

High School Internships in the Time of COVID-19: Mentorship, Connections, and More in Virtual Work-Based Learning

October 19, 2020

Welcome

- Introduce yourselves.
 - Share who you are, where you are from, and one hope you have for this school year.
- Ask and answer questions.
 - Use the chat function to pose questions of our panelists. All attendees are encouraged to respond.
 - We will leave time for our panelists to answer questions.
- Share your learning.
 - Tell your colleagues what you are learning. Use #Aurora2020 on Twitter and mention @Aurora_Inst.
- We are recording and archiving the webinar.
 - The slides and video will be available on **aurora-institute.org**.

High School Internships in the Time of COVID-19:

Mentorship, Connections, and More in Virtual Work-Based Learning

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Goals for the Day

- 1. Provide an overview of our X3 Paid Internship program
- 2. Share how X3 has adapted in working with interns, schools, and employers in the face of COVID-19.
- 3. Explore School Readiness for work-based learning initiatives.



Zoom Poll: Who's in the room?

Choose the option that best describes your role or organization:

- a. Teacher
- b. School leader
- c. Researcher
- d. Technical service provider
- e. Policy maker
- f. Non-profit sector
- g. Intermediary
- h. Industry



X₃ Before COVID-19

13 weeks, 12 hours/week, \$2,500 per intern

Timesheet management + payroll + insurance

Training & Evaluation + support tools + customized position descriptions



AS OF MAY 2020:





5 employer partners





First Steps Video

<u>"First Steps"</u> - Future Focused X3 Interns



Impact of Corona & Rapid Pivot to Virtual April-May 2020

60 interns converted to 100% virtual status

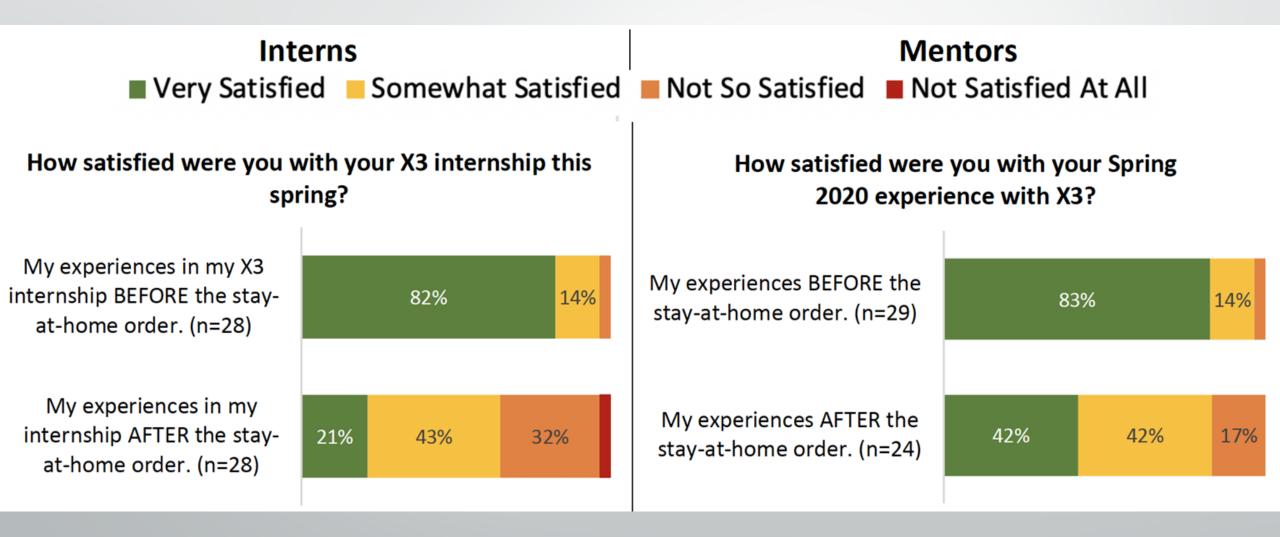
100% mentor retention

Combination of work from home tasks assigned & supported by mentors and FFE designed curriculum

Final exhibitions of learning completed via Zoom



Satisfaction dropped after the stay-at-home order but remained relatively strong.



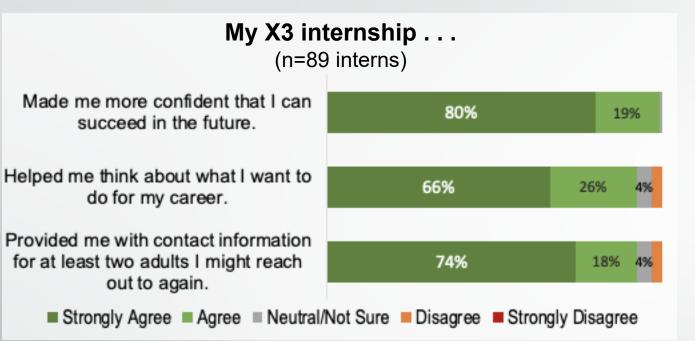
Interns were disappointed . . .

"Before COVID-19 my experience was really good. I was bonding with fellow employees and made me feel very important going to the office every Thursday and Friday. After the stay home order, it lost the best part of having a cool internship and learning little things while being present."

... but learning did not stop.

"I got to interview a really cool midwife who works full time while going to work with other patients that have Covid19."

