



ODWBL RESOURCES

PRESENTER



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WHAT WE'LL COVER

ASH & WBL Resources upgrades

Overview of ODWBL resources and strategies for using them

- Educators
- Students
- Advisory Board members
- Partners

Live demo



UPGRADED FEATURES IN ASH

Work-Based Learning

Work-based learning is an educational approach designed to help students connect what they learn in the classroom with what is expected in the workplace by integrating learning with real-world applications in partnership with industry professionals.

WBL STORYTELLING TEMPLATES

EXAMPLE

WBL Storytelling Templates

Harness the power of data to bring the story of your academy to life and share it! By using NAF's easily customizable Canva templates, you can create storytelling documents for multiple audiences.

FOR EDUCATORS

WBL Educators Home

FOR PARTNERS AND ADVISORY BOARDS

WBL Partners Home

WBL PARTICIPATION TRACKER HOME PAGE

WBL Participation Tracker

Tracking work-based learning is essential to providing targeted opportunities that align with student aspirations and interests. Additionally, diverse WBL engagements lead to more robust experiences, skill building, a...

Student Aspirations Template

Template for students to brainstorm and keep track of careers of interest

DOWNLOAD ↓

[View with Google Docs](#)

Future Ready Skills for Students

Descriptions of each of the 6 Future Ready Skills that students will be developing and receiving feedback on throughout their NAF experience.

DOWNLOAD ↓

ESPAÑOL



WBL RESOURCE DIRECTORY

Visit and explore the many resources available!

Work-Based Learning Resources



RESOURCE DIRECTORY

Get Started with Work-Based Learning

- [Work-Based Learning Standards](#)
- [Educator Development Opportunities](#)
- [Work-Based Learning Plan and Calendar](#)
- [Work-Based Learning Activity Definitions](#)
- [Work-Based Learning Tracking Spreadsheet](#)

Outcomes-Driven Work-Based Learning

- [Outcomes-Driven WBL Overview for Educators](#)
- [Outcomes-Driven WBL Overview for Partners](#)
- [Outcomes-Driven WBL Overview for Advisory Board Members](#)
- [2 Student Goals for Outcomes-Driven Work-Based Learning](#)
- [Outcomes-Driven Work-Based Learning Intro for Students](#)
- [Future Ready Skills Overview](#)
- [Future Ready Skills for Students](#)

Prepare for Work-Based Learning

- [College & Career Readiness vs Work-Based Learning](#)
- [Planning for WBL: Part 1 & Part 2](#)
- [Student Aspirations Template](#)
- [Student Activity: Personality & Career Exploration](#)
- [Student Skills Self-Assessment](#)
- [Student Professional Development Resources](#)
- [Student Activity: Solving International Challenges](#)
- [Student Connections Template](#)
- [Student Activity: Interviewing Career Professionals](#)
- [Student Activity: Close by Connections](#)

Designing for Impact

- [Designing for Impact Guide](#)
- [Outcomes-Driven Work-Based Learning Continuum Comparison](#)
- [WBL Engagements and Skills Crosswalk](#)

Plan and Implement Work-Based Learning

Planning and Implementing

- [Communications Toolkit](#)
- [Planning Timeline](#)
- [Resume and Cover Letter](#)
- [Sample Questions \(Mock Interview\)](#)
- [Mentoring Guide](#)

Student Facing

- [Student Timeline \(Informational Interview\)](#)
- [Finding Business Partners](#)
- [Phone and Video Call Etiquette and Scripts](#)
- [Professional Dress Guidelines](#)
- [WBL Research Prep Activity](#)
- [Consent Form](#)
- [Student Thank You Note](#)

Lesson Plans

- [Integration & Implementation Guide](#)
- [Informational Interview, Grades 9 & 10](#)
- [Informational Interview, Grades 11 & 12](#)
- [Resume Review/Coaching Session](#)
- [Mock Interview](#)
- [Worksite Tour](#)
- [Skills Workshop](#)

Engage in Work-Based Learning

Preparing for Engagement

- [Presentation Template \(Guest Speaker\)](#)

Partner Preparation Guides

- [Guest Speaker](#)
- [Worksite Tour](#)
- [Career Fair](#)
- [Informational Interview](#)
- [Job Shadow](#)

Partner Preparation Guides cont.

