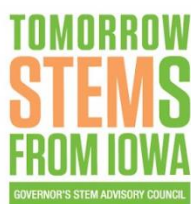




# **MOC-Floyd Valley Community School District Work-Based Learning Guide**

*“Fostering learning, excellence, and civic responsibility.”*

May 1, 2023



## **Executive Summary:**

The MOC-Floyd Valley Community School District offers exceptional opportunities to our nearly 1,500 students. Our dedicated and forward-thinking Board and administrators, along with our supportive parents and patrons, contribute to the success of our district. We take pride in our caring and committed faculty and staff, as well as our extremely talented student body. At MOC-Floyd Valley, we strive to create an environment where everyone feels a sense of belonging, engages in learning, and experiences personal growth.

We believe in the value of stretching to learn, and we actively create opportunities for productive struggle. Our activities and experiences are designed to be challenging, encouraging critical thinking and effort. Simultaneously, we are mindful of providing the necessary resources, support, and encouragement for our students to achieve success and maintain motivation. Striking this delicate balance is key to the growth and success of our students, enabling us to fulfill our mission of “fostering learning, excellence, and civic responsibility.”

An essential aspect of our approach is the consistent and genuine effort by everyone in our district to model and promote our core values: caring, cooperation, effort, responsibility, respect, excellence, integrity, and creativity. These values form the foundation of our rich relationships and facilitate personal growth, both in the present and future.

While offering a wide range of high-quality programs, MOC-Floyd Valley remains a close-knit district where everyone cares for and supports one another. We are large enough to provide diverse opportunities for exploration and the pursuit of individual passions, yet small enough to maintain a strong sense of community.

MOC-Floyd Valley is committed to fostering learning and discovery experiences within and beyond the classroom, enabling our students to reach their fullest potential. Through challenging academics, diverse educational environments, and dynamic learning experiences, we empower students to develop profound knowledge and strong character, equipping them to navigate life's challenges and become active, responsible citizens.

As a district, we are dedicated to establishing connections among our students, teachers, and community partners, creating learning experiences that go beyond the content and curriculum. We strive to build a learning environment with permeable walls, fostering meaningful connections and facilitating continuous growth, bringing value-added benefits to those in our schools and community.

As we started on the development of our K-12 District WBL Plan, our team had two primary objectives:

- 1) Evaluate our current practices: We assessed the existing initiatives and strategies in place within our district regarding Work-Based Learning (WBL). By understanding our current practices, we could identify areas of strength and areas that required improvement.
- 2) Foster expansion opportunities: Our team looked to explore new possibilities and envision the future of WBL within our district. We recognized that until now, WBL had been primarily focused on by our middle school and high school programs. However, we believed that by adopting a district-wide perspective, we could significantly enhance and expand our WBL program.

During our discussions, it became apparent that we had not fully recognized the potential of WBL as a comprehensive district-wide initiative. We acknowledged the opportunity to shift our perspective and consider how WBL could be integrated across all grade levels.

Coming together as a team of K-12 educators, we found joy in celebrating our current successes while also envisioning the possibilities that could arise from making WBL a priority throughout our district. This process allowed us to explore the powerful impact of WBL when implemented with a district-wide mindset.

It is interesting to note that the COVID-19 pandemic had varying effects on our K-12 programs. This realization surfaced early on in our planning process.

### **Elementary:**

During the pandemic, numerous connections, experiences, and opportunities with our community partners were unfortunately disrupted, which was to be expected given the circumstances. However, even as we have resumed our pre-pandemic practices, the process of reinstating many of these experiences has not occurred.

It was quite intriguing to hear our elementary team discuss this matter, as it seemed to have slipped their minds as we have gone back to “normal.” However, our conversations with them revealed their passion and dedication to once again prioritizing these community connections for the benefit of our students.

### **Middle School/High School:**

Our middle school and high school experienced a different situation. During the same period, our district introduced a new role dedicated to expanding and creating new program opportunities within our Work-Based Learning (WBL) program. With a whole

year at our disposal, the WBL team was able to establish connections with community partners and lay the groundwork for the program's growth. Although the initial launch with some partners faced delays due to the pandemic, many community organizations actively sought new opportunities after the pandemic subsided. This planning phase proved invaluable in establishing strong relationships within the community and preparing for the successful launch of our programs.

**Current Practices (MOC-FV Elementary):**

**1. Career Awareness:**

Currently, the majority of our Work-Based Learning (WBL) opportunities for students in grades K-7 fall under the Career Awareness category, predominantly involving guest speakers and tours. It's important to note that this list is not comprehensive and there are other practices in place that may not be included.

