

OVERVIEW

This guide is intended to be a resource for industries participating in ELEVATE LANE COUNTY. Elevate Lane County is a program designed to connect students to work learning experiences and expand the capacity of educators in Lane County, Oregon.

This program has been developed in partnership with Connected Lane County, Lane STEM, Technology Association of Oregon (TAO), Eugene Chamber of Commerce, Lane Workforce Partnership, Bethel School District, Blachly School District, Creswell School District, Crow-Applegate-Lorane School District, Eugene 4J School District, Fern Ridge School District, Junction City School District, Lowell School District, Mapleton School District, Marcola School District, McKenzie School District, Oakridge School District, Pleasant Hill School District, Siuslaw School District, South Lane School District, Springfield School District, Lane Community College, University of Oregon, State of Oregon, Lane Arts Council, and Lane Education Service District.

The work-based learning pathway and, in particular, educator experience is a key component in developing students who are in touch with the demands of the workplace and the skills—both technical and professional—they need to be hired as successful employees. Educators who are exposed to the culture and values of an industry become more prepared to implement curriculum that is beneficial to student preparation.

BENEFITS

To Employers for Hosting an Educator Extern

- Provides management opportunities to existing employees
- Retains local talent from the region
- Increases morale and productivity in current workers
- Increases ability for employees to work in teams
- Increases positive public relations and exposure
- Changes the lives of educators through meaningful interaction and helps them gain relevant workforce experience
- Provides employers the opportunity to provide professional development and technical assistance for educators
- Gives employees an avenue to give back to the community
- Brings a fresh perspective to your organization's culture

To Employers for Using Elevate Lane County

- Simplifies the process of hosting externs
- Offers a pre-screened selection of educators
- Provides a resource of tools and materials for employers and employees working with students

INTRODUCTION TO EDUCATOR EXTERNSHIPS

Externships done well are good for your organization and for the educators. Employers that host externs can anticipate the following returns on their investment:

- **A competitive advantage:** New people bring with them new ideas, fresh perspective, and specialized strengths and skill sets.
- **A diverse workforce:** Businesses sell to an increasingly diverse customer base in a multicultural society. Having employees who come from different demographics and market sectors furthers a company's understanding of its customer base. This deeper level of understanding can be leveraged to tailor sales approach, services and product development
- **A talent pipeline:** Implementing an externship program means you have an ongoing pipeline of future full-time employees through the educator and their students.
- **Gain brand advocates:** Externships allow employers to connect with students through educators early in their academic careers. These relationships create students that want to talk about your company with peers, social media contacts, friends, and family.
- **Fulfills corporate responsibility:** Creating an externship is an excellent way to give back.

BEFORE THE EXTERNSHIP

Some things to consider if hosting a paid externship:

Wage Orders

The Bureau of Labor and Industries (BOLI) regulate wages, hours and working conditions. See here for State laws: http://www.oregon.gov/boli/WHD/docs/statelawswages_english.pdf

Overtime

In Oregon, State law sets 10 hours as a maximum that employees may work in one day in mills, factories, or manufacturing establishments. The law, however, does allow for an additional three hours of work per day to be paid at one and one-half times the regular rate of pay. The maximum daily number of hours of work allowed may not exceed 13. Logging camps, sawmills, planing mills and shingle mills are excluded from this requirement. Adults working in canneries must be paid at one and one-half times their regular rate of pay whenever they work more than 10 hours per day or 40 hours in one seven-day work week. Whenever overtime is being calculated on a daily basis, it also must be calculated on a weekly basis. The greater of the two amounts is the one to be paid.

Designing the Externship Experience (page 5)

Completing the Educator Experience Project Plan happens in three steps:

1. Worksite Visit/Orientation

The educators working with you this summer have been scheduled for an initial worksite visit and orientation, with the exception of the Elevate counselor working on a career pathway.

2. Project Plan

You have received a profile of each educator that will be doing an externship in your company this summer. Based on their skills, interests, and informal talks you have with them, determine what kind of projects will be suitable for them to complete during their externship experience.

3. Learning Agreement

The Learning Agreement is a collaborative effort between the industry host and the educator extern to ensure the educator receives a quality experience and exposure to the professional and technical skills that they'll need, in order to develop a curriculum that both students and industry will benefit from.