- [Mock Interview](#)
- [Resume Review](#)
- [Skills Workshop](#)
- [Mentorship](#)
- [Partner Engagement Project](#)

Work-Based Learning Resources



Prepare for Internships

Planning

- [Project of Value Plan](#)
- [Roadmap to Virtual Internships \(Video\)](#)
- [Converting Jobs to Internships \(Video\)](#)
- [Converting Jobs to Internships Checklist](#)
- [Future Ready Skills Assessment](#)
- [The Value of High School Internships](#)

Internship Supervisor Hub

- [Internship Supervisor Resources Overview](#)
- [MHA Labs Feedback Formula Overview](#)
- [Perspectives From Internship Supervisors & Interns](#)
- [Onboarding Checklist](#)
- [Daily, Weekly, Monthly](#)
- [Email Templates](#)
- [4 Tips for Supporting High School Interns](#)
- [Virtual Connect](#)
- [Back Pock Projects Overview & Templates](#)
- [Build Me Up](#)
- [I Belong As I Am](#)
- [Internship Ecosystem Game](#)
- [DEIA Glossary](#)
- [Moments of Mental Wellness](#)
- [Cultivating Connections with Your Fellow Internship Supervisors](#)
- [Future Ready Skills Assessment Notes](#)
- [Future Ready Skills Assessment Step-By-Step Guide](#)
- [Future Ready Skills Assessment How To \(Video\)](#)
- [Farewell, But Not Goodbye](#)

Mentored Industry Projects

- [District C Introduction \(Video\)](#)
- [Designing Your MIP Schedule](#)
- [Building Your Industry Partner Relationship](#)
- [Intern Skills Self-Assessment for MIP](#)
- [Industry Resource: Scope a Good Problem](#)
- [Mentored Industry Projects: A Career Preparation Activity](#)
- [Mentored Industry Projects Implementation Overview](#)
- [Coach Future Ready Skills](#)
- [Keep Student Deliverables Organized](#)
- [Mentoring in the Project Space: Checking In With Your Mentor](#)
- [Mentored Industry Projects FAQ](#)
- [Reflect With Purpose](#)
- [Connect](#)
- [Mentee Thank You Note](#)

Internship Preparation Lessons

- [Internship Prep Lesson Overview](#)
- [Internship Preparation Lessons Educator Guide](#)
- [My Story, My Strengths, My Goals](#)
- [My First Day](#)
- [On the Job \(Verbal\)](#)
- [On the Job \(Written\)](#)
- [What Could Possibly Go Wrong?](#)
- [Monday Meetings](#)
- [Let's Get Lunch](#)
- [Busy Project Week](#)
- [Supervisor's Vacation](#)
- [Farewell, But Not Goodbye](#)

Tracking For Impact

Overview and Data Templates

- [Outcomes-Driven Work-Based Learning Tech Tools Overview](#)
- [WBL Storytelling Templates Design Examples](#)
- [Data Analysis Template](#)

WBL Participation Tracker

- [How to Add an Activity](#)
- [How to Add Students to an Activity](#)
- [Introduction to the WBL Participation Tracker: Part 1 & Part 2](#)
- [Glossary of Terms](#)

WBL Skills Feedback Survey

- [WBL Skills Feedback Questions](#)

WBL Reflection Form

- [Reflectoscope - Why Reflection Matters \(Video\)](#)
- [WBL Reflection Form Questions](#)
- [How to Complete a Reflection Form](#)
- [How to Access Reflection Form Responses](#)
- [How to Reflect and Why It Matters](#)

Resources by External Partners

- [Roadtrip Nation](#)
- [SkillsBuild Online Course](#)
- [STEM Careers Coalition](#)
- [MENTOR](#)
- [Youth Mentoring Program](#)
- [The Benefits of In-School Student Mentoring](#)

Work-Based Learning Resources



Outcomes-Driven Work-Based Learning Video Series

- [Overview of the 3 Outcomes](#)
- [Introducing Students to ODWBL](#)
- [Future Ready Skills Overview](#)
- [ODWBL and WBL Continuum](#)
- [Engaging Students in ODWBL](#)
- [ODWBL Workflow for Educators](#)
- [What's Changing with NAFTrack Certification?](#)
- [NAF's Tech Tools](#)
- [Coding Activities in the WBL Participation Tracker](#)
- [WBL Reflection Form](#)
- [WBL Reflection Form Data: Using Student Voice to Measure Impact](#)
- [WBL Skills Feedback Survey](#)
- [Future Ready Skills Assessment](#)