These activities are scheduled during regular school hours, ensuring that they are open and accessible to all our students. This inclusive approach removes potential barriers that might otherwise prevent certain students from participating. Our objective is to make these activities both accessible and meaningful for every student.

<b>Grade Level</b>	<b>Partner / Organization</b>	<b>Contact</b>	<b>Focus</b>
2 <sup>nd</sup> Grade	Emergency Medical Provides	Various	“Heroes Day” Careers
2 <sup>nd</sup> Grade	Orange City Fire Dept.	Various	Firefighting/Fire safety
3 <sup>rd</sup> Grade	Den Hartog Industries	Various	Advanced Manufacturing / Computer Science
3 <sup>rd</sup> Grade	Area Banks	Various	Personal Finance / Financial Careers
4 <sup>th</sup> Grade	Oak Grove Field Trip	Sunday Ford	Conservation
4 <sup>th</sup> Grade	Sioux Co. Sheriff Dept.	Officer Pollema	Digital Citizenship
4 <sup>th</sup> Grade	National Parks System	Various	National Park System
4 <sup>th</sup> Grade	Marsville Project	Multiple	STEM Careers
5 <sup>th</sup> Grade	Orange City Area Health	Various	Brains
5 <sup>th</sup> Grade	Iowa DNR	Various	Outdoors
5 <sup>th</sup> Grade	State of IA Capital – Des Moines	Various	Politics / Public Service

### **Expansion Opportunity #1 (MOC-FV Elementary):**

In the coming weeks and months, our focus will be on collaborating with our K-7 team to develop exciting opportunities for our school district to reconnect with our community partners through Career Awareness activities and experiences. The focus for the 2023-2024 school year will be the development of these activities.

Our primary objective will be to analyze the curriculum and content for these grade levels, aiming to identify potential avenues for extending the lessons and fostering deeper learning. Our intention is not to burden teachers with additional work but rather to take it a step further by engaging community partners to establish meaningful real-life connections within the classroom. Our team of teachers will do the “groundwork” for all our grade levels to streamline communication and connections, while also not creating additional work for all our teachers to complete.

As a K-7 team, we will collaborate to create these connections across different grade levels, ensuring that they align with various Career Clusters. Through these experiences, our goal is to raise awareness among our students about the diverse range of opportunities available within our communities across the following Career Clusters.

1. Agriculture
2. Business Management/Administration/Finance
3. Construction/Trades
4. Information Technology/Programming
5. Health Services
6. Hotels/Tourism/Food
7. Manufacturing/Production/Engineering
8. Media/Communications
9. Automotive/Diesel Technology
10. Retail/Sales
11. Other

Our goal for the 2024-2025 school year is to implement two Career Awareness activities per grade level (K-7) annually. The first activity would be inviting a community partner into our classrooms to facilitate extended learning experiences. The second activity would involve taking our students and teachers into the community, expanding the learning beyond the walls of our schools.

For example, our 1st-grade students currently engage in a unit on chicken growth and development, exploring the journey from eggs to adulthood. While the structure of our lessons will remain unchanged, we aim to enhance the learning experience.

One approach would be to invite a representative from the world of agriculture, such as Center Fresh Eggs, to provide a more comprehensive understanding of this topic within the context of their work. Alternatively, we could arrange a field trip for our students to visit one of the nearby Center Fresh Eggs farming sites, allowing them to witness and learn firsthand within the facilities. These additions would enrich our curriculum and provide valuable real-world connections for our young learners.

### **Expansion Opportunity #2 (MOC-FV Elementary):**

In addition, we are planning to merge two of our current initiatives to create a new opportunity moving forward. Our district has been recognized and awarded a STEM BEST Grant for our program developments in computer science at the elementary level. Furthermore, we have also received an additional STEM BEST Grant for our Career Programs initiatives, including CAPS (Center for Advanced Professional Studies) and Extended Career Experiences.

With this new opportunity, we intend to have our CAPS Associates collaborate with our elementary computer science team, several community partners, and our district's public relations firm to undertake a new client project. The project will involve creating branded videos titled "How is it made?" that showcase the operations, products, career prospects, and utilization of computer science in the advanced manufacturing industry within our local community. The CAPS Associates will serve as project managers, acting as the conduits, connectors, and driving force behind this endeavor.

