

Community and Career Connected Learning: Celebrating Our Collective Impact

Coalition of Rural and Appalachian Schools | March 20, 2024



AGENDA

1. Internship Types
2. Internship Impact
3. Necessary Support
 - a. Educator Awareness
 - b. Determining District Priority
 - c. Data-Driven Feedback Loops
4. Final Thoughts
 - a. Community and Career Connected Learning
Professional Development
 - b. BB2C Support



Community and Career Connected Learning (CCCL):

A learning system integrating community partnerships and career awareness into experiential, place-based learning.



1. Learning extends to audiences & experiences **beyond the classroom & teacher.**



2. Students participate in an **active learning** process that **includes** a highly **engaged community member.**



3. Learning incorporates **assets** from the **local community**, including its land & culture.



4. Learning includes a **continuum of career-oriented experiences** from exploration to extended immersion both within & outside school.

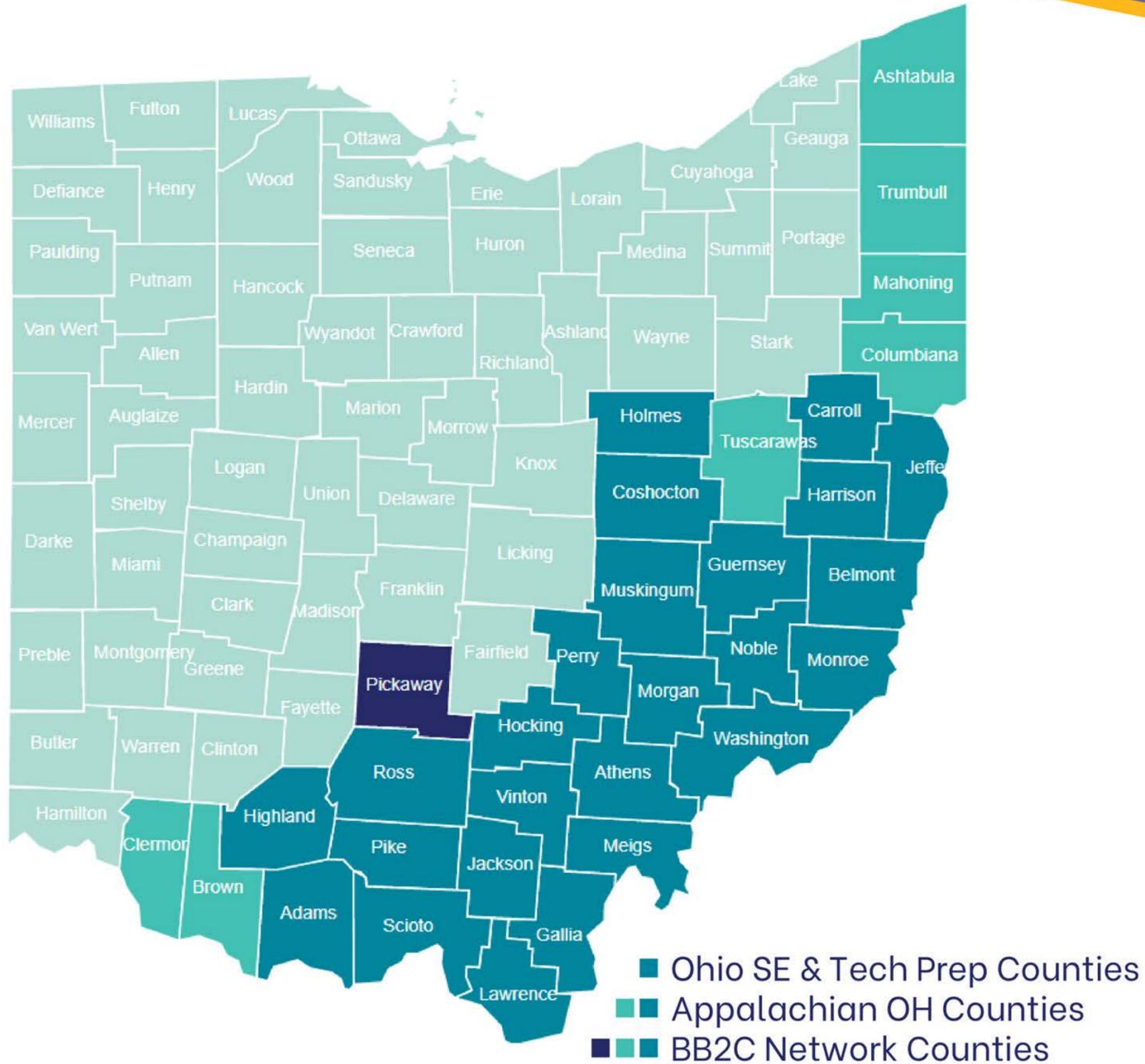
What We Know

- Exploratory internships...
 - are vital for career development,
 - provide real-world experiences,
 - develop practical skills, and
 - provide networking opportunities.
- BB2C and Network Partners address socio-economic challenges by facilitating internships and fostering collaboration between educational organizations, community organizations, and businesses.
- 2023 Internship Report:
 - Survey data
 - 2022-2023 internship cycles
 - 65 student interns

Scan to access the full report.



