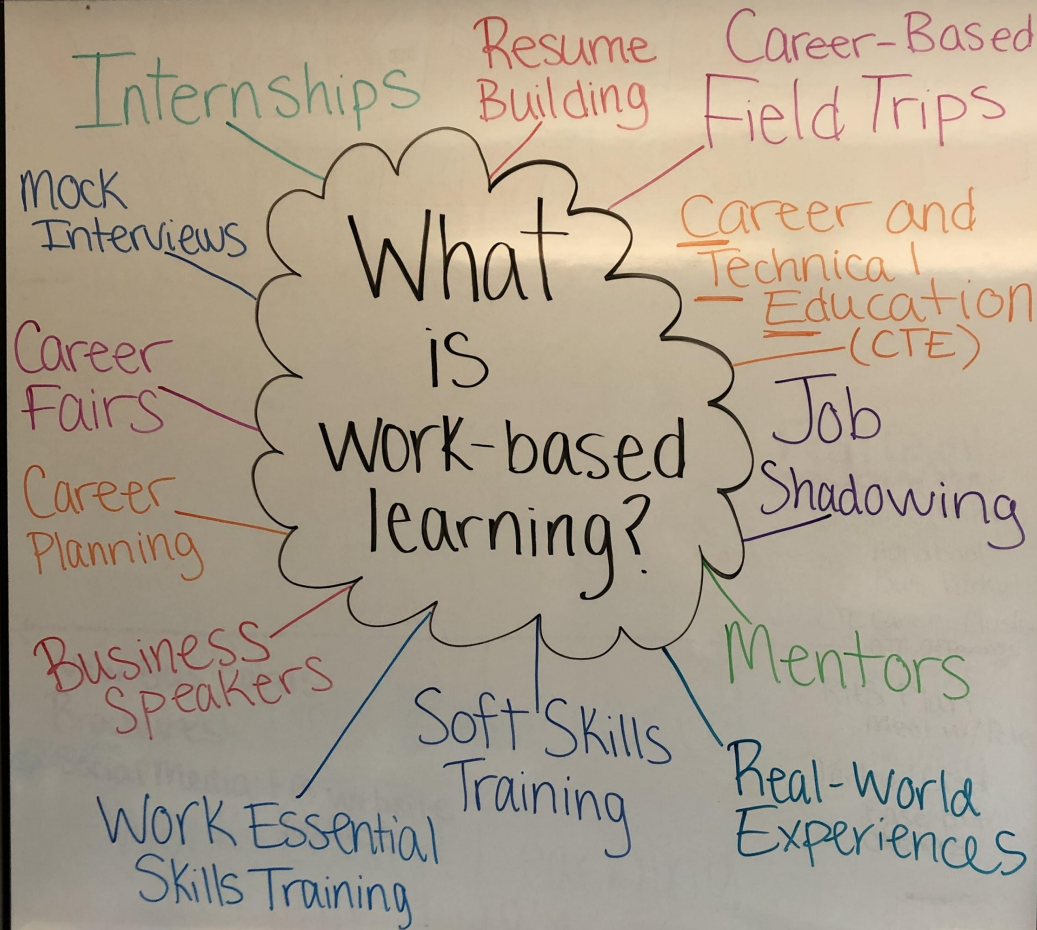




Designed to fill talent gap needs through our selections process of identifying, recruiting & qualifying the right intern.



# Work-Based Learning (WBL) R & D

Local / Regional / National

Online Research (Extensive Hours)

Hands-on Tour - Las Cruces "ACE"

Interviews - Face-to-face and phone



MOU: "Blanket Accident Insurance"

WBL Employer Internship Packets

Business Partner Outreach: Networking and Cold Calling

# (WBL) Business Partners - Signed MOU

- Advantage Dodge
  - Advertising Ideas
  - Analytical Technologies
  - Bank of the Southwest
  - City of Farmington
    - ◆ Farmington Police Dept.
    - ◆ Parks and Recreation
    - ◆ Human Resources
    - ◆ Electric Utility
    - ◆ Clerk's Office
    - ◆ Red Apple Transit
    - ◆ Finance
  - Farmington Municipal Schools
    - ◆ Transportation
    - ◆ Plant Operations
    - ◆ Public Information Officer
    - ◆ District Secretary
    - ◆ Teacher
    - ◆ Data and Assessment
  - Four Corners Surgery Center
  - Gas Analysis Services
  - Great Clips
  - Home2 Suites by Hilton
  - High Country Auto Group
  - Jaynes Corporation
  - Pinon Family Practice
  - San Juan District Attorney's Office
  - San Juan Health Partners
  - San Juan Oncology
  - San Juan Regional Medical Center
  - San Juan United Way
  - Sulzer Electro-Mechanical Services
  - Three Rivers Physical Therapy
  - Ziems Ford Corners
-



# WBL Infrastructure

Before (vetting): WBL Application / Counselor / Interview

Necessities: 16 or older / Motivation / Attendance /  
Transportation

Soft Skills & Interview Skills Workshops (First 2 Weeks of Semester)

Mock Interview (Thurs.) / Employer Interview (Fri.)

