



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

High School Network Superintendent's Report: Work-Based Learning in OUSD



Presented by Vanessa Sifuentes

Presented to Measures N & H Commission

January 16, 2024

Outcomes:

- Share context about the landscape of work-based learning (WBL) experiences and opportunities available to Oakland students
- Highlight HSLLO work-based learning focal areas for 2023-2024
- Gather insight from Measures N & H Commissioners to inform ongoing work-based learning initiatives

HSLLO

Work-Based Learning Leaders

High School Linked Learning Office:

- Tatiana Newman-Wade, Coordinator, Work-Based Learning
- *Vacancy*, Internship Program Manager
- Emiliano Sanchez, Coordinator, CTE Trades and Apprenticeships
- Shannon LeCompte, Coordinator, Career Technical Education
- Dr. Emily Frank, Health Pathways Consultant
- Katie Cugno, Camrin Fredrick, James Treacy, Brenda Tuohy, Career Technical Education Coaches

High School Sites:

- Work-Based Learning Liaisons (4.0 FTE)
- Career Transition Specialists (5.6 FTE)

OUSD Students are...



**COMMUNITY
LEADERS**



**RESILIENT
LEARNERS**



**College,
Career,
AND
Community
READY**



**CREATIVE
PROBLEM
SOLVERS**



**CRITICAL
THINKERS**



**COLLABORATIVE
TEAMMATES**



OAKLAND UNIFIED SCHOOL DISTRICT

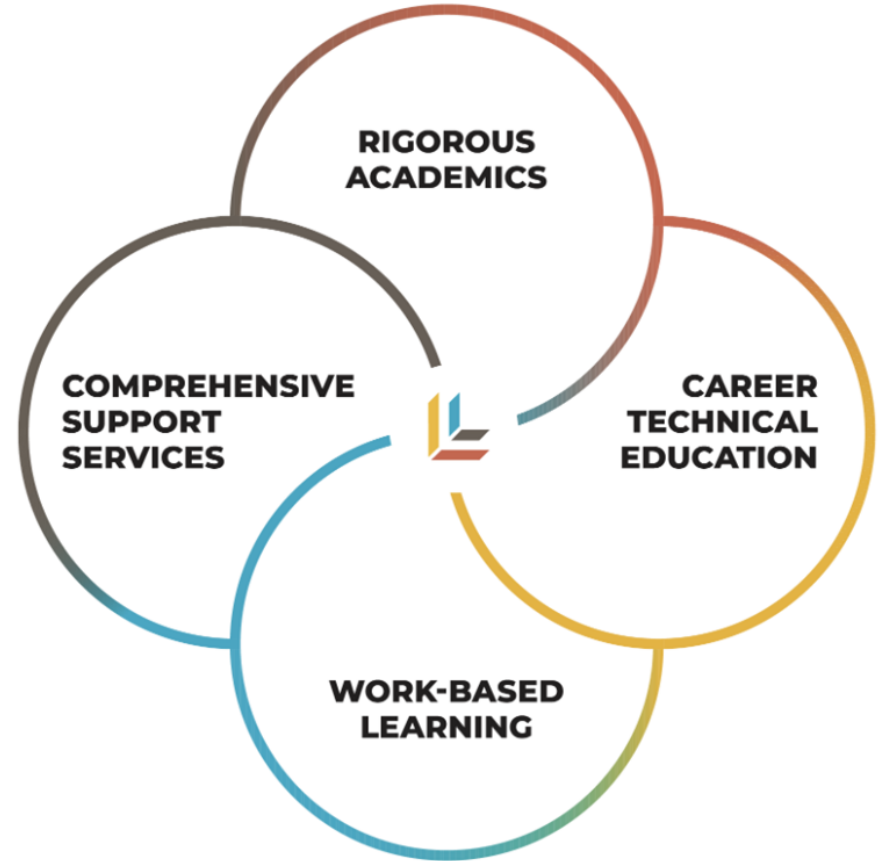
Community Schools, Thriving Students

Work-Based Learning (WBL) in Linked Learning

Real life work experiences

Apply academic and technical skills

*Increase student college and career readiness
and employability*



Work-Based Learning Continuum Learning Outcomes



Career Awareness

Learning ABOUT work.

Build awareness of the variety of careers available and the role of post-secondary education; broaden student options.

Learning Outcomes:

Describe a variety of career pathway options.

Describe how basic skills such as math and reading are used in the workplace

Explain the importance of post-secondary education and training following high school graduation

Career Exploration

Learning ABOUT work.

Explore career options and post-secondary requirements to motivate and inform decision-making in high school and post-secondary education.

Learning Outcomes:

Explain basic knowledge and skills required for success in college and careers

Connect individual skills and interests to variety of career options

Connect the pathway experience to the workplace experience

Describe how post-secondary education connects to a career path of interest

Describe and use multiple resources to find jobs

Explain the options available through and importance of post-secondary education

Career Preparation

Learning THROUGH work.

Apply learning through practical experience that develops knowledge and skills necessary for success in careers and post-secondary education.

Learning Outcomes:

Explain how the workplace functions and the skills required to succeed

Demonstrate ability to apply for employment (write a resume, interview, complete application)

Demonstrate appropriate business dress, behavior and etiquette

Describe a workplace experience, the skills required to succeed

Explain the elements and importance of workplace safety

Demonstrate general work-related skills including collaboration, effective communication, creativity, critical thinking and taking initiative

Career Training

Learning FOR work.

Train for employment and/or post-secondary education in a specific range of occupations.