Email Claire with questions: cramsey@bb2careers.org



BB2C NETWORK OF COUNTIES

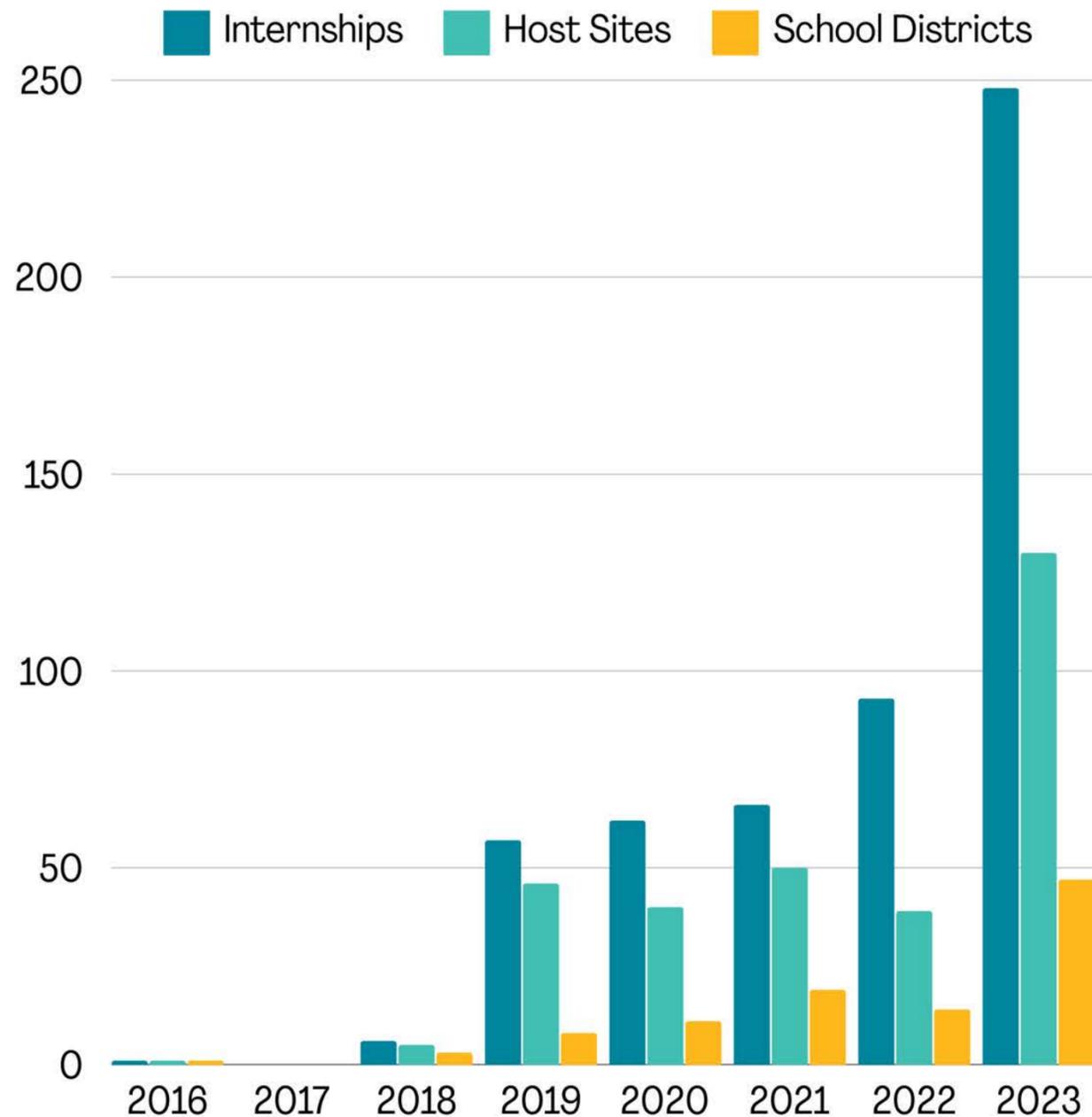
THE ROLE OF BB2C

BB2C is a regional non-profit organization that promotes Community and Career Connected Learning (CCCL) to connect students with career pathways and community resources.



The goal of CCCL is to provide an continuum of experiences for developing students to gain exposure, explore opportunities, and create sustained connection with community members and within local careers.

High School Internship Growth From 2018 - 2023



The increase in placements in 2023 is directly correlated to our partnerships. Community & Career Connected Learning (CCCL) work like internships happen where...

1. the school makes this a priority,
2. school districts prioritize CCCL in their goals,
3. school districts doing CCCL for multiple years (5+)

What We are Seeing

BB2C Network Partners provide career exploration opportunities through:

- grassroots partnerships,
- fostering collaboration,
- creating high school internships.

Despite rising interest, sustained funding is needed to ensure continued growth and opportunities for students.

Network Partner Snapshot: 2022 - 2023 Placement Cycle

- Adams County Ohio Valley Local Schools
- Athens-Meigs Educational Service Center
- East Central Ohio Educational Service Center
- Edison Local Schools
- Fairfield Local Schools
- Jefferson County Vocational School
- Logan-Hocking Local Schools
- Noble Local Schools
- Switzerland of Ohio Local Schools



- GRIT Project/Future Plans
- Highland County Workforce Leadership Council
- Jackson County Ohio Means Jobs
