering Group teaches units to middle school students on fingerprint collecting, blood splatter analysis, and bomb disposal, and presents classes on 10 different careers during the yearly career fair.71

**The Partnership Process**

ASD’s partnership process is highly visible to potential participants. The district’s website contains a comprehensive instructional webpage with directions for businesses or schools interested in starting a partnership. This webpage contains useful documents such as, “How to create a new partnership agreement,” “How to update or change an existing agreement,”

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66 Ibid.
71 Ibid, p. 12.
and “How to deactivate an agreement.” The page also summarizes five key steps involved in the partnership process, which are excerpted in the bulleted list below.

- **STEP 1: Meet and discuss:** Meet with potential partner to discuss your school's needs and ways the business can get involved. Be sure to include in your discussion ways your school can recognize its business partner(s).

- **STEP 2: Agree on a plan:** School and business partners agree on school and business commitment.

- **STEP 3: Formalize a partnership agreement:** Complete an online partnership agreement.

- **STEP 4: Build a relationship with your partner:** Both parties receive an electronic copy of the agreement. Changes can be made at any time.

- **STEP 5: Review and renew:** Partners will review and renew the online agreement every two years.

SBP is governed by a non-profit board of directors representing both business and educational interests. The board is responsible for matching businesses with schools based on student needs and is supported by the work of partnership coordinators across all participating middle schools, high schools, and alternative schools. Partnerships at the elementary school level are handled by the building principals.

**PARTNERSHIP EVALUATIONS**

The success of the SBP is assessed regularly and publicly shared with stakeholders. In the 2012-2013 Anchorage School Business Partnerships Annual Report, representatives from the SBP board summarized the views of schools and businesses on their satisfaction with the partnership, levels of time contribution, levels of monetary contribution, methods of recognition and acknowledgement, and the general strengths and weaknesses of the programs. Data was collected through a SBP Program Content and Outcomes Survey sent to 89 unique partners regarding 164 partnerships.

**PASADENA UNIFIED SCHOOL DISTRICT, CA**

Pasadena Unified School District (PUSD) adopted a Linked Learning program in 2007 to revitalize underperforming schools. Linked Learning, which relies heavily on partnerships between schools and the wider community, is a system of multiple pathways that integrates academic instruction with technical curricula incorporating field-based learning and student supports.

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77 Ibid, p. 6.
The available pathways at PUSD include:

- App Academy: Mobile, Web, and Game Development
- Arts, Entertainment, and Media
- Business and Entrepreneurship
- Creative Arts, Media, and Design
- Engineering and Environmental Science
- Health Careers
- Law and Public Service
- Culinary Arts and Hospitality

Although each pathway has a different focus, all pathways share four crucial qualities:

- **Strong Academic Foundation** -- A rigorous academic foundation with transferable skills.
- **Technical Core** -- Knowledge and experience in California’s highest performing and most rapidly growing industries.
- **Support Services** -- Context for students: they don’t just memorize answers; they understand the importance of what they are learning and how it relates to their future goals.
- **Work-based Learning** -- The workplace: the opportunity to go out into the real world and see how things are done and what businesses expect.

In a reflection of the literature on WBL best practices, work-based learning at PUSD is divided into four categories: career awareness, exploration, preparation, and training. However, it is important to note that this continuum only occurs at the high school level and is not spread across the entire K-12 curriculum. Figure 3.2 on the following page demonstrates the planned WBL continuum in the Health Careers Pathway.

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80 Taken verbatim from Ibid.
Figure 3.2: Health Careers Pathway WBL Continuum

<table>
<thead>
<tr>
<th>CAREER AWARENESS</th>
<th>CAREER EXPLORATION</th>
<th>CAREER PREPARATION</th>
<th>CAREER TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two guest speakers and one experiential learning opportunity per year</td>
<td>Two guest speakers and two experiential learning opportunity per year</td>
<td>College visits</td>
<td>College visits</td>
</tr>
<tr>
<td>Career exploration interest survey</td>
<td>Job shadowing</td>
<td>Internship prep</td>
<td>Continuing internship</td>
</tr>
<tr>
<td></td>
<td>By end of sophomore year, career essentials in place, which include resume, cover letter, and participation in mock interviews</td>
<td>Scholarship prep</td>
<td>FAFSA workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summer internship</td>
<td>Senior project coaching</td>
</tr>
</tbody>
</table>

Source: Health Careers Academy Classes, Blair High School

PRELIMINARY DISTRICT EVALUATION

Before the program officially began, PUSD leadership completed a series of assessments that identified district needs and strengths. High schools in PUSD were underperforming on the Academic Performance Index (API), and John Muir High School was underperforming so severely that it was at risk of major state intervention. However, the district had a rich history of career academies, a number of community resources that could potentially serve as remarkable districts assets, and a small level of pre-existing community partnerships between career academies and industry partners, which the PUSD director believed could serve as “levers” for Linked Learning.