DURING THE EXTERNSHIP

The following recommendations will make for an effective externship experience:

Day 1-Orientation to the workplace (page 9)

Do not assume an extern has much knowledge of your working environment, always go above and beyond in explaining the pieces below and periodically check for understanding.

- Discuss the skills the extern already has, and those that the extern wants to develop during the externship. These skills may already be identified in the educator profile, but if additional skills are identified by the extern, discuss ways to develop them. Complete the Learning Agreement portion of the document during the conversation.

- Review the projects and tasks developed in the Project Plan portion of the document. Discuss the tasks and associated skills that will be developed. This may be an iterative process, whereby you assess the capacity of your staff to serve as guidance for the externs, and the skills desired by the extern. Ensure clarity of understanding. Plan projects that are extensive enough that externs will have enough to do; projects that are scalable ensure that if an extern successfully completes the tasks relative to the core deliverable, that they can continue working on other aspects that may be helpful to their implementation.

Weekly Check-in (page 10)

Early each week, it is important to have a check-in meeting with the extern to follow up on tasks and activities pertaining to their projects. It is also important to allow the extern time to reflect and ask clarifying questions about their experience. As the externship progresses, it is important to continue conversation focused on the tasks associated with the work plan, as well as observations and skill development.

AFTER THE EXTERNSHIP

One of the most important components of the experience is feedback. Educators love feedback! The assessment is crucial because it helps the extern gain a better understanding of their skills as it relates to their strengths and areas of growth. These include foundational skills and technical skills. Ideally, the supervisor reviews a completed assessment - this promotes a rich discussion, helping the extern maximize the learning process.

Toot your horn and celebrate your work!

Tips for promoting the externship:

1. Circulate pictures and information of the experience within your organization.
2. Circulate pictures and information of the experience throughout professional associations and organizations.
3. Work with the public affairs or community relations department in your organization to promote the experience.
4. Provide Elevate Lane County and TAO with a testimonial.
5. Above all else, talk to your colleagues, friends, and neighbors about hosting an extern through Elevate Lane County.

EDUCATOR EXPERIENCE PROJECT PLAN

This form is intended to help industry partners that are hosting an educator create an appropriate set of learning projects to be carried out over the course of their externship. It is important that the learning projects be mutually-beneficial; the host should receive deliverables/services in exchange for training, and the educator should achieve learning objectives expected of the externship experience.

This Project Plan requires that educators communicate their current skill set, as well as skills they would like to develop or improve upon, to the industry host. In turn, the host should select projects which are appropriate to the skill level of the educator. It is recommended that industry hosts build in time to scaffold the skills needed to complete these projects, and to consider aligning multiple projects so as to introduce more complexity to skill sets, rather than multiple sets of skills. Consideration of the impact of the length of the externship (2-6 weeks) is also advised.

Development of Projects

Industry Instructions:

1. Prepare: Using educator feedback, outline 1-3 projects the educator will complete during the externship. The first box describes the expected content for each project. Referencing the skills communicated above by the educator as well as the supplemental materials provided, plan projects that will develop these skills as well as deliverables for the company.
2. Discuss: Present the work plan to the intern during the intern orientation and discuss the skills (3-4) the educator would like to develop during the externship. The skills the educator wishes to develop could be addressed in the projects listed in the work plan. If interns identify skills outside those listed in the work plan, discuss and plan specific activities to assist with the development of those skills.
3. Complete the Learning Agreement portion of this document with the educator. Document here how the educator will be provided with the skills he or she needs to complete the projects, in addition to the amount of time to be spent in training. Indicate how much time, if any, the educator should spend in preparation prior or outside of the externship. Not all skills may be used.
4. List additional activities that would contribute to the professional development and integration of the educator into the workplace community. Examples could be including educators in meetings, taking advantage of existing employee training opportunities, or other networking events.

Project Information

Project Summary	A rough description of a project the educator will complete.
Activities	Describe the type of activities that the educator will be expected to do, e.g.: review tickets, use testing tools, etc. Be as specific as possible.
Documentation	The deliverables that the educator is expected to produce.
Skills	The skills that teachers should be incorporating into computer science curriculum; may include both technical as well as 21 st Century professional skills.