- Meigs County Career Compass
- Project RISE
- Rural Action
- Shawnee State University-Bear Tracks/Bear Cubs
- Vinton County Works



START: Make connections

STEP 1
BB2C connects new and existing Network Partners. Network partners are key stakeholder groups or individuals who do work similar to BB2C's Community and Career Connected Learning model.

STEP 2
BB2C and Network Partner(s) collaborate to develop a grassroots, place-based approach to exploratory internships.

STEP 3
BB2C and Network Partner(s) identify a connection to students and businesses. Then, determine a placement person and process.

STEP 4
The placement person matches students and business host sites.

STEP 5
The placement person hosts an orientation meeting for students, businesses, and guardians.

THE INTERNSHIP PROCESS

- **BB2C Network Partners:** support & implement exploratory internship programs
- **Exploratory internships:**
 - provide stipends to students
 - flexible to meet local community/school needs

READY! Internship Begins!

EXAMPLES OF INTERNSHIPS

A 40-hour exploratory internship can take many forms.



Logan-Hocking Handle with Care

- Balancing between work done during the school day
- Direct connections to mental/behavioral healthcare agency contacts outside of school, online modules, virtual and in-person meetings, peer support
- Opportunity for a deeper-dive experience after exploratory



Adams County

- Intern works within the Adams County Health Department, Courts Division
- After school hours, host site mentor with connections to others in the field

EXAMPLES OF INTERNSHIPS

A 40-hour exploratory internship can take many forms.