---

# WBL Infrastructure

## Quality vs Quantity

Employer Driven: Interview, Score & Rank = Select

Vetting/Selection Process = Secret Sauce

Equitable Opportunity

---

# WBL Infrastructure Cont...

## Career and Technical Education (CTE): Course Sequence - SY: 2020-21

### **PRE-HEALTH SCIENCES**

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Health Occupation Careers Code:1501	Health Occupations Code:1502	Anatomy & Physiology Code:1713	Anatomy & Physiology 2 Code:1599 Dual Credit

### **BUSINESS**

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Intro to Business Code:221	Accounting Code:207	Business Law Code:250	Business Co-Op Code:297

### **BUILDING TRADES**

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Construction 1 Code:480	Construction Trades 2 Code:495	Construction Internship Code:498	BLDT 120 Code:499 Dual Credit

# WBL Infrastructure Cont...

## **Tier one: Building Foundational Skills**

### Strengths

- ☐ Desire to learn
- ☐ Intro pathway course
- ☐ Completed qualifying workshops
- ☐ 0-1 Certifications

### Recommended Outcome

- ☐ Learn industry standard
- ☐ Verifiable work ethic
- ☐ Conflict resolution skills
- ☐ Improved customer service
- ☐ Time management

# WBL Infrastructure Cont...

## Tier two: Building Structural Skills

### Identified Strengths

- ☐ Desire to learn & improve
- ☐ Job History
- ☐ Baseline transferable skills
- ☐ Proven soft skills (Customer service, Time Management, Work Ethic)
- ☐ CTSO Involvement
- ☐ 1-2 Pathway courses
- ☐ 1-2 Certifications

### Recommended Outcome

- ☐ Increased education
- ☐ Leadership development
- ☐ Industry terminology
- ☐ Developed skill set

# WBL Infrastructure Cont...

## Tier three: Career Capstone

### Proven Strengths

- ☐ Strong job history
- ☐ Self-motivated
- ☐ Natural talent
- ☐ Proven time management
- ☐ Strong soft skills
- ☐ CTSO involvement
- ☐ 3+ Pathway courses
- ☐ 2+ Certifications
- ☐ Previous internship

### Recommended Outcome

- ☐ Advanced education
- ☐ Calibrated skills
- ☐ Extended portfolio
- ☐ Letter of recommendation

# WBL Infrastructure Cont...

Job Shadow

Internship

Apprenticeship

---

During - Tues. - Fri. at the intern-site; Mon. in classroom

Site Visits / Employer Evaluation Survey (Google Forms)

After - WBL Banquet: Champion Businesses and Students  
(Presentations)

# WBL Suggested Program Outline

Observation - “Fly on the Wall”

Regular Briefings - “Burst Interactions”

Hands On - “Job Sharing”



DO: Empower and Encourage Students to get better daily

DON'T: Give Students ‘grunt’ work (e.g. go-fer, broom pusher)



# Current STARS Code:

ACADEMIC CAREER EXPERIENCE (Internship) - 0887

Through work experiences as supported by portfolio, the student explores personal and career interests, aptitudes and abilities. Personal management of time, health, and finances are also included. The necessary components of a productive and successful career are examined: technical knowledge, responsible and ethical behavior, and goal setting. Literacy strategies are integrated throughout the course.