The desired outcome of this project is to develop an elementary-level video that provides valuable insights to our students about our local community partners, as mentioned earlier. This initiative aims to introduce students to potential future career opportunities, offer real-world connections for our high school CAPS Associates, and enhance the knowledge and understanding of our community members regarding the work and accomplishments of our partners.

The first project we would like to highlight is the construction of our new elementary school. We plan to collaborate with architects, project managers, and builders to create a "How It's Made" video that focuses on documenting the building process.

Our objective is to offer a detailed look at how our state-of-the-art facility was built by showcasing the expertise of professionals in the field. The video will take viewers through each phase of the construction, starting from the initial design concepts and concluding with the finishing touches. Through this "How It's Made" video, we intend to provide viewers with a deeper understanding of the intricate work involved in constructing our school.

**MOC-Floyd Valley Middle School:**

**Career Awareness, Career Exploration, and Career Preparation**

<b>8th Grade</b>	<b>Activity / Experience</b>	<b>Staff Members Included</b>	<b>Resources</b>
4-Year High School Course Plan is Introduced and Created	8th Grade Guidance Class Exploratory Class Course Registration process	School Counselor CTE Team 8th Grade Team Building Admin	Infinite Campus YouScience
Advisement of Coursework Supporting Graduation	8th Grade Guidance Class Exploratory Class Course Registration process	School Counselor CTE Team 8th Grade Team Building Admin	Infinite Campus YouScience Course Descriptions
Advisement of Coursework to Support Post-Secondary Education and/or Career Goals	8th Grade Guidance Class Exploratory Class Course Registration process	School Counselor CTE Team 8th Grade Team Building Admin	Infinite Campus YouScience Course Descriptions
Connections to Community Partners Regarding Interconnectedness of These Activities	8th Grade Guidance Class Exploratory Class	School Counselor CTE Team 8th Grade Team Building Admin	Community Partners

**8<sup>th</sup> Grade Guidance Class / Exploratory Classes:**

In our district, all 8th-grade students participate in our Exploratory classes. These courses serve as a gateway to connect our students with the teachers from MOC-FV High School's Career and Technical Education (CTE) programs. Throughout these rotations, we strive to foster career awareness, encourage career exploration, and provide career preparation opportunities for various career pathways.

1. Human Services
2. Agriculture
3. Industrial Technology
4. Computer Science
5. Self-Discovery / Career Exploration

### **Infinite Campus / Course Descriptions:**

Infinite Campus is used as a planning platform for our students and their families. Course descriptions are provided by our school counselors as a resource for the opportunities that we have for high school courses. Our school counselors, teachers, students, and families walk through this process together, so all are actively involved.

### **YouScience:**

YouScience offers comprehensive career assessments including aptitude, interest, and personality assessments. They help individuals discover their natural abilities, interests, and work style preferences to explore suitable career paths. By combining the results, YouScience provides personalized recommendations for education and career options.

### **MOC-Floyd Valley High School:**

#### **Career Awareness, Career Exploration, and Career Preparation**

<b>Grade:</b>	<b>Activity / Experience</b>	<b>Staff Members Included</b>	<b>Resources</b>
9th Grade	Transcript Review Course Registration Career Discovery (YouScience)	English Instructor HS Counselor WBL Coordinator Academic Advisor	Infinite Campus YouScience Course Descriptions
10th Grade	Transcript Review Course Registration Career Discovery (Career Explorer)	English Instructor HS Counselor WBL Coordinator Academic Advisor	Infinite Campus Career Explorer Course Descriptions
11th Grade	Transcript Review Course Registration Career Discovery (YouScience and ASVAB Testing)	English Instructor HS Counselor WBL Coordinator Academic Advisor	Infinite Campus YouScience ASVAB Testing Course Descriptions
12th Grade	Transcript Review Course Registration Career Discovery (YouScience)	English Instructor HS Counselor WBL Coordinator Academic Advisor	Infinite Campus YouScience Course Descriptions



Our aim is to help students develop a vision for their high school academic careers and explore career pathways beyond graduation. We align their course selection to prepare them for post-graduation opportunities. Assessments like YouScience, Career Explorer, and ASVAB enhance students' self-understanding and facilitate research into compatible career options based on their skills, interests, and preferences.