ODWBL: 3 STUDENT SUCCESS OUTCOMES



ASPIRATIONS







SKILLS



CONNECTIONS




EDUCATOR RESOURCES

 <p>OUTCOMES-DRIVEN WBL APPROACH</p>	 <p>6 FUTURE READY SKILLS</p>	 <p>DESIGNING FOR IMPACT</p>	 <p>TRACKING FOR IMPACT</p>
<p>Outcomes-Driven WBL</p> <p>NAF is shifting to an outcomes-driven approach to work-based learning, with a student-centered focus on goal setting and aspirations, transferable work skills, and meaningful profession...</p> <p>→</p>	<p>6 Future Ready Skills</p> <p>Student development of the 6 Future Ready Skills is an essential element of NAF's outcomes-driven approach to work-based learning, along with clarifying career aspirations and...</p> <p>→</p>	<p>Designing for Impact</p> <p>An outcomes-driven work-based learning approach provides students opportunities to explore career pathways, build skills, and establish connections. Providing these...</p> <p>→</p>	<p>Tracking for Impact</p> <p>Collecting data on WBL is an essential part of being able to measure impact and assess equity. Having WBL data is also a powerful tool you can use to identify areas for growth and to build ...</p> <p>→</p>

Dedicated Pages within the WBL section of ASH
- Each page houses resources related to ODWBL topics



EDUCATOR RESOURCES – WBL CALENDAR & PLANNING TEMPLATE

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1																		
2		Work-Based Learning Calendar and Planning Template																
3																		
4		Purpose																
5		The work-based learning calendar and planning templates are designed to plan and implement all work-based learning engagements in one location.																
6																		
7		Directions: WBL Engagement Planning/Brainstorm																
8		1. Use this space to list all WBL engagements you are interested in implementing this year. Using this space for brainstorming purposes helps you capture items before beginning the detailed planning process.																
9																		
10		2. List partners you would like to engage with, events you want to implement, and new engagement types that stretch your WBL plan																
11																		
12		Directions: Overview Calendar																
13		1. Add work-based learning engagements to the month they will occur. Use the drop down menu within each cell to add work-based learning activities.																
14		2. Note the different grade levels for each added engagement.																
15		3. Not all cells will have added engagements. This calendar should reflect your work-based learning planning and implementation throughout the year.																
16																		
17		Directions: Work-Based Learning by Grade Level																
18		1. Use this space to intentionally plan your work-based learning engagements																
19		2. Add detailed information about each engagement. Fields indicate most planning measures, additional elements specific to your academy can added to this spreadsheet.																
20		3. Drop down menus exist for "Aspirations, Skills, and Connections" and "Future Ready Skills"																
21		4. Share your plan with your Advisory Board and partners.																
22		5. Add activities to the Work-Based Learning Tracker and ensure students complete the WBL Student Reflection Form to reflect on their work-based learning experience.																
23																		
24																		
25																		
26																		

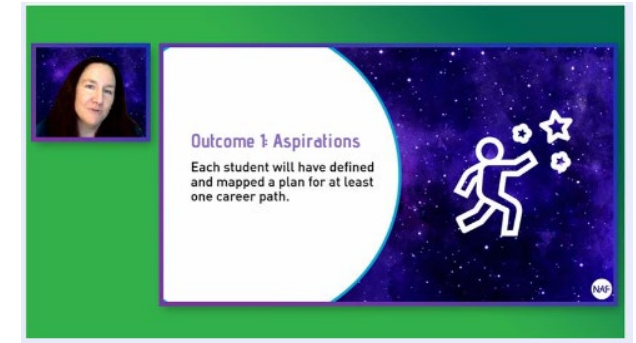
< >
WBL Plan Instructions
WBL Planning & Brainstorm
Overview Calendar
9th Grade
10th Grade
11th Grade
12th Grade



EDUCATOR RESOURCES - VIDEOS

Overview and “How to” videos on:

- 3 Outcomes for ODWBL
- Introducing Students to ODWBL
- Future Ready Skills Overview
- ODWBL and WBL Continuum
- Engaging Students in ODWBL
- ODWBL Workflow for Educators
- What’s Changing with NAFTrack Certification?
- NAF’s Tech Tools
- Coding Activities in the WBL Participation Tracker
- WBL Reflection Form
- WBL Reflection Form Data: Using Student Voice to Measure Impact
- WBL Skills Feedback Survey
- Future Ready Skills Assessment





EDUCATOR RESOURCES – LESSON PLANS

WBL Activities

- Skills Workshop
- Informational Interview
- Mock Interview
- Resume Review/Coaching
- Worksite Tour




Flexible implementation

- Designed to fit with any course & are not industry specific.