# Preparation:

## Day 1: Orientation

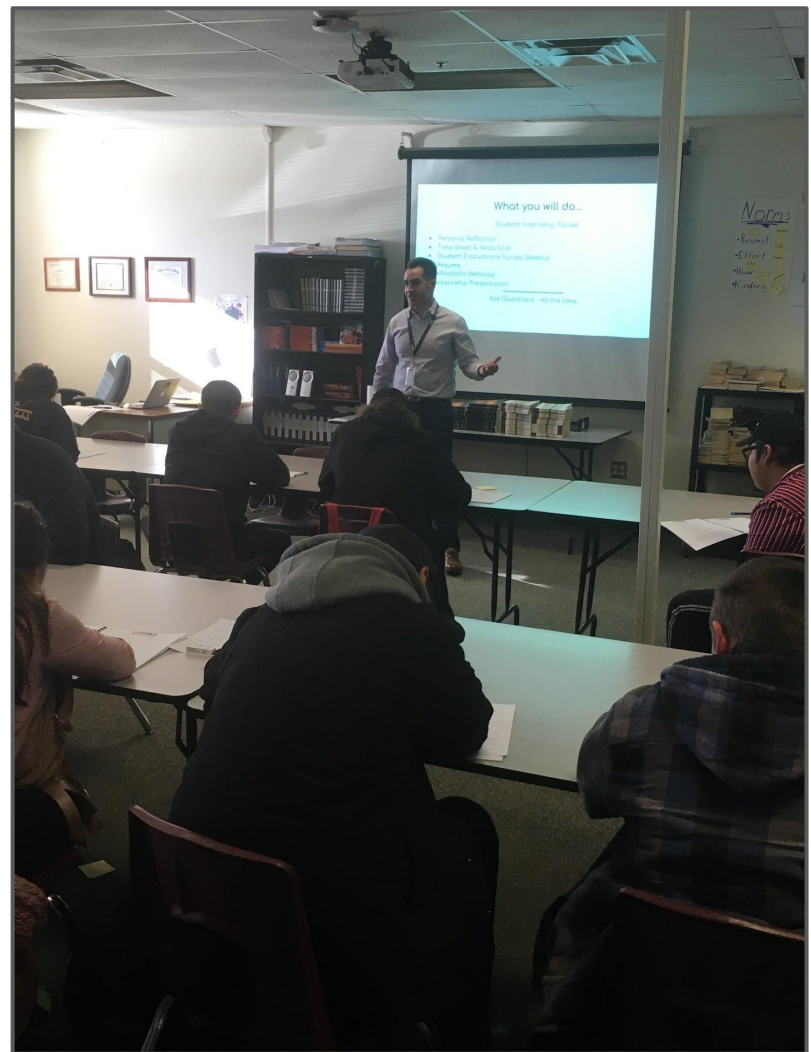
Student Internship Packet

Set Expectations

Student Training Agreement

Student Confidentiality Agreement

Student Communication Agreement



# Preparation:

## Week 1: Professional Skills

Resumes

Communication (Non-Verbal)

Proper Dress (Grooming)

Time Management

Confidentiality (Social Media)

Work Ethics

YOUR FULL NAME

123 YOUR STREET | YOUR CITY, ST 12345 | (123) 456-7890 | NO\_REPLY@EXAMPLE.COM

### OBJECTIVE

To obtain an internship position through the Work-Based Learning program at FMS.

### EDUCATION

**Rocinante High School, Farmington, NM** — *Expected to Graduate May, 2020*

Relevant Courses

- 3.3 GPA
- English
- Health Occupations
- San Juan College Dual Credit

### ACTIVITIES

SkillsUSA, 1 year

- Competed at New Mexico statewide Welding competition

YouTube Channel, 3 years

- Makeup Tutorials

### AWARDS

- Native American Pageant, 2019

### WORK EXPERIENCE

**Company Name, Location** — *Job Title*

MONTH 20XX - PRESENT, LOCATION

- [Duties]