<b>Grade:</b>	<b>Activity / Experience</b>	<b>Type of Activity</b>
9th	Career Interviews Orange City Area Career Fair Class Speakers	Career Exploration Career Exploration & Preparation Career Awareness
10th	Your Future @ Work - Soph Career Day Career Interviews Orange City Area Career Fair Class Speakers Career Explorer Assessment	Career Awareness & Exploration Career Exploration Career Exploration & Preparation Career Awareness Career Awareness & Exploration
11th	ASVAB Assessment Junior Career Day (NCC -- Sheldon) CAPS Extended Career Experiences Registered Apprenticeships Career Interviews Orange City Area Career Fair Class Speakers	Career Awareness Career Awareness & Exploration Career Preparation Career Preparation Career Preparation Career Exploration Career Exploration & Preparation Career Awareness
12th	CAPS Extended Career Experiences Registered Apprenticeships Career Interviews Orange City Area Career Fair Class Speakers	Career Preparation Career Preparation Career Preparation Career Exploration Career Exploration & Preparation Career Awareness

**CAPS (Center for Advanced Professional Studies)**

The Center for Advanced Professional Studies (CAPS) is an innovative educational program that immerses high school student-associates in real-world professional environments. By partnering with local businesses and professionals, CAPS offers associates the opportunity to work on authentic projects, develop durable skills, and explore various career pathways. Through hands-on experiences, mentorship, and project-based learning, CAPS equips students with critical thinking, problem-solving, and industry-specific skills, empowering them for success in college and/or future careers. We have pathways for CAPS Solutions, CAPS Education, and CAPS Medical.

## **Extended Career Experiences**

Extended Career Experiences are immersive and prolonged opportunities for individuals to gain practical knowledge, skills, and experience within a specific career field or industry. These experiences are typically designed to provide individuals with a deeper understanding of the work environment, job responsibilities, and industry dynamics. Extended career experiences offer numerous benefits, including skill development, networking opportunities, industry insights, and enhanced employability. They provide individuals with a practical understanding of their chosen field, allowing them to make more informed career decisions and better prepare for the demands of the workforce. The hope is that as our students learn and acquire new skills, they begin to provide a value-added benefit for our community partners.

## **Registered Apprenticeships**

Registered apprenticeships are structured training programs that combine on-the-job learning with classroom instruction. Apprentices work alongside experienced professionals to gain practical skills while attending classes to learn theoretical knowledge. These programs are regulated and recognized by government agencies or industry organizations. Upon completion, apprentices receive a credential certifying their mastery of the trade or occupation. Currently, we have RA programs for Welding and Diesel Technology, along with the State of Iowa's Para-to-Teacher program. A new program in Electrical work is also in the developmental stages. While we as a school district do not serve as the sole sponsor or agent of these RA programs, we are grateful to help serve as a conduit and connector for our students and community partners in this way.

## **Connections / Onboarding of Partners**

We have actively worked on building relationships through various means. Our Chamber of Commerce and Economic Development teams have been instrumental in connecting us with partners. Additionally, we have proactively sought out community partners based on our students' interests. Word-of-mouth marketing has been a significant driver for recruiting new partners, with success stories from students, parents, and community partners playing a key role in expanding opportunities.

When onboarding new partners, our WBL Coordinator meets with them to discuss the program and its goals. We also provide a brief onboarding session for student participants to prepare them for their experiences. Throughout their involvement, we maintain regular checkpoints to track their progress and conclude the experience with appropriate end-of-experience activities.

## Professional Development

Currently, there are no formal professional development plans in place, except for an increased focus on raising teachers' awareness about the available opportunities for our students. In the upcoming 2023-2024 academic year, our intention is to allocate dedicated time to engage with teachers and provide them with a clear understanding of the three essential components required for a career activity to be considered a work-based learning experience. These components include academic preparation, practical career experience, and opportunities for student reflection.

Furthermore, we aim to share the Work-Based Learning (WBL) plan with teachers to foster excitement and encourage collaboration with our District WBL team. This collaboration will be instrumental in developing more substantial curriculum connections and working towards the previously mentioned goals of expanding opportunities for our students.

Additionally, our professional development efforts will continue to prioritize "Leader in Me," an initiative that empowers teachers to assist students in developing skills crucial for their future career success. Through this emphasis, teachers will be equipped to guide students in acquiring essential skills that will serve them well in their future careers.