ESTABLISHING PARTNERSHIPS

After deciding to pursue Linked Learning, PUSD began an aggressive community outreach program to identify potential program partners and supporters. Administrators developed a wide number of informational materials explaining the benefits of Linked Learning to share with stakeholders, and students and school board members brought Linked Learning materials to families, civic leaders, and local businesses. The Superintendent held numerous speaking engagements to build awareness of the program, and the district hired “business liaisons” whose duties included developing business partnerships specifically centered on work-based learning activities such as mock interviews, field trips, guest speakers, job shadowing, and teacher externships.

Now in its seventh year of Linked Learning implementation, PUSD has dozens of community partnerships. Institutions like Northrup Grumman, Pasadena Water and Power, the Society of Women Engineers, and the Fashion Institute of Design and Marketing provide guest


speakers to PUSD schools. Students can take worksite tours or complete field studies at businesses as varied as the Avery Research Center, CalTech, the Cal Poly School of Hospitality, and Disney Animation Studios. Job shadowing opportunities are available at the Westin Hotel Pasadena, TEDx Pasadena, the Jet Propulsion Laboratory, and more.83

Regardless of industry type or company size, partners are free to choose the depth of their involvement with PUSD. The district has a continuum of partner involvement. At the “activity” level, partners provide mentoring, help with after-school tutoring, host field trips, or provide support for integrated classroom projects. At the “advisory” level, representatives from business can serve on pathway advisory groups to identify specific areas of future development based on school data. At the “structural” level, organizations form in-depth, formal relationships with schools that allow them to help the district create career-aligned curricula and identify job opportunities for students.84

IMPROVED STUDENT OUTCOMES

After the district implemented the Linked Learning program and paired with local businesses to created work-based learning opportunities, student outcomes at PUSD improved. At John Muir High School alone, dropout rates fell from 34 percent in 2008 to 9 percent in 2010, and academic performance increased across all demographic groups.85 A PUSD presentation on Linked Learning Pathways noted that students in Pathways:86

- Have stronger peer relations;
- Are prepared for career and a full range of postsecondary options that includes four year college or university;
- Are more likely to pass the California High School Exit Exam as sophomores;
- Are more likely to complete the A-G requirements needed for admissions eligibility to California’s public universities; and
- Are more likely to graduate from high school (lower drop-out rates).

CHARLOTTE-MECKLENBURG SCHOOL DISTRICT, NC

Charlotte-Mecklenburg School District offers CTE at four district schools at the high school level.87 At each school, WBL business-partnership activities operate along a continuum of awareness, exploration, and preparation.

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The most famous of the CTE schools is Olympic High School, which rose to prominence due to its unique role in meeting the needs of local industries. In 2011, The National Journal detailed how Siemens had “jobs galore to offer” for technicians, welders, and machinists, but couldn’t find anyone to do them. To address this skills gap, the company initiated a paid part-time apprenticeship program with Olympic to teach non-college track students specific technical skills. By 2012, three other companies began accepted apprenticeships from Olympic: Blum Inc., a manufacturer of cabinet-hardware, Chiron America Inc., an industrial-machining manufacturer, and Pfaff Molds, an automotive supplier.

Interviewed about her company’s efforts, the Siemens’ Training and Development Manager noted, “This is what we have to do. It’s the public schools’ responsibility to produce people who can work. Business and industry have resources we can offer [to help].” Echoing this sentiment, the Career Development Coordinator at Olympic High School stated, “Really, they needed our kids. It made sense. We wanted to connect with them. We want to become part of that pipeline. We know we have to become part of that pipeline.”

Adding to the school’s growing reputation as a leader in effective business-education partnerships, Olympic High received an $80,000 grant from Bosch in 2013 to contribute to the creation of an Advanced Manufacturing Hub Machine Shop and develop the “next generation STEM workforce.” The school now has 200 business partners who have contributed roughly $1.5 million through cash and in-kind contributions. And as a way of increasing business ownership in the partnerships, businesses who offer internships to successful students can serve on an advisory committee that helps designate which courses the school should offer. In fact, feedback from this committee led Olympic to create mechatronics and public speaking classes, demonstrating the value of business input.