Bear Tracks

- Community college partnership with K12 schools, businesses, & community partners
- Internship embedded within summer training and certificate program; student aptitude & interest > training > relevant experience > job placement
- Multiple interns at one host site at the same time, summer internship

New Opportunity:



■ Northwest
 Junior Achievement of Northwestern Ohio
■ Northeast
 Youth Opportunities Unlimited (Y.O.U.)
■ Central
 Educational Service Center of Central Ohio
■ South
 Strategic Ohio Council for Higher Education (SOOHE)
■ West
 NCTE Alliance of Greater Cincinnati
 Southeast
 Building Bridges to Careers

High School Tech Internship (HSTI)

- Different process & requirements than exploratory internships
 - 200+ hours, students hired & business host site reimbursed
- Foci: software development, data, cloud & IT infrastructure, cybersecurity, broadband/5G, advanced mobility, and other in-demand technology-focused

EXAMPLE PURPOSES OF EXPLORATORY INTERNSHIPS



- To **address** the **mental health pipeline crisis** in Southeastern Ohio by exploring mental and behavioral health career pathways.



- To show students manufacturing and STEM **fields are changing** and also to **fill labor shortages**.



- Better connect local organizations and high school students to **include student voice** in process, program decisions, and local career pathway exploration.



- Raise awareness and **connect students to sustainable-community, agriculture** and **natural resources-related career pathways**.

Internship Impact: Certifications, Credentials, Jobs

68%

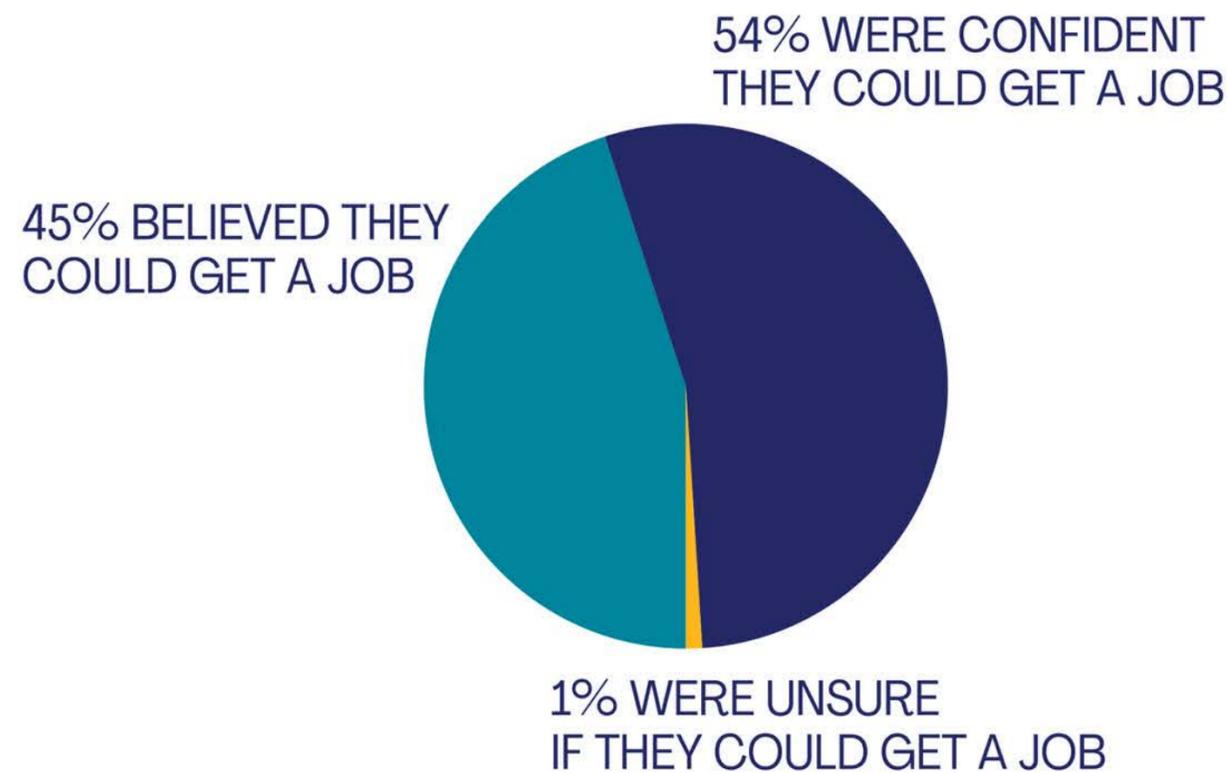
68% reported that their internship influenced the credential or certification they planned to pursue