### HARD SKILLS

- MS Office
- Social Media Marketing
- Google Suite
- Video Production
- Writing

### SOFT SKILLS

- Teamwork
- Listening
- Communication
- Time Management
- Problem Solving

# Preparation:

## Week 2: Interview Skills

Elevator Pitch

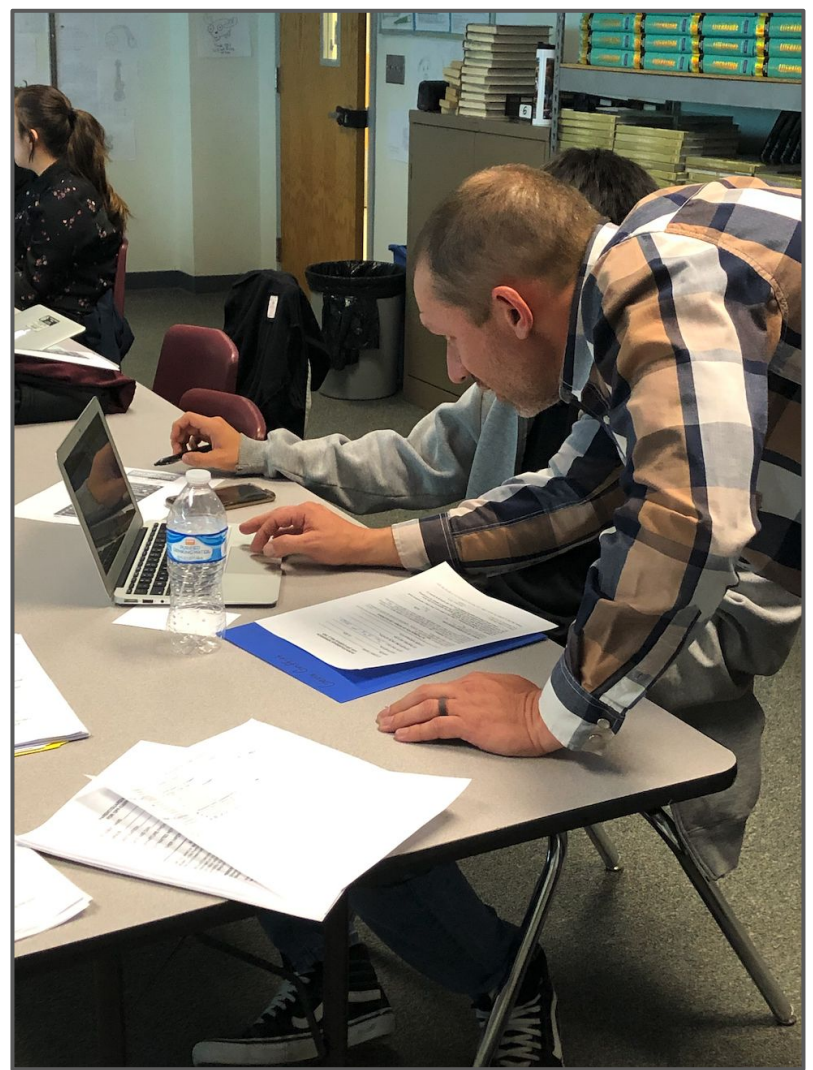
Mock Interview Packet

Grading Rubric

Company Research

Examples Answers to Questions

1 on 1 Interviews in class





# Professional Clothes Vault



# Mock Interview Day:

Resumes

Elevator Pitch

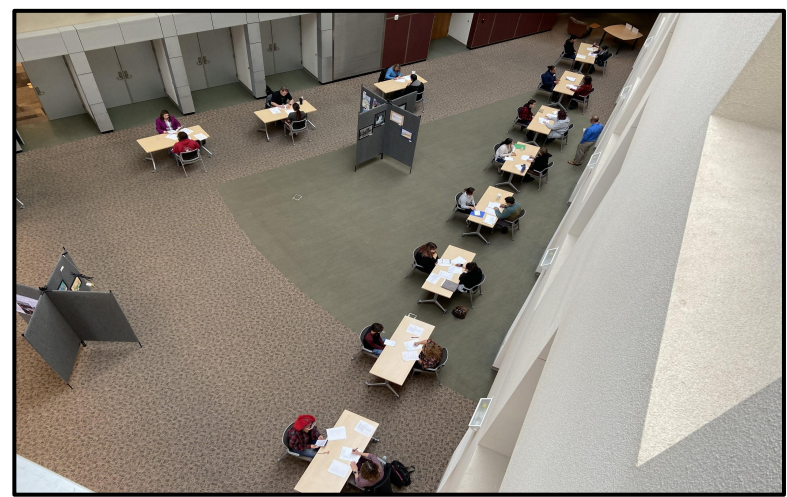
Company Research

Proper Dress (Grooming)

Communication (Non-Verbal)

Time Management

Work Ethic





# Employer Interview Day:

Orientation

Set Expectations

Elevator Pitch (So tell me a little about yourself)

Company Research (3 Businesses)

Let's Make History!



# Employer Interview Day:

Resumes

Elevator Speech

Company Research

Proper Dress (Grooming)

Communication (Non-Verbal)