## Staffing:

Role	Names of Stakeholders
<b>Secondary Principal / Administrators</b>	Mike Mulder, HS Principal Chris Yaw, MS Principal
<b>Secondary Career and Academic School Counselors</b>	Liz Koenig, HS Guidance Counselor Loren DeJong, HS Guidance Counselor Scott Starkweather, MS Guidance Counselor
<b>Secondary CTE Teachers:</b>	Beth Raymond – Human Services Molly Cleveringa, Agriculture Adam Bonnema - Ind Tech Jade Niemyer, Business Education Jolyn Van Es, Business Education
<b>Secondary Teachers:</b>	Tricia Wiese, English Teacher Sara Burmakow, Biology Teacher Chad Koedam, Special Education Kayti Pfaffle, EL

<b>Work-Based Learning Coordinator:</b>	Grant Hegstad
<b>Secondary Instructional Support:</b>	Shane Williams, High School Adam Boone, Middle School
<b>TK-8 Teachers / Instructional Support</b>	Sandy Groom-Meeks Jen Van Wyk Rachel Honken Amanda Van Kley
<b>TK-5 School Counselor</b>	Jackie Olson Rebecca Mangold

**Costs and Funding Sources:**

The funding for the Work-Based Learning Coordinator position at MOC-Floyd Valley is derived from a combination of various funding sources. These sources include:

1. District General Fund: The Work-Based Learning Coordinator's position receives financial support from the district's general fund.
2. District TLC Funds: MOC-Floyd Valley benefits from specific funding allocated for Teacher Leadership and Compensation (TLC) initiatives. These funds are utilized to enhance professional development opportunities for educators, including supporting the Work-Based Learning Coordinator role as a conduit and connector between the district and community partners.
3. STEM BEST Grant: Another crucial funding source is the STEM BEST (Businesses Engaging Students and Teachers) Grant. This grant specifically supports the promotion and implementation of innovative STEM education practices, such as work-based learning. It provides financial resources to facilitate partnerships between local businesses and educational institutions, enabling students to gain practical experience and develop essential skills for their future careers.

By leveraging these funding sources, MOC-Floyd Valley ensures the continued support and success of the Work-Based Learning Coordinator position, facilitating valuable opportunities for students and fostering a strong connection between education and the workforce.

## **Community Assets:**

Although our district has outlined a vision for our Work-Based Learning (WBL) Program, it is undeniably our community partners and other stakeholders who have played a pivotal role in transforming this vision into reality. Their support and collaboration have been instrumental in enabling us to execute our program's vision effectively. Without their willingness to engage with us in these various capacities, we would be unable to fully achieve the goals we have set for our program. Their contributions have significantly influenced the successful implementation, adaptation, and growth of our programs.

Community Partners (Professionals, Businesses, Industries, etc.)  
Orange City Chamber of Commerce  
Orange City Economic Development  
Alton Chamber of Commerce  
Northwestern College  
Northwest Iowa Community College  
Northwest AEA  
Iowa STEM BEST  
Iowa Workforce Development  
CAPS Network

## **ICAP Utilization:**

MOC-Floyd Valley remains committed to implementing the ICAP Process, focusing on students in middle school and high school. These plans are reviewed annually. This comprehensive approach encompasses various elements such as exploratory classes, college and career fairs, course planning and registration, transcript reviews, career exploration, interest inventories, college visits, ISASP Assessments, ACT Assessments, ASVAB Assessments, FAFSA applications, and other related activities. To ensure the success of this process, the participation of students, parents/guardians, teachers, school counselors, academic advisors, administrators, and community representatives is essential.

## **Perkins Alignment:**

Currently, MOC-Floyd Valley CSD does not allocate Perkins Funds specifically towards our Work-Based Learning (WBL) initiatives. However, these funds are extensively utilized by our Career and Technical Education (CTE) Programs, which collaborate closely with our WBL Program. Our CTE Department leverages these resources to acquire items that enhance our students' preparedness for WBL experiences.

## **Challenges / Barriers Ahead:**

1. **Program scalability and sustainability:** Work-Based Learning programs frequently encounter the hurdle of scalability and long-term sustainability. Therefore, it is crucial to develop a program structure that can accommodate an expanding number of participants while upholding quality standards. Additionally, it is important to ensure continuous support and resources are available for both participants and employers.
2. **Evolving industry demands:** Industries are in a constant state of change due to technological advancements and changing market needs. Work-Based Learning programs must remain adaptable and up to date with these shifts. This adaptability ensures that participants acquire the necessary skills and knowledge that are relevant in the current job market.
3. **Leadership Changes:** Over time, there inevitably occur changes in leadership within our school district and among our community partners. During these transitional periods, it becomes crucial to foster strong lines of communication to ensure the continuation of our programs.