Lesson plan elements

- Introduction to the WBL Engagement
- Teacher, Student, & Partner Preparation
- Work-Based Learning Implementation



Overview  Skills workshops provide opportunities for deeper, connected learning and engagement, and active participation in work-based learning. In this lesson, invite industry professionals to lead students in a skills workshop focused on developing skills needed in their industry.	Students will: <ul style="list-style-type: none">• Identify skills used in specific industries and careers• Practice skills and understand their connection to personal career aspirations• Explore career pathways, develop career aspirations, and career understandings	Aspirations  Explore the career and industry of the speaker through career research. Skills Specific skills based on industry partner expertise 
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Preparation

Skill Identification: To identify the skill(s) of focus for your industry professional, consider the grade level(s) of your students, the skills or competencies they may need to work on, and what course(s) they are currently taking that might provide a foundation for or additionally support their skill development after the workshop. Examples of skill development workshops:

- A student problem-solving activity with a real-world industry situation and solution (i.e. scenarios or case studies)
- A lesson of a targeted technical skill (MS application, networking, coding, etc.)
- An existing student project that can be connected to a career/pathway

Identify the Industry Professional: After identifying the skill(s), consider who is best prepared to deliver content for this skills workshop. Consider Advisory Board members, community partners, or other college and career readiness district personnel who use the identified skill(s) in their everyday work. Use the [communications toolkit](#) to reach out to potential participants.

Speaker Preparation: Prior to the engagement, work with the selected person to create resources for workshop implementation, including:

- [Speaker slide deck](#)
- [Preparation Guide](#)
- Workshop tools such as student activities, worksheets, planning documents, etc.
- Rubrics or assessment tools, if needed



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EDUCATOR RESOURCES – SHORT GUIDES

NAF Work-Based Learning Activity Definitions

CAREER AWARENESS ACTIVITIES



Guest Speakers

Guest speakers are industry professionals who share information about their industry, company, career path, and the knowledge and skills required to pursue and be successful in their career. Skills workshops elevate the traditional guest speaker experience by having professionals lead a session with students to help them develop a certain career readiness or technical skill during their time together.



Worksite Tours

Worksite tours allow students to visit a company's workspace and see the environment, expectations, and requirements of the workplace, professions, and industries up-close.



Career Fairs

Career fairs bring together business partners from a variety of careers to share information about their company, their job, and what education, skills, and knowledge are required for success in their careers.

CAREER EXPLORATION ACTIVITIES



Informational Interviews

Informational interviews offer students an opportunity to practice their communication skills by initiating contact with a business professional and interview them to learn more about their industry, company, and career path.



Job Shadows

Job shadows allow students to spend time one-on-one with an employee observing and participating in their daily activities to learn more about their job and a typical workday.



Mock Interviews

Mock interviews allow students to practice their interviewing skills and get feedback from business partners.



Mentorship

Career mentors are industry professionals who build ongoing relationships with students or student teams to explore potential careers, provide guidance on navigating college and career pathways, and build their professional network. Mentors model necessary skills and assist students in working toward skill mastery.



Resume Coaching/Review Sessions

Resume review activities allow students to get feedback from business professionals as they prepare their resumes for mock interviews and internships.

NAF FUTURE READY SKILLS

Student development of the 6 Future Ready Skills is an essential element of NAF's outcomes-driven approach to work-based learning, along with clarifying career aspirations and building professional connections. These 6 skills were carefully selected after working with [MHA Labs](#) to build upon their thorough research and holding conversations across the NAF Network. By building these skills through work-based learning activities and receiving feedback from professionals, students will be positioned for success in the world of work today and tomorrow.

COLLABORATION



- Encourages the ideas, opinions, and contributions of others, leveraging individual strengths
- Provides feedback in a manner that is sensitive to others' situation and feelings
- Clarifies areas of disagreement/conflict that need to be addressed to achieve a common goal
- Seeks to obtain resolution of disagreements/conflicts to achieve a common goal

Also referred to as: accountability, cooperation, helpfulness, leadership, participation, conflict resolution, teamwork

COMMUNICATION



- Organizes information that serves the purpose of the message, context, and audience
- Uses and adjusts communication strategies as needed based on the purpose of the message, context, and audience
- Signals listening according to the rules/norms of the context and audience
- Seeks input to gauge others' understanding of the message
- Asks questions to deepen and/or clarify one's understanding when listening to others

Also referred to as: listening, negotiation, persuasion, presentation, verbal or written communication