Time Management

Work Ethic







## Work-Based Learning

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## Employer Interview Day







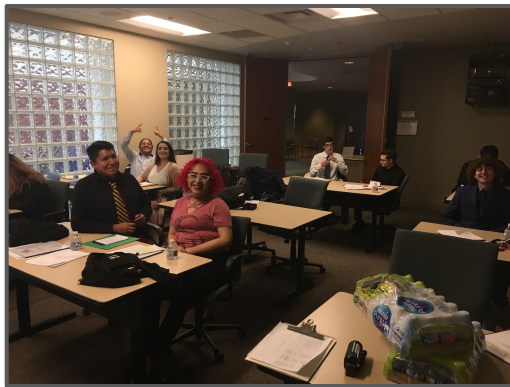




## Work-Based Learning

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## Employer Interview Day



# Employer Interview Day:

## Selection Process:

Employer Rank

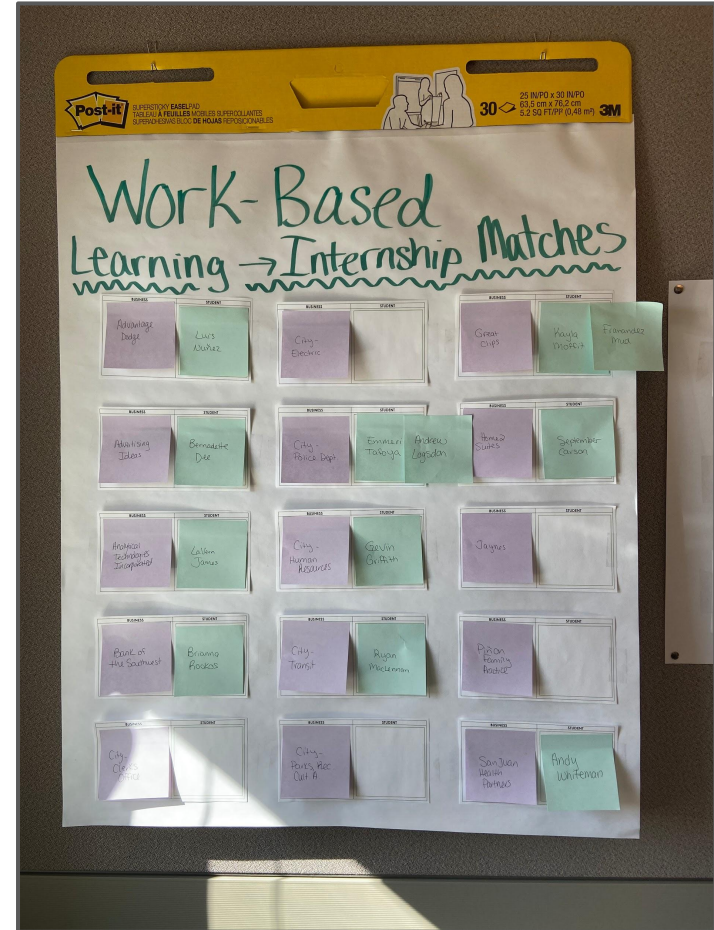
Employer Score (minimum 80)

Student Interest

Employer Comments

*All criteria above considered*

13 out of 14 students scored 80+



# Orientation Night:

Student / Parents / Mentors

Set Expectations

Training Agreement

Confidentiality Agreement

Communication Agreement





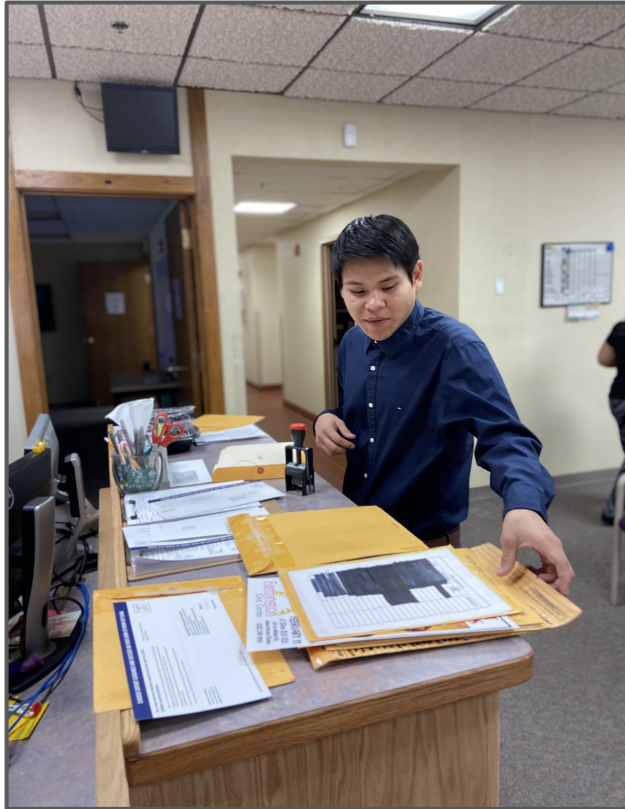
# Orientation Night:

Professional Skills Certificates

And MORE...