Project Example

Project Summary	Develop a website for the McKenzie Cider and Craft Beer Festival.
Activities	Create architecture of the website and a basic outline of pages/content. Rough out website based on box model using Squarespace. Finish appearance by modifying code using CSS/LESS and content placement. If time, work on search engine optimization strategies.
Documentation	1) Architecture or wireframe 2) Code & version maintenance 3) SEO Tasks & feedback data
Skills	Foundational technical skills: website architecture, coding, SEO Applied professional skills: creativity, problem solving, collaboration & adaptability

Project Plan: To be completed by the industry host before the externship. During orientation, changes based on extern feedback and collaboration may be included.

Project #1

Project Summary	
Activities	
Documentation	
Skills	

Project #2

Project Summary	
Activities	
Documentation	
Skills	

Project #3

Project Summary	
Activities	
Documentation	
Skills	

2. Learning Agreement: To be completed jointly between industry host and educator.

Skill #1:
Outline Training:

Skill #2:
Outline Training:

Skill #3:
Outline Training:

Skill #4:
Outline Training:

Additional Notes:

3. Additional Activities

Any additional teams, meetings, or activities that may benefit the educator’s experience. (Optional)

1.

2.

3.

Agreed:

Teacher Extern: _____ Date: _____

Industry Host: _____ Date: _____

Day 1-Orientation to the Workplace

Assume an educator has little knowledge of your working environment. Always go above and beyond in explaining the pieces below and periodically check for understanding.

a. **Tour the workplace with the educator.** Give emphasis to:

- Reception area and admin support staff that may be points of contact
- Kitchen area and proper kitchen protocols (i.e. washing dishes, storing food, consuming food, shared utensils or food containers, etc.)
- Emergency exits. Point out all emergency exits and the fact that elevators may not be operational during an emergency. Be sure to follow the most practical emergency exit to the location outside where the extern should meet with coworkers during an emergency.
- Copy room. Point out proper protocols to be used in the copy room (i.e. copy codes for projects, disposal and recycling).
- Conference rooms. Point out how to reserve and use conference rooms and protocols for leaving the room after use.
- Be sure to introduce the educator to as many staff as possible, making introductions and explaining the person's role in the company. Educators will want to ask a few questions to better understand how your company is run.

b. **During the orientation, give emphasis to:**

- Use of mobile devices and company property (i.e. proper internet usage)
- Non-disclosure agreements and/or photo releases, if necessary.
- The protocol for reporting a task is finished.
- Whether externs need to have their own equipment/what will be provided.
- Present an overview and products and services the organization provides. Externs will have previously done research. Point out organizational structure and functions of various departments.
- Give a short description of the workplace culture, core values and expectations of employees. While much of this might be evident for the extern just from immersion in the workplace, naming these values helps an educator to understand what students need to be prepared for as they enter a particular industry.
- Discuss the Educator Experience Project Plan & Learning Agreement.
 1. Review the projects and tasks developed in the Project Plan portion of the document. Discuss the tasks and associated skills that will be developed. Ensure clarity of understanding.
 2. Discuss the skills the educator wants to develop during the externship. These skills may already be identified in their profiles, but if additional skills are identified by the educator, discuss ways to develop them during the externship. Complete the Learning Agreement portion of the document during this conversation.

Weekly Check-in Meetings

The length and structure of the weekly check-in meeting should be scheduled the same time every week, typically the start of the week or the end of the week. Below are some guiding questions that may assist in the meeting.

Task Check-In

- How are the assigned tasks coming along? (related to the work plan)
- Are tasks on track? Are there enough/not too many tasks?
- Is the difficulty level of tasks appropriate?
- What are some lessons learned and challenges experienced?
- How may I assist you?

Skills Identified in the Learning Agreement/established during the Internship Orientation

- Have you been able to use or witness the skills being used?
- How may we facilitate use of the skills?
- What tasks or meetings may assist in developing the identified skills?

Educator Reflection

- What were three surprises you experienced or witnessed last week?
- What were three challenges you experienced or witnessed? How may we fix the challenges?
- The more we learn, the more questions we have about what we've learned. Do you have any questions that relate to this industry or this company?
- Did the last week reinforce the development of lesson plans or curriculum? How?