PROBLEM SOLVING



- Defines problems by considering all potential parts and related causes
- Gathers and organizes relevant information about a problem from multiple sources
- Generates potential solutions to a problem, seeking and leveraging diverse perspectives
- Identifies alternative ideas/processes that are more effective than the ones previously used/suggested
- Evaluates the advantages and disadvantages associated with each potential solution identified for a problem
- Selects and implements the best solution based on evaluation of advantages and disadvantages of each potential solution

Also referred to as: creative, critical thinking, decision making, innovative, process-oriented, strategic





EDUCATOR RESOURCES – WBL TRACKING TOOLS

WBL SECTION OF ASH

WBL Tracker ✓

Overview

Resources

Add an Activity

WBL Results



Participation Tracker

Search

PREVIOUS 1 2 NEXT

We found 11 records that match your search

Reflection Form

How to Reflect and Why It Matters

Help students understand the importance of reflecting on their WBL experiences.

→

Reflectoscope - Why Reflection Matters

Being able to reflect on different experiences enables you to be better prepared for what's next. When it comes to work-based learning activities like worksite tours, mock interviews, and internships, reflecting helps...

→

WBL Reflection Form Questions

Preview the list of questions students will answer during their post WBL reflection.

→

FAQ

- I missed the webinar, can I still watch the recording? +
- Is the WBL Participation Tracker required? +
- Can the WBL Participation Tracker be used to track non-NAF students? +
- How do I add students to the WBL Participation Tracker? +
- How do I add an activity? +
- Who can add an activity? +
- Who can assign students to an activity? +
- What is the difference between a creator of an activity and a contributor to an activity? +
- The activity details changed. How do I make an edit? +
- I don't see internships. How do I track them? +




Importance of Reflection & How to Do It
(available now)



Future Ready Skills series
(in production)

Videos



MY CAREER ASPIRATIONS


A good first step when identifying potential careers you want to pursue is to keep a running list. You don't need to limit yourself to one...put down as many as you want. You can then select one or more to create a map of the steps needed to pursue that career.

Use the following to capture careers you are interested in. You can be as detailed or general as you want. Revisit this list and add/change it.

EXAMPLE	
Career	Sports marketing
Dream Places to Work	NFL, NHL, a sports league or team in another country
Why am I interested in this career?	I love sports and I also really like being creative and designing things
What do I know about this career so far and how can I learn more?	We had guest speakers who work for local sports team come in and talk about how they chose their career, what they studied in college, how they got their jobs, and what their average day and week are like. I would like to talk to more people in this field and also do an internship.
What skills do I have that I could apply and what do I need to build?	I have taken graphic design classes in my NAF academy and have been doing some video editing. It sounds like I need to be good at communication and also managing projects and I need to work on those skills.
Do I have any connections to people in this industry?	Not yet
Other Thoughts	How would I get an internship in this? Do I have to have played a sport to do this job? What should I major in during college if this is the career I want?

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Templates



3 GOALS

Aspirations, Skills, & Connections

Being part of a NAF Academy means you will have the chance to participate in career-related activities, including work-based learning. Each activity will help you work on 3 central goals. Achieving these goals by the end of your NAF Academy experience means you are doing what it takes to start creating the career and life you want.

ASPIRATIONS
Choose at least one career you are interested in and develop a map of how you will get there.
Identifying a career and mapping the steps in the journey to achieving it will help you have a clear sense of what comes next. If you are not quite sure which path you want to pursue yet, that's okay! Choosing one career to focus on at first doesn't lock you in - it helps you learn how to chart your course forward, no matter how many potential careers you have in mind.

SKILLS
Develop the 6 Future Ready Skills, receive continuous feedback from industry professionals, and be able to communicate your strengths.
6 Future Ready Skills:

Communication	Problem-Solving
Collaboration	Planning for Success
Initiative & Self Direction	Social Awareness

 "The only constant is change." Developing the 6 Future Ready Skills is the best way to prepare yourself for whatever comes ahead. These are skills that will help you land, keep, and grow within 1 or more careers for many years to come.

CONNECTIONS
Build at least three professional connections.
Who you know makes a difference. Research from multiple sources shows that as many as 85% of jobs are obtained through networking and that 70% or more of these positions are never advertised. Having professionals in your corner will help you learn more about the career you're interested in and open doors to opportunities others may never even hear about.