Certifications or credentials earned by high school interns through Shawnee State University's Bear Tracks & Bear Cubs Summer Camp in 2023 included:

- Basic Life Support
- Certified Phlebotomy Technician
- Child Care Staff Member Certificate
- Help Desk Support Specialist
- Lean Six Sigma Yellow Belt
- Microsoft Office Certificate
- Social Media for Business Certificate

Confidence in Job Opportunity Post-Internship



I acted on host site advice about networking for my career goals.	74%
I could contact my host site for help in the future if I needed it.	74%
I listed the internship on my resume to help with another job.	48%
I acted on advice from my host site regarding my career path.	34%
I used this experience on my college applications/essays.	34%
I used this experience as an example in an interview for a job.	32%
I used this experience to apply for scholarships.	26%
I used someone from my host site for a reference.	22%
My host site connected me to someone else for my career path.	22%
 I was offered a position at my host site after my internship ended.	9%

Internship Impact: Career Exploration

Value Add: Students investigate career paths that may have been unclear/unfamiliar to them before making post-secondary decisions.

89% reported that their internship was helpful in determining a “next step”

79% reported that their internship helped them imagine their career path



Internship Impact: One Student's Story



“Through this internship I learned the importance of thorough, hard work. Whether it be weeding or packaging orders, doing my best work feels gratifying and I make a positive impact. I also gained [wonderful friendships] and they made any task we had to do more fun.

The biggest challenge I dealt with was manual labor (especially in the cold!) But even that became enjoyable when I got comfortable with my task at hand.

The top 3 soft skills I have practiced at UpS are detail orientation, teamwork, and project management! I show these skills by collaborating with the Americorps and completing projects efficiently and effectively. In conclusion, I loved this internship at United Plant Savers so much that I asked to continue it in the Spring semester!”

What's Next for Internships in the Network?

2024 and Beyond:

- Deepen existing collaborative, Community and Career Connected Learning (CCCL), & Learning Ecosystem partnerships
- Internships as *part* of CCCL
 - BB2C selected: Southeastern Ohio's High School Tech Internship Intermediary



 Governor's Office of Workforce Transformation

BUSINESSES NEEDED: High School Tech Internships

Work with BB2C, the High School Tech Internship (HSTI) Intermediary for Southeastern OH.

OVERVIEW

- **200-hours in entry-level role**
(e.g., software development, data, cloud & IT infrastructure, cybersecurity, broadband/5G, advanced mobility, & other in-demand technology-focused roles)
- **Eligible, Ohio-based Employers:**
 - Private Businesses
 - Educational Entities (District, Career-Technical Planning District, ESC, Higher Education Institutions)
 - Local and County Governments in OH

SCAN QR CODE



Register your business today >

Contact our team at internships@bb2careers.org

CCCL PD Research & Findings Overview

1. Educators' perception of community thriving:
The role of educators in creating thriving communities
2. How CCCL PD shifts Educators' Perceptions:
Repairing the rift between schools and communities providing opportunities and social capital to students
3. **What support educators need: Policy and partnerships that make CCCL thrive**



“

I think schools have changed so drastically in the last 10 years.

I mean, for a long time...it was a lot of like paper pencil and just a lot of, I don't wanna say older style, but it just it was, education hadn't changed very much in terms of like how you do the work.

Now, it's changed just in the 17 years I've taught it's - it's changed so much. We've gone from paper pencil to all computers, and, you know, that the mentality of like, you know... "What's going on now is the same as what it was 30 years ago."