# Work-Based Learning - Internships





# Work-Based Learning - Internships





# Work-Based Learning - Internships

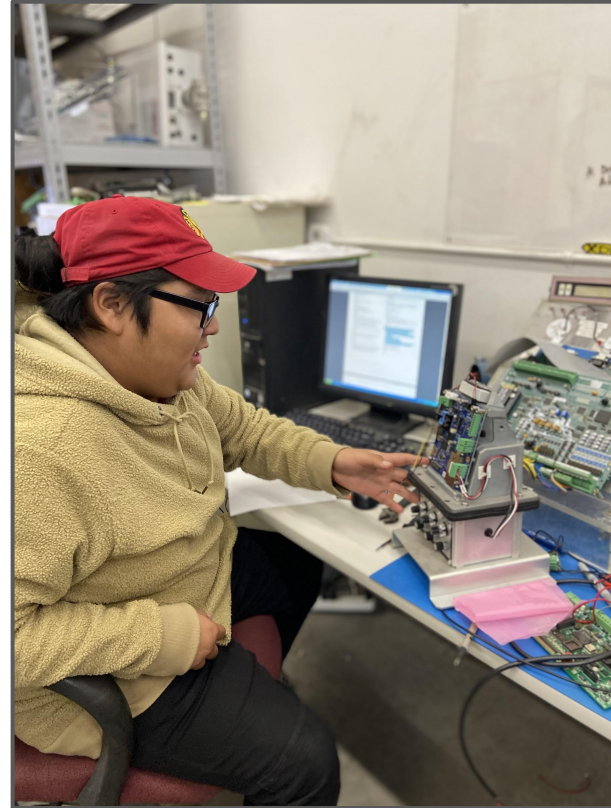


# Work-Based Learning - Internships





# Work-Based Learning - Internships



# Work-Based Learning - Internships



# Authentically Measuring Growth

## Key Performance Indicator 1: Interview Rubrics

(Quantitative Assessment Metrics on a Scale from 1 to 5)

- Mock Interview Rubric Scores
- Internship Interview Rubric Scores
- Scores of 80% or Better Earn a Professional Skills Certificate

### *Professional Skills Certificate*

*This certificate of achievement is proudly presented to*

*Bernadette Dee*

*In recognition of successfully earning an internship with the Work-Based Learning Program at Farmington Municipal Schools. Awarded this twenty first day of January in the year 2020. Your hard work, dedication, and resiliency is an inspiration to us all.*

---

# Mock Interview Grading Rubric

Date: \_\_\_\_\_

STUDENT: \_\_\_\_\_

INTERVIEWER: \_\_\_\_\_

SCORE: 5= Excellent, 4=Very Good, 3= Good/Average, 2=Poor, 1= Very Poor

	5	4	3	2	1	Comments
<b>FIRST IMPRESSION</b>						
Showed up on time & Organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Firmly shook hands of interviewer, smiled and greeted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Had resume/references and offered professional copies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Greeted and maintained eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dressed appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Posture (sat up straight, etc.)/Hand and facial movements were natural	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>VERBAL BEHAVIORS &amp; QUALITY OF RESPONSE</b>						
Presented an effective 30 second intro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Answered questions completely, yet briefly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Utilized STAR format for Behavioral Questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understood company needs/Emphasized qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understood position/Pointed out work related skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displayed enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effectively described skills, strengths, weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrated knowledge about the company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Referenced specific items on resume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Responded to questions promptly, but not hurriedly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Asked appropriate questions of the interviewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke clearly and at a reasonable volume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Avoided use of filler/empty words, slang, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>OVERALL PREPARATION</b>						
POINTS AVAILABLE 100						
POINTS EARNED _____						
GRADE _____ %						

# Authentically Measuring Growth

Key Performance Indicator 2: Weekly Employer Evaluations Submitted on Fridays

(Quantitative Assessment Metrics on a Scale from 1 to 10)

- Work Habits and Attitude
- Interpersonal Effectiveness
- Technical Skills
- Quality of Work Accomplished
- Dependability
- Communication Competencies
- Mathematical and Problem-Solving Competencies
- Appearance and Grooming
- Comment Box

COMMUNICATION COMPETENCIES: Reading and comprehending, listening and understanding, speaking and writing clearly and in accordance with accepted standards.

1 2 3 4 5 6 7 8 9 10

Below Expectations

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐

Exceeded Expectations

MATHEMATICAL AND PROBLEM-SOLVING COMPETENCIES: Numeric and algebraic calculations; problem-solving strategies such as application of the scientific method, statistical analysis and graphing.

1 2 3 4 5 6 7 8 9 10

Below Expectations

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐ ☐

Exceeded Expectations

APPEARANCE AND GROOMING: Meets standards of decency and cleanliness.

1 2 3 4 5 6 7 8 9 10

Below Expectations

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐

Exceeded Expectations

Additional Comments

Nando is working on his customer service becoming more confident and open with customers. He is starting to learn the retail part of our business by doing inventory and helping order product nando is doing very good at all the tasks assigned to him

COMMUNICATION COMPETENCIES: Reading and comprehending, listening and understanding, speaking and writing clearly and in accordance with accepted standards. \*

1 2 3 4 5 6 7 8 9 10

Below Expectations

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐

Exceeded Expectations

MATHEMATICAL AND PROBLEM-SOLVING COMPETENCIES: Numeric and algebraic calculations; problem-solving strategies such as application of the scientific method, statistical analysis and graphing. \*

1 2 3 4 5 6 7 8 9 10

Below Expectations

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐

Exceeded Expectations

APPEARANCE AND GROOMING: Meets standards of decency and cleanliness. \*

1 2 3 4 5 6 7 8 9 10

Below Expectations

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ ☐

Exceeded Expectations

Additional Comments

Again, another stellar week with September! If she keeps up everything she has going for her she will move mountains!!