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92 “Olympic High Receives $80,000 Grant from Bosch.” Charlotte-Mecklenburg Schools, December 16, 2013. http://www.cms.k12.nc.us/News/Pages/OlympicHighreceives$80,000grantfromBosch.aspx
STUDENT PARTICIPATION

The creation of work-based learning programs at Olympic changed the way students viewed their academic curriculum and performance. Companies begin to look at student transcripts for apprenticeship and other opportunities after sophomore year, and can even see how many days students have missed class. According to the career development coordinator, that can be a “big awakening” for many of the students. The work-based programs, she notes, help them start seeing that, “the path that you can go and [how] doors are going to open up to you, depend upon how you’re doing and how serious you want to take it.”95

COMMUNITY CHALLENGES

Overcoming community disapproval and negative stereotypes surrounding technical careers and apprenticeships was a challenge for Olympic High School. Many partners felt that students’ parents were “biased against anything less than a 4-year college,” while others felt that the paid apprenticeship programs were “too good to be true.” To overcome these misgivings in the early years of the program, the HR representative at Siemens held a presentation for local students and parents detailing expected labor market growth and average incomes. The presentation was followed by a workplace tour, which allowed families to see first-hand that the factory floor was a well-kept, well-designed facility with robots and lasers, dispelling fears that it would be “dirty, dark, and dangerous.”96

95 Ibid, p. 65.
96 Ibid, p. 67.
## APPENDIX A: THE PARTNERSHIP CHECKLIST

### Figure 4.1: Comprehensive Checklist for Partnering

<table>
<thead>
<tr>
<th>PRELIMINARY PLANNING</th>
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<tbody>
<tr>
<td>Determine how a partnership could enhance the student experience.</td>
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<tr>
<td>Identify unmet/underfunded needs of students and schools.</td>
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<tr>
<td>Identify potential partners.</td>
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<tr>
<td>Research local businesses or schools; look for a good fit</td>
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<tr>
<td>Reach out to parents for ideas and connections.</td>
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<tr>
<td>Empower employees to look for partnership opportunities</td>
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<tr>
<td>Understand your core values and those of your potential partner.</td>
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<tr>
<td>Draft a partnership proposal.</td>
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<tr>
<td>Submit your proposal to potential partner</td>
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<tr>
<td>Coordinate a follow-up meeting or call.</td>
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<tr>
<th>LAYING THE FOUNDATION</th>
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<tbody>
<tr>
<td>Have a frank discussion about values, goals and needs.</td>
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<tr>
<td>Develop an understanding of each partner’s desired level of involvement.</td>
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<td>Assess the impact of the partnership on students.</td>
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<tr>
<td>Ensure that students and members of the community are engaged.</td>
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<td>Define quantifiable goals.</td>
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<tr>
<td>Determine duration of partnership.</td>
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<tr>
<td>Collaborate with partner to identify partnership activities.</td>
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<tr>
<td>Align activities with education goals of school/district.</td>
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<tr>
<th>IMPLEMENTATION</th>
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<tbody>
<tr>
<td>Ensure activities are integrated into the school and business culture</td>
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<tr>
<td>Ensure that activities provide an opportunity for students, teachers, and business employees to interact with each other and the community.</td>
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<tr>
<td>Establish a formal, written management structure with designated contact people for each partner</td>
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<tr>
<td>As personnel changes occur, make sure to establish relationship with new employees.</td>
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<tr>
<td>Provide training for all involved parties where necessary.</td>
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<tr>
<th>SUSTAINING THE PARTNERSHIP</th>
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<tbody>
<tr>
<td>Secure explicit support and concurrence for the partnership at all levels of the school and business.</td>
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<tr>
<td>Ensure top management is on board.</td>
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<tr>
<td>Ensure staff are informed and involved.</td>
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<tr>
<td>Provide the community with an opportunity to review and contribute.</td>
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<tr>
<td>Construct communications plans.</td>
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<tr>
<td>Communicate regularly about intended and actual outcomes.</td>
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<tr>
<td>Ensure both partners are publicly and privately recognized.</td>
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<tr>
<th>EVALUATION</th>
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<tbody>
<tr>
<td>Conduct regular evaluations and monitoring.</td>
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<tr>
<td>If partnership is ending, have a debrief discussion to determine partnership satisfaction and effectiveness.</td>
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Source: A How-To Guide for School-Business Partnership

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PROJECT EVALUATION FORM

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