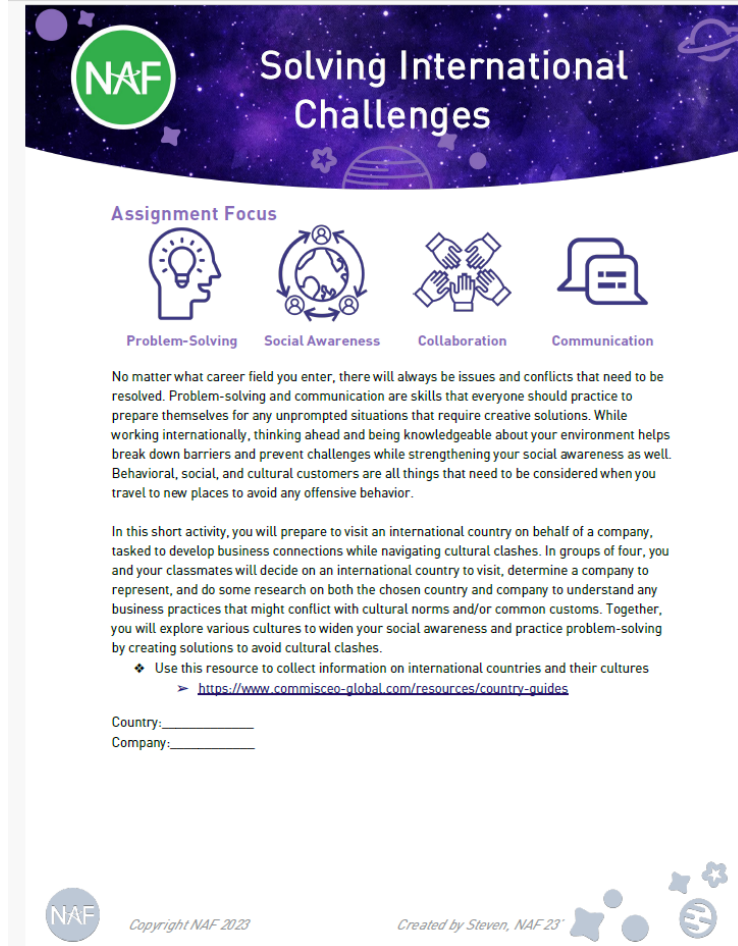
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One-pagers

Created by a NAF student


4 topics:

- Personality & Career Exploration
- Solving International Challenges
- Interviewing Career Professionals
- Close-by Connections




NAF Solving International Challenges


Assignment Focus




Problem-Solving



Social Awareness



Collaboration



Communication

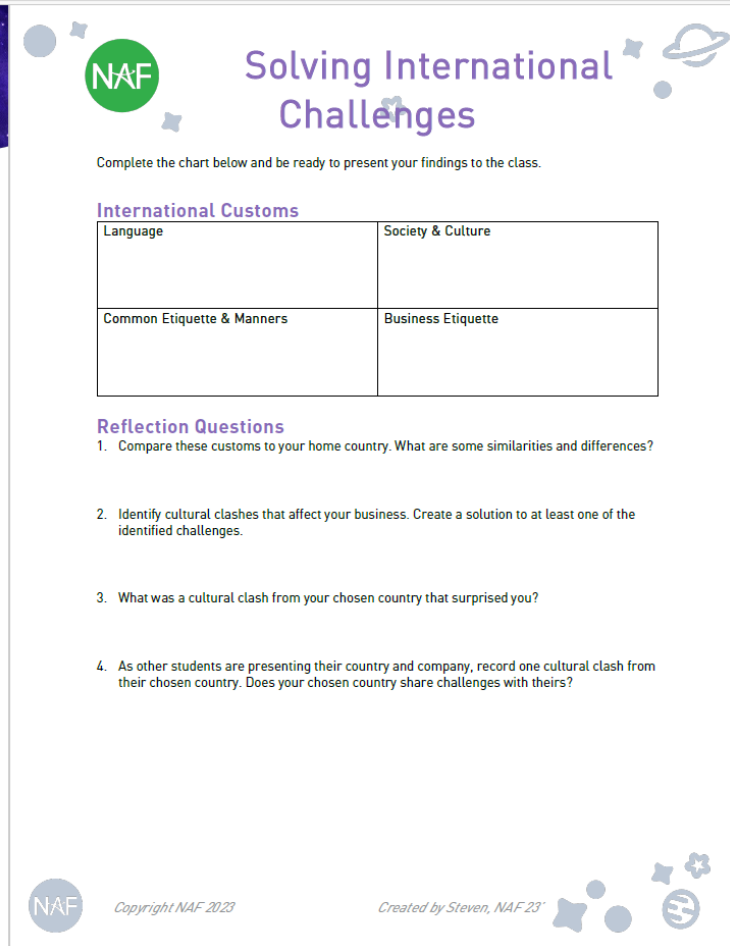
No matter what career field you enter, there will always be issues and conflicts that need to be resolved. Problem-solving and communication are skills that everyone should practice to prepare themselves for any unprompted situations that require creative solutions. While working internationally, thinking ahead and being knowledgeable about your environment helps break down barriers and prevent challenges while strengthening your social awareness as well. Behavioral, social, and cultural customs are all things that need to be considered when you travel to new places to avoid any offensive behavior.

