**Newberg High School Advisory Program**

**Career Related Learning Experience (C.R.L.E) Options**

**And Senior Project Requirements**

**Overview**

As part of the Advisory Program at Newberg High School students will complete Career Related Learning Experiences (C.R.L.E)required as part of the state required Personalized Learning Requirements needed to earn a diploma.

C.R.L.Es are structured educational experiences that connect learning to the world beyond the classroom.

* They are planned in the student’s education plan in relation to his/her career interests and post-high school goals.
* These experiences provide opportunities in which students apply academic, career-related, and technical knowledge and skills and may also help students to clarify career goals.
* They can take place in a variety of ways and settings including at school, the workplace, or in the community.
* Most importantly, these experiences are about learning, and need to fit the student’s interests. (What can be an appropriate for one student may not be for another dependent upon their education plan.)

The C.R.L.E options have been designed in such a way that all students will be given equal experiences while having the flexibility for each small school / grade level advisory team / advisor and/or student to individualize their experiences to align with their students’ needs and their education plan and profile.

**Requirements of CRLE at NHS**

1. Students at Newberg High School are required to complete 2 C.R.L.Es each year.
2. CRLEs must align with a student’s current education plan and profile.
3. CRLEs must be approved by their Advisory teacher
4. CRLEs reflections must be entered into their education plan and portfolio in the Oregon Career Information System (C.I.S)
5. The written reflection, including the following information;
	1. A brief explanation of the experience.
	2. How the experience is connected to the student’s educational plan.
	3. What they learned about themselves and how that experience has informed their future.
	4. What Career Related Learning Standard and criteria were used/observed/needed in the C.R.L.E .

To help guide students and advisory teachers the following types of experiences can be used to fulfill the C.R.L.E. requirement. Advisors should work with their small school, grade level teams and students to choose these experiences, and at what grade level these experiences are most appropriate for their students.

**Workplace Experiences**

**Job Shadow**

The Job Shadow is an opportunity for a student to learn more about a particular field of work by observing it first hand. Job Shadows involve spending a half to full day with a professional at his or her place of work observing what a typical day is like. Students have the opportunity to ask specific questions about a particular field of work. A student’s Job Shadow must be connected to their current education plan, last a minimum of 4 hours, and conducted with a professional outside of the students’ immediate family and school building..

**Work Site Visit**

Work Site Visits introduce students to potential careers by allowing them to view an organization’s daily routines and activities.  Students are expected to ask questions about various positions with the organizations well as what skills are sought by the company. Site visits typically last one to four hours and the group size varies to meet each organization’s unique needs.

**Informational Interview**

Informational interviews help students gain insights into a career interest from the people who do those jobs every, by giving students an opportunity to ask specific questions about a particular field of work Questions about specific occupations, qualification requirements, job duties, compensation, job outlook and companies are a must. The interview should be conducted with a professional outside of the students’ immediate family and school building.

**Work Experience** (such as Structured Work Experience)

Workplace experience is learning resulting from participation in a workplace through student’s work both paid and volunteer. Work related learning involves students applying the Career Related Learning Standards. In this experience students are ask to reflect upon the experience, and what they learned about themselves and the work world during that experience.

**Practicum**

Practicum Experiences provides students with an opportunity to apply classroom learning in a workplace environment. Students work closely with a Professional in the field they are interested in to design and complete a practicum on the work site. This experience should last several weeks. An example is the Cadet Teaching Program.

**Internship**

An internship is an intensive learning experience that is not part of a regular class. The student will work in a supervised situation with an employer doing planned activities. An internship offers a broad overview of an occupational field, while providing a student with workplace responsibilities and on the job skills . Internships are paid or unpaid.

**SCHOOL BASED EXPERIENCES**

**Class Project**

Class Projects are opportunities in the classroom or lab for students to participate in “live work” in their chosen career field. The activities follow industry procedures and processes and provide students with experiences in the chosen business/industry. Examples include, but are not limited to a dissection in Anatomy and Physiology, Blood Splatter Lab in Forensic Science.

**School Based Enterprise**

A school-based enterprise is a simulated or actual business conducted within a school. It is designed to replicate a specific business or segment of an industry and provide direct links between students, their curriculum and the world of work. An examples of a school based enterprise is the student store.

**Workplace Simulation**

Workplace simulations provide classroom opportunities for taking part in various work site activities. The activities help students understand what it's like to work in an organization without visiting the actual work site. The school-based activities simulate the workplace by solving problems; using various technologies and other creative methods. Examples of a workplace simulation are Mock Job Interviews, Model United Nations simulation, developing a marketing plan.

**Post-Secondary Investigation**

Post-Secondary Investigation is any activity that gives students information about post-secondary options. A Post-secondary institution is any universities, academy, college, seminary, institute of technology, vocational school, trade school, or career college, that awards an academic degree or professional certification.

**Career Investigation**

Career investigation involves students researching information about career opportunities and evaluating the career options open to them. Through completing a career investigation students should gain knowledge of the career field including working conditions, skills and abilities needed, preparation/training/education required, certification or licensure required, compensation and the current job outlook. Students should be made aware of courses they can take in HS that will assist them in this career area.

**COMMUNITY BASED / SERVICE LEARNING EXPERIENCES**

**Field Based Investigation**

Field based investigation involves students spending time off campus to observe and practice what they are learning in concurrent classes. Students may be required to keep field journals for reports and reflection papers. Many courses offer field experiences that will satisfy this investigation. Examples include the Oregon Ecology Field Trip and the Shakespeare field trip to Ashland.

**Service Learning**

Service learning programs offer opportunities to be a concerned, informed, and productive citizen by providing community service in non-paid, volunteer positions. These volunteer programs increase the relevancy of the student’s academic learning as they apply knowledge and skills in the position while contributing to their local community.

**Mentorship**

Career Mentorship require students to be matched one-to-one with a professional in a field related to their identified career plans. The mentor serves as a resource for information by sharing insights and guidance about the career, education, and training needed for success. The mentorship would be a long term relationship with multiple advising sessions.

**Collaborative Project with Community Partners**

This is a learning experience that is a combination of academic work with service and social action. Students apply their academic knowledge and technical skills to work done with an established community group (may be profit or non-profit) to meet a pre-determined community need. The enterprise will be reviewed at its conclusion by the community entity.