# Authentically Measuring Growth

## Key Performance Indicator 3: Weekly Self Evaluations Submitted on Mondays

(Quantitative Assessment Metrics on a Scale from 1 to 10)

- Work Habits and Attitude
- Interpersonal Effectiveness
- Technical Skills
- Quality of Work Accomplished
- Dependability
- Communication Competencies
- Mathematical and Problem-Solving Competencies
- Appearance and Grooming
- Reflection Questions on Comparison Between Self Eval and Employer Eval

## RHS - Work-Based Learning Program

Students click [here](#) to submit your Monday Survey's

	Mentor Response Score	Student Response Score
1. Work Habits & Attitudes	8	10
2. Interpersonal Effectiveness	9	10
3. Technical Skills	8	9
4. Quality of Work Accomplished	9	10
5. Dependability	9	10
6. Communication Competencies	9	9
7. Mathematical & Problem Solving Competencies	6	6
8. Appearance & Grooming	9	10

Are your scores close to mentor score? Why or why not? Surprises?

My scores are not as close as to my mentors, I feel like I can improve on showing my skills more effectively in a number of areas. My scores were higher than my mentor's this week, but in time I'm sure they will see how I will use this reflection to improve my performance.

	Mentor Response Score	Student Response Score
1. Work Habits & Attitudes	9	8
2. Interpersonal Effectiveness	8	7
3. Technical Skills	8	7
4. Quality of Work Accomplished	8	6
5. Dependability	10	6
6. Communication Competencies	8	7
7. Mathematical & Problem Solving Competencies	8	6
8. Appearance & Grooming	10	8

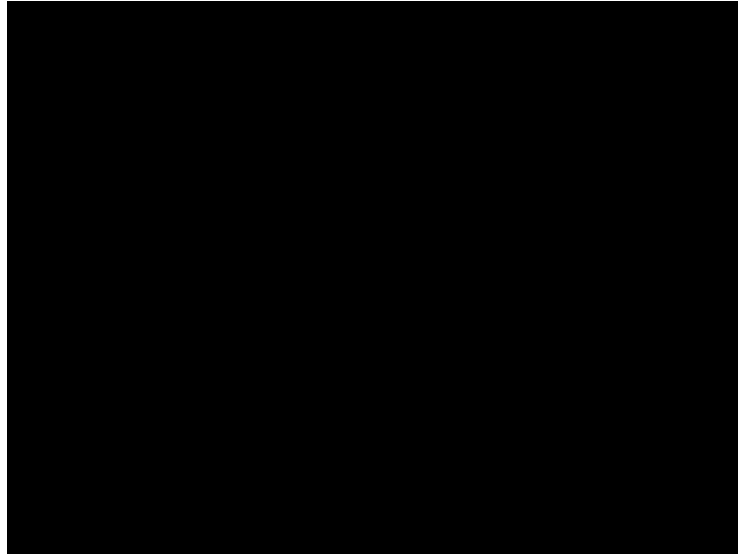
Compare the two and take notes on how you did compared to your mentors scores.

I still feel like I'm not doing amazing, but I am going to try harder and my best to be perfect and be their best employee so that their business will become easier with me on board. I need to especially pay attention to my quality of work, dependability, and problem solving skills.

# Authentically Measuring Growth

Key Performance Indicator 4: Pre and Post Student Interviews

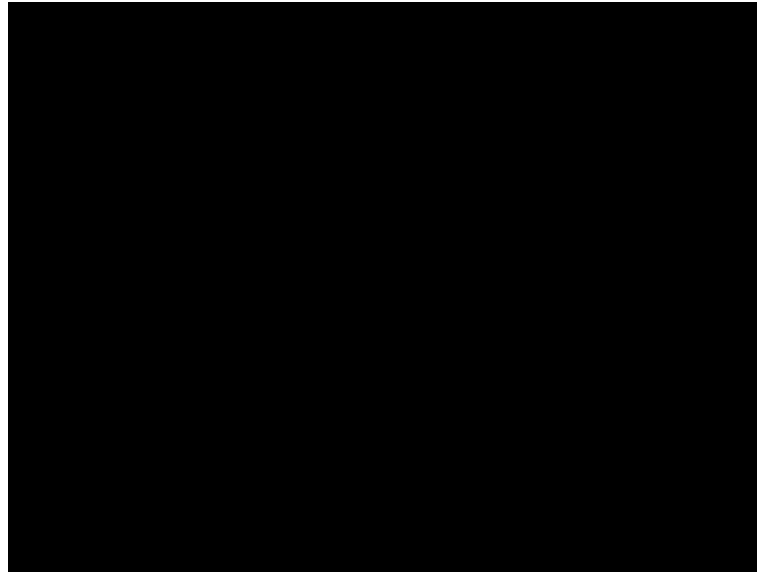
(Qualitative Metric with Formal Methodology)