In this short activity, you will prepare to visit an international country on behalf of a company, tasked to develop business connections while navigating cultural clashes. In groups of four, you and your classmates will decide on an international country to visit, determine a company to represent, and do some research on both the chosen country and company to understand any business practices that might conflict with cultural norms and/or common customs. Together, you will explore various cultures to widen your social awareness and practice problem-solving by creating solutions to avoid cultural clashes.

♦ Use this resource to collect information on international countries and their cultures
 > <https://www.commisceo-global.com/resources/country-guides>

Country: _____
 Company: _____

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NAF Solving International Challenges

Complete the chart below and be ready to present your findings to the class.

International Customs

Language	Society & Culture
Common Etiquette & Manners	Business Etiquette

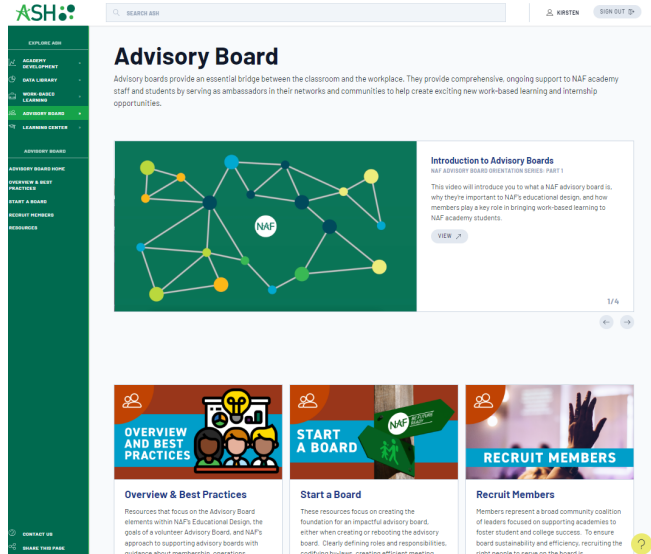
Reflection Questions

1. Compare these customs to your home country. What are some similarities and differences?
2. Identify cultural clashes that affect your business. Create a solution to at least one of the identified challenges.
3. What was a cultural clash from your chosen country that surprised you?
4. As other students are presenting their country and company, record one cultural clash from their chosen country. Does your chosen country share challenges with theirs?

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ADVISORY BOARD RESOURCES



Resources in AB section of ASH



WBL video (working on updating)



NAF is shifting to an outcomes-driven approach to work-based learning, with a student-centered focus on goal setting and aspirations, transferable work skills, and meaningful professional relationships. As a result of this new approach and your support as an Advisory Board member, students will be more confident and better prepared to navigate their professional journey after high school. These students will be able to identify their careers of interest, map a plan to reach their goals, master skills they need to be successful, and make connections with employer partners who can help them navigate their path forward.

OUTCOMES

- ASPIRATIONS**
Each student will have defined and mapped a plan for at least one career path.
- SKILLS**
Each student will have worked to develop the six Future Ready skills, received continuous feedback from industry partners, Advisory Board members, and/or local community professionals, and be able to articulate their strengths.
- CONNECTIONS**
Each student will develop at least three professional connections.

FUTURE READY SKILLS



WBL CONTINUUM: ACTIVITY IMPACT

As an Advisory Board member, a key part of your role is securing, coordinating, and/or participating in work-based learning experiences across the continuum of career awareness, exploration, and preparation based on students' needs.



HOW YOU CAN SUPPORT OUTCOMES-DRIVEN WBL

- Have discussions with educators and the Academy Lead to find out students' careers of interest and help coordinate work-based learning activities that align with those interests.
- Partner with educators and Academy leads to create WBL activities where students prepare, actively participate, and reflect on their experience, as well as receive feedback on their development of the Future Ready Skills.
- Get to know students and share your own experiences of deciding on career aspirations, building skills, and how your network has impacted your professional and personal growth.
- Review and analyze WBL data together with educators and academy leads to identify opportunities for continuous improvement.