It's the perception of schools. I don't think there's an accurate perception of what actually like happens inside schools. I think communities need to see that because schools are so different, but yet they're also similar. But we don't like to tell people like what we're doing. We'd like to keep it all inside because I think there's like a general fear in schools. Like we're doing something wrong. And I think that impacts the way that people perceive teachers.

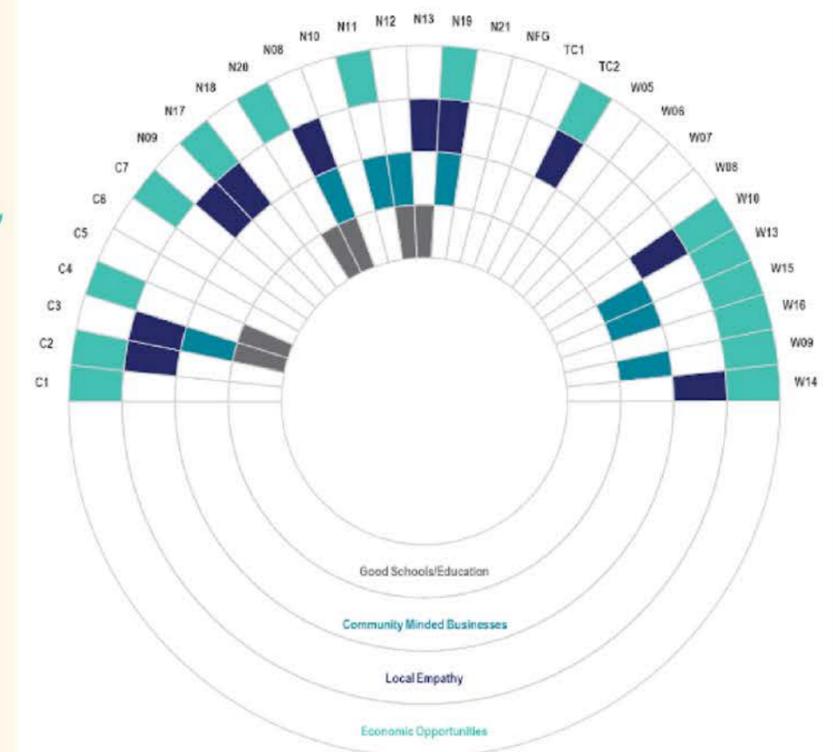
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Decision to Teach in a Rural Place

- Growing up in the immediate rural area or the nearby rural area
- Proximity to family networks
- Having both strong and weak ties to the community that create a sense of “pride, “belonging” and “safety”
- The desire to contribute to community capitals through professional and civic involvement



Most educators view **Economic Opportunities, Local Empathy, & Community Minded Businesses** as key indicators of a Thriving Community.



Educators' Perceptions of a Rift between Schools and Community

Educators feel that Community Members:

- Distrust youth
- Distrust and misunderstand the school systems/districts
- Are disconnected from school priorities and pressures



“

“...we're still struggling to convince business and industry that our youth is ready. They're, you know, Millennials and all this. They have this reputation that is sometimes unfairly bestowed upon them. While there may be some negatives that we can pin on an entire generation of young people, there are also some really great things...I think the biggest hurdle is still convincing business and industry that our youth really are ready and that they are preparing to become tomorrow's workforce.”

”

Community & Career Connected Learning (CCCL) PD offered a Bi-Directional Relationship between Educators and Community

- Ongoing, mutually beneficial relationships established between youth/the school and businesses and organizations
- Instances where youth brought named benefits to businesses and organizations
- Named connections or the growth of networks that extend across the community



Educator Agency

Participants indicated that CCCL can move educators from being concerned with community thriving to having agency in community thriving.

- Opportunity to address youth outmigration by introducing youth to opportunities in the community
- Engagement with youth that helps businesses and organizations recognize the skills youth possess and the assets youth can bring to the community
- Future potential that CCCL interactions will lead to more youth staying in the community after high school or returning to the community following post-secondary education



Educators: The Missing Link

CCCL PD supports educators to **bring career pathways into the core content classroom**, all students can build awareness and connections to local employers, workforce opportunities, and networks for the future.