# Authentically Measuring Growth

Key Performance Indicator 5: Site Visits and Employer Feedback


(Qualitative Metric with Formal Methodology)



# Authentically Measuring Growth

## Key Performance Indicator 6: Timesheet and Skills Grid, Journal, and Final Presentation

(Qualitative Metric with Formal Methodology)

  
 Work-Based Learning Program

### STUDENT INTERNSHIP TIME SHEET & SKILLS GRID

Student Name: Cydney Mendez-Rios

Intern-Site: \_\_\_\_\_ Internship Position: \_\_\_\_\_

Directions: Complete form for your intern-site mentor and submit to internship class teacher.

Date Range: Mid-Term & End of Term

Minimum hours: 20 per term


Date:	Hours:	Mentor Initials:	Specific Job Skills: List the new skills and duties you observed during this internship period. Be specific.
01/19/19	1.5		
1-22-20	1.75	6/4/18	Observed a ST. Interviewing all patients
1-23-20	1.50	6/4/18	Learned about the equipment
1-24-20	1.50	6/4/18	Observed ladies in the office
1-29-20	1.50	6/4/18	Both interviewed and interviewed in collaboration
2-3-20	1.50	6/4/18	Interviewed all patients
2-3-20	1.50	6/4/18	Interviewed new caregivers
2-5-20	1.50	6/4/18	Interviewed interview all patients
2-6-20	1.70	6/4/18	Interviewed new interview patients
2-5-20	1.50	6/4/18	Interviewed interview all patients
2-10-20	1.50	6/4/18	Interviewed new interview patients
2-13-20	1.50	6/4/18	Interviewed interview all patients

Total Hours: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Intern-Site Supervisor Signature: \_\_\_\_\_

(word limit)

14



Work-Based Learning Program

**STUDENT DAILY REFLECTIONS**

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Date: 7/13/20

During this process of the interviews I learned so many things more than I did for my past interviews I was nervous but I was also excited it helped me learn how to talk about myself more confidently I became friends with new people I felt comfortable and I could be more honest about the responses I could have asked more harder I am so excited and ready for tomorrow.

7/13/20

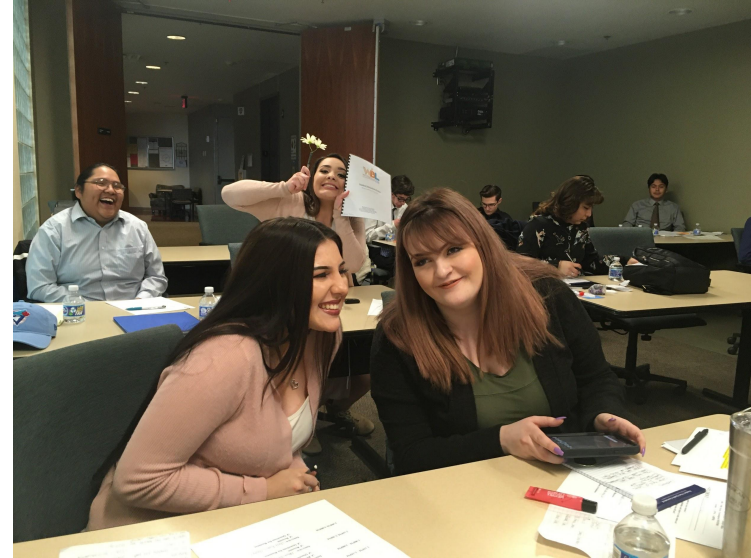
I met one nice ladies in the office there and there. Hope you go to a last around the building she introduced me to some very nice people which were the PT's and PT's. They were all welcoming and were excited to see me I showed them in the physical therapists. We worked with the physical therapists through every step and they be and what he did he told me some useful information he made me want to be the police he showed me how to improve my communication skills so well I was very happy and becoming.

7/13/20

Wesley introduced me to some more patients. He showed me where all the equipment was and explain why he chose each one for each patient. I seen many useful exercises he did with his patients. I learned about our Spin and now it opens I also learned about our muscles.

# Lessons Learned

- WBL is a powerful motivator.
- Employers and local businesses are eager to help.
- Lots of prep work.
- Cohort selection process is key.
- WBL Specific Templates and Exemplars!
- Be careful not to make any assumptions. (mannerisms, clothes, etc...)
- It feels good to make education meaningful and relevant.
- This was a life changing experience for the students.



# Work-Based Learning - Preview