Short guides (1-2 pgs.)



PARTNER RESOURCES

ASH

WBL Partners Home

OUTCOMES-DRIVEN WBL APPROACH

Partners Outcomes-Driven WBL

NAF's outcomes-driven approach to work-based learning has a student-centered focus on goal setting and aspirations, transferable work skills, and meaningful professional relationships.

6 FUTURE READY SKILLS

Partners 6 Future Ready Skills

In collaboration with MHA Labs, NAF developed 6 Future Ready Skills students should develop through work-based learning.

ENGAGE IN WBL

Partners Engage in WBL

Support work-based learning opportunities and build experiences for students to help them become college and career ready.

CUSTOM TEMPLATES

Customizable Templates

Consider needs specific to your students and partners when implementing work-based learning. Use NAF's customizable templates to make each engagement personalized to your needs.

Dedicated page on ASH

BE FUTURE READY PARTNER PREPARATION GUIDE GUEST SPEAKER

ABOUT THIS ACTIVITY

Guest speakers are professionals from an industry related to a NAF academy course or pathway who visit students in a classroom setting (in-person or virtually). As a guest speaker, you will share information about your education and training, what you like about your job, your typical day, and the knowledge and skills required to pursue and be successful in your career. Students will have an opportunity to ask you questions.

HOW THIS ACTIVITY IMPACTS STUDENTS

Through NAF's Outcomes-Driven Work-Based Learning approach, identify their careers of interest, map a plan to reach their goals, and they need to be successful, and make connections with partners like you as they navigate their path forward.

Guest speaker events typically impact students in the following ways:

ASPIRATIONS LIKELY SKILLS POSSIBLY

BEFORE THE ACTIVITY

Prepare what you will discuss with students

- Your career path, education, and/or training
- How Future Ready Skills are used in your profession
- Your industry and company, career options, and required education and/or training
- Actions students can take during high school to prepare them for this career

Decide how you want to share your story & how to engage students in asking questions

- Creating a slide deck is optional
- Feel free to use the [Guest Speaker slide deck template](#)

Confirm logistics

- Date/time/location
- If in-person: Parking instructions, check-in process
- If virtual: Platform being used, log-in link

THANK YOU FOR SUPPORTING NAF STUDENTS!

BE FUTURE READY PARTNER PREPARATION GUIDE PARTNER ENGAGEMENT PROJECT

ABOUT THIS ACTIVITY

Partner engagement projects are extended learning projects, generally less than 40 hours, that allow students to explore genuine industry and real-world challenges and provide students with an authentic learning experience while being guided by an industry professional.

The industry professional is not required to provide the challenge but could do so if they were interested. They offer support through project mentoring that includes supervising project development and problem solving through intentional feedback and connection.

Partner engagement projects are meant to prepare students for a more in-depth mentored industry project and can happen in or outside the classroom. Industry-sponsored Challenges in [KnoPro](#) [powered by NAF] are examples.

HOW THIS ACTIVITY IMPACTS STUDENTS

Through NAF's Outcomes-Driven Work-Based Learning approach, students will be able to identify their careers of interest, map a plan to reach their goals, master Future Ready Skills, they need to be successful, and make connections with partners like you who can help them navigate their path forward.

Partner engagement projects typically impact students in the following ways:

ASPIRATIONS LIKELY SKILLS HIGHLY LIKELY CONNECTIONS LIKELY

SAMPLE PROJECT

A.I. for Good

The following project was featured as a Challenge on [KnoPro](#) during April-May 2023

Artificial intelligence (A.I.) is everywhere these days, even in places you might not have realized. While there are enormous benefits of A.I., there's also plenty of ethical issues and ways it can be used in harmful ways.

In this Challenge, you'll address the question:

- How can the power of A.I. be used for good? What new products, business ideas, or marketing campaigns could you create to leverage A.I. for a positive impact in the world?

[Winning submission video](#)

THANK YOU FOR SUPPORTING NAF STUDENTS!

WBL activity prep guides (1-2 pgs.)



RESOURCES TIPS

- Use supporting resources for yourself, students, and AB members/partners so that everyone is prepared
 - Find the format that works best for you (video, short guides, etc.)
 - Student-facing resources are great as short, in-class activities or can be part of assignments
 - Check in with your Portfolio Manager or our team with questions/suggestions
-

LIVE DEMO



QUESTIONS





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