- Tangible examples
- Adaptable materials
- Facilitated connections with business partners
- Kept up to date with local community assets



Rethinking Classroom Roles

- Educators first time with a cyclical, process oriented activity without one correct answer
- A process which allowed students the opportunity to experience failure and iterate, yet teachers needed ongoing support to embrace this classroom shift
- Many teachers mentioned the presence of the business partner as critical in supporting the students' iterative process and rewarding "failure" as part of innovation

“Honestly, this professional development, when it was introduced, to me, it made me feel uncomfortable. But here at [District 2], we know that it's good to feel uncomfortable sometimes. So I, you know, I welcomed it. And we did it. And it's been a huge blessing. It's just been a wonderful experience. And I'm glad that I embraced it.” – Educator at District 2

Necessity of 1:1 Coaching for Navigating Tensions

- Many educators viewed CCCL in a core classroom as extremely risky
 - Pressure of time to cover state standards
 - Public visibility of state test scores
 - Conflicting district priorities
 - Revolving trends in education without ample time to implement and see if interventions are working long-term
- The 1:1 coaching and previous educator's experience were most often cited as effective supports to persist through these tensions

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””

“I think people who come in from the community and work in our classrooms have a sense of pride. They I think they're excited about what we do here.

I think they are gives them some hope for - maybe Hope is the right word - hope for the future that if we can do good things here [at the school]. You know, we're rural poor, have been traditionally, I think that's changing a little bit.

But when people come in from the community and see the things that are going on, I think it kind of lights a fire in them in a good way.”





Need & Support Cycle

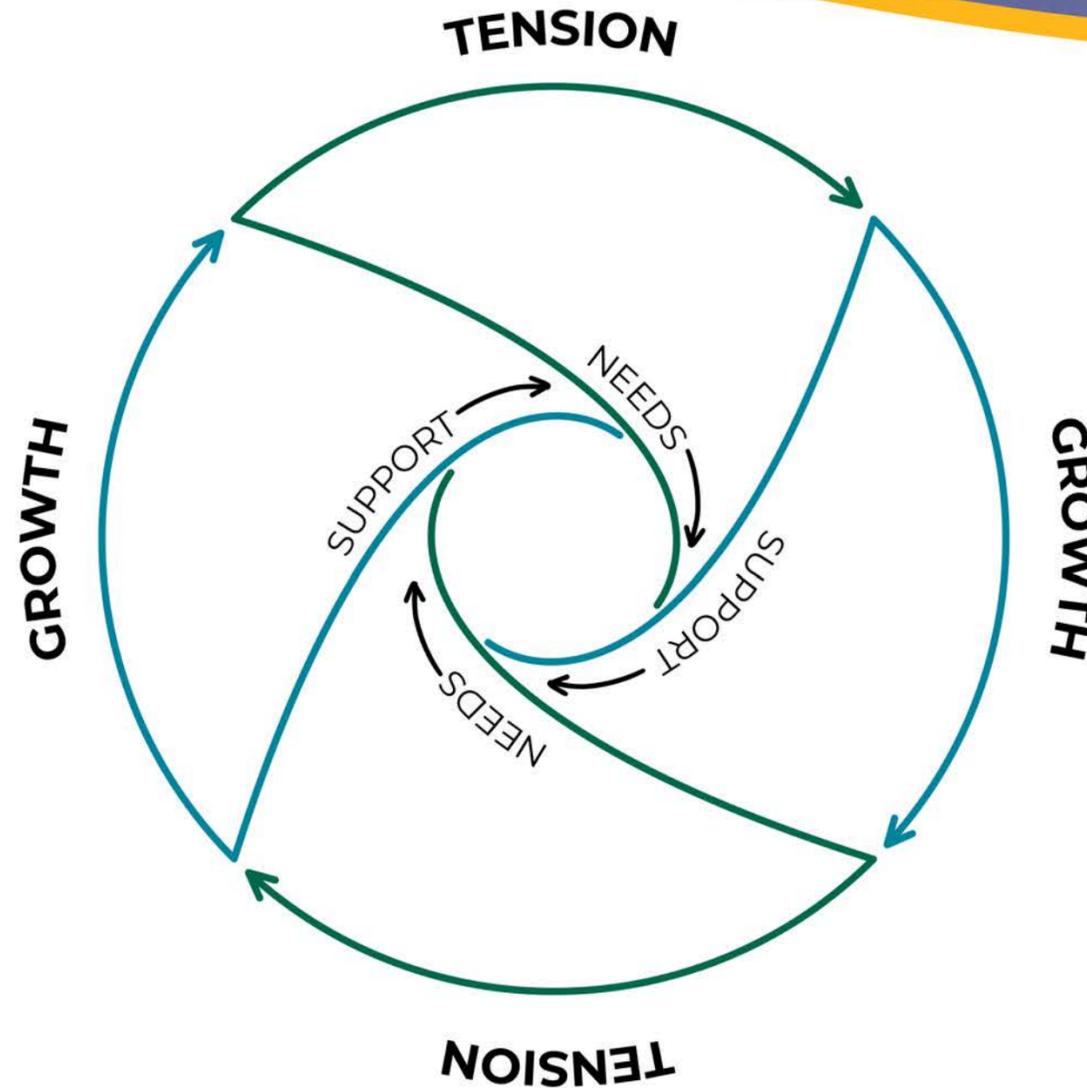
Educator Needs:

Resources

Resources to support connections to business and classroom implementation.

Time

Time in the contracted day to support development, co-planning, and cross-initiative coordination.



Tools for Growth:

1:1 Coaching

Meeting with an educational peer to offer insight & experience for growth.

PD Instruction

Ongoing support, adaptive to the educator and class needs.

District Support:

CCCL Priorities

Systemic Approaches

Financial Positional Support

FINAL THOUGHTS

1. Community and Career Connected Learning
Professional Development & Next Steps
 - a. Educator Awareness
 - b. Determining District Priority
 - c. Data-Driven Feedback Loops
2. BB2C Support



THANK YOU

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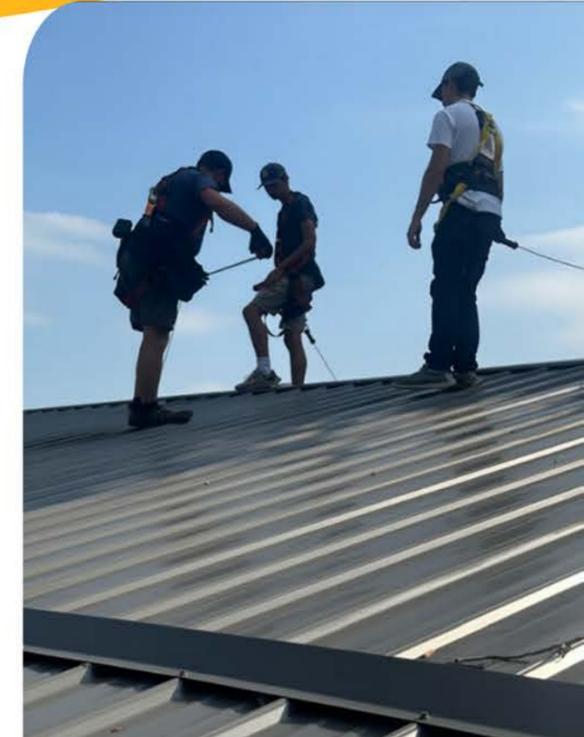
Prosperous Businesses

BB2C
Building Bridges to Careers

Fostering relationships
to inspire career
choice

Thriving Communities

Successful Students





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High School Tech Internship

REGIONAL MAP BY INTERMEDIARY



- Northwest**
Junior Achievement of Northwestern Ohio
- Northeast**
Youth Opportunities Unlimited (Y.O.U.)
- Central**
Educational Service Center of Central Ohio
- West**
Strategic Ohio Council for Higher Education (SOCHE)
- Southwest**
INTERAlliance of Greater Cincinnati
- Southeast**
Building Bridges to Careers