Learning Outcomes:

Demonstrate knowledge AND skills specific to employment at specific site in line with specific industry standards

Develop an informed, detailed plan for career path through post-secondary and beyond

Utilize resources available at job site, and at post-secondary institution to support individual career plan

Complete clinical or apprenticeship experience as needed for full employment in career field

Explain work history and career path to others, in and outside of industry of choice

WBL as a vehicle for HSLLO Focal Areas

Focal Area 1: Prepare Students for Post-Secondary Success

Year 3 Action #1: Build capacity of site-based teams (CCRS, CTS, School Counselor, WBL, teachers, admin) to implement post-secondary planning initiatives so **all students (and focal LCAP groups) achieve a core set of post-secondary readiness benchmarks** by...

1. Ensuring students graduate with a defined post-secondary goal (two- or four-year college, workforce training, pre-apprenticeship, and/or the world of work) and aligned post-secondary plan
2. Increasing participation in early college credit and work-based learning opportunities (dual enrollment, concurrent enrollment, internships) that allow students to experience college and explore careers that will inform their post-secondary plan
3. Increasing student participation in College & Career Awareness and Exploration Visits
4. Increasing student awareness and completion of Financial Aid applications (FAFSA, CADA)
5. Ensuring students understand OUSD graduation and A-G requirements and have a graduation plan that allows them to access their post-secondary plan
6. Ensuring parents/families have information that will help them support their student(s) to make informed decisions regarding their high school and post-secondary plans

Focal Area 2: Develop Systems of Personalized Supports

Year 3 Action #2: Increase the capacity of site-based teams to implement supports that ensure **students (including focal LCAP groups) are on-track to graduate** by...

1. Ensuring students recover credit needed for graduation and post-secondary plan implementation
2. Ensuring students have access to classroom-embedded interventions and supplemental academic instruction
3. Ensuring students understand A-G requirements and other courses/experiences recommended to succeed on their post-secondary path
4. Building master schedules that are inclusive of and ensure equitable access to credit recovery, acceleration, and pathway opportunities (i.e. cohort classes, internships, dual enrollment, etc.)

Focal Area 3: Integrate Real World Learning

Year 3 Action #3: Increase pathway teacher capacity to ensure **students (including LCAP focal groups) demonstrate mastery of college and career readiness standards** (i.e. CCSS/NGSS, CTE Model Standards, [Career Readiness Standards](#)) in core and CTE courses by:

1. Providing professional learning opportunities focused on integrating Tier 1 instructional practices across core and CTE content areas to support student access to grade-level standards, grade-level appropriate texts, and assessments.
2. Coaching core and CTE teachers to integrate Tier 1 instructional practices into daily instruction
3. Coaching core and CTE teachers to integrate essential elements of work-based learning, as well as CTE and College Readiness standards into daily instruction.
4. Supporting the development of standards-aligned learning experiences and assessments that are 1) horizontally and vertically-aligned, and 2) integrate core content, Career Technical Education, and Work-Based Learning

WBL in Action: Career Exploration

Career Exploration

Career Exploration Overall Impact:

To our system

- Career exploration visits, especially skilled trades fairs & MFG Day, are written into schools WBL Plans. Aligning them to pathways and grades.

To our Industry Partners

- Partners from all sectors are working with us to make the events regular/annual.
- Increase of Industry Partners from all sectors participating in district-wide events

To our students

- Increased number of seniors transitioning into career paths of choice, including health and Skilled Trades. In 2023, 9 out of 12 in skilled trades program stayed to complete the Adult Program.
- Oakland ACE Mentor Program: 29 of 30 initial students were from Oakland.
- Two seniors received combined over \$10,000 in scholarships from ACE.



WBL in Action: College & Career Exploration

Career Exploration

ECCCO Summer 2023 Peralta Institute:



- **CTE Courses:**

- 92 OUSD students enrolled, with 84% persistence rate
- 11 for-credit CTE college courses
- 89% of grades of C or better (11% Withdrawals)

- **CTE Workshops:**

- 28 OUSD students enrolled, with 64% persistence rate
- 3 non-credit CTE workshops

- **Student supports:**

- Orientation, assigned PI Advisor, weekly seminar, stipend
- Bilingual Resource Specialist for students with IEPs and English Learners



WBL in Action: Career Exploration & Preparation

Career Exploration

Career Preparation

School-year Work Based Learning: Career Pathway Community College Exploration and Impact

- Peralta Colleges Tours
 - COA - CTE Discovery Day 4/2023: 8 schools, 180 students & staff
 - Laney - OUSD Soars with the Eagles CTE and College tour: 5 schools, over 200 students & staff
 - Tours for Underrepresented Groups
 - Fremont Newcomers to Laney 2/2023
 - Rudsdale/Rudsdale Newcomers to Laney Fablab 3/2023
 - African American Male Achievement students to Laney - 3/2023



WBL in Action: College Exploration & Preparation

Career Exploration

Career Preparation

CTE College Exploration Overall Impact:

To our system

- Peralta Colleges are reaching out to make these annual events.
- Peralta Colleges are eagerly attending more school site events.
- Peralta Colleges are more willing to offer Dual and Concurrent opportunities

To our students

- Students who would probably not visit Laney Campus get the opportunity to visit and learn about their programs.
- Students are receiving more one-on-one support with Peralta application process



WBL in Action: Career Preparation

Career Preparation

School-year Work Based Learning: Partner Support and Impact

- HSLLO Support with Internship Readiness across our system
 - Sites hold School Mock Interview Days
 - Sites hold Internship/Career Fairs
 - With Alt. Ed Schools, Career Fairs are held every semester.

Partnership Support Overall Impact:

To our system

- Industry Partners are on school campuses more frequently.

To our students

- Students receive feedback from industry professionals prior to entering internships.
- Students at alt ed school receive transitional support, meeting individuals to support with their post secondary goals.



Questions?