Program Successes



"I have learned new skills I didn't know I had. I was able to meet new people and learn from them and their experiences." 60% u fa

of interns

use stipends to support their families



of intern graduates

hired by X3 employers



of employers host again

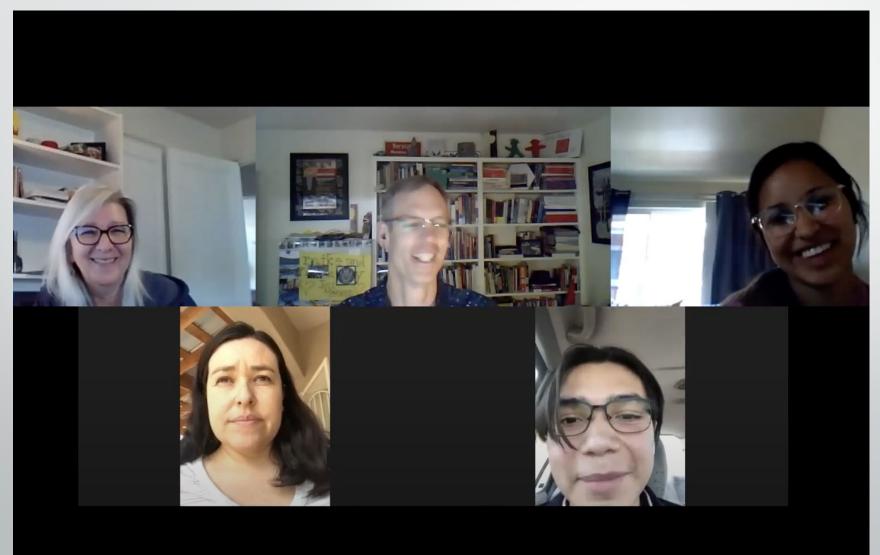
- INTERN

Channel 13 - Television highlight

<u>"KRQE Channel 13 News"</u> - Interns get rare learning opportunity during Coronavirus pandemic



Community Urgency: Marginalized youth in even more precarious positions





- Modified Position Descriptions: Virtual & on-site
- Distancing Guidelines
- Customized deliverables & hours



Hybrid/Full X₃ On-site



Sector: Healthcare & Human Services UNMH Women's Primary Care Clinic Master Scheduler/ Outpatient Clerk/ Office Staff

Summary of Position

The University of New Mexico Women's Primary Care clinic serves a large and diverse population of Women and Children from around the state. We are committed to excellence in patient care and quality of service.

The Master Scheduler position is vital for the success of correct patient scheduling. This position serves multiple purposes, specifically management of OB/GYN provider and clinic-scheduling templates, liaison between the OB/GYN department, and as first responder to all clinic phone calls. This position also serves as one of our fall back patient registration clerks if we are short-staffed. Customer service is a huge component of this job position.

This internship is ideal for a student who enjoys interacting with the public in a health-care setting, has good communication skills, is detail oriented and enjoys hands on creation of scheduling templates and appointment types.

Essential Functions

Virtual

- Work with Excel, Word and PowerPoint to create process maps "cheat sheets" for use by clinical staff, which guide staff on procedures in different scenarios: i.e. new pregnant patient requires clinic staff to prepare certain billing documents.
- Creation of monthly specialty area templates using Excel. (Midwives, Urogynecology, Gynecology, Journeys and Main)
- Weekly communication with Clinic Master Scheduler, also potentially with OB/GYN department scheduler, Medical Director, Clinic Director and Office Supervisor as well Division Chief.

On Site

- Organization and management of schedule change requests, using Bedrock (on site access only).
- Updating demographic information for patients using Cerner and Powerchart (on site access only).
- Learn the proper procedure for registering and checking in patients (Not happening during COVID).
- Processes for answering phone calls and documentation
- Faxing



Hard skills

- Keyboarding
- Basic Computer knowledge
- Phone Skills
- Printers, copiers, Fax

Soft skills

- Active listening/empathy
- Customer service mindset
- Interpersonal skills and teamwork

- · Familiarity with MS Office
- Outlook
- Understanding of HIPAA
- Eager to learn
- Enjoys quick work pace
- Ability to ask for help



Training Provided through Internship

DSCCNM, training in Customer Service and use of Cerner (electronic medical records platform).

Explore, Experience, Expand

Onboarding Requirements

Training on AIDET (UNMH Customer Care Guidelines), current shot records, current flu vaccine and TB Test.

Working and Physical Conditions/Additional Requirement

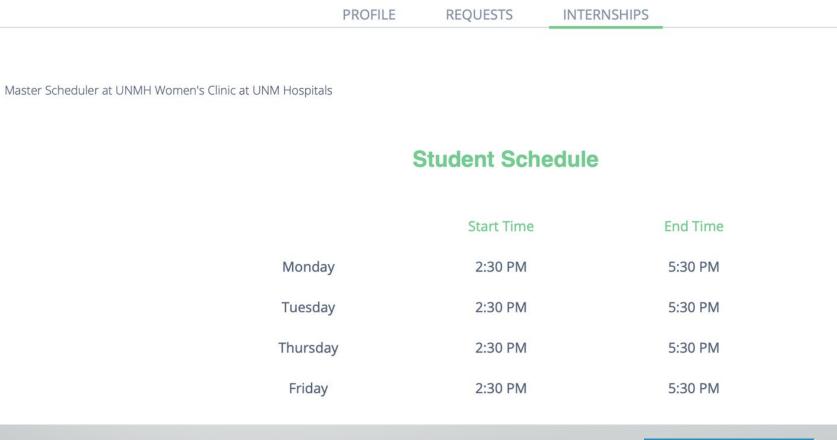
Work occurs in a fast-paced clinical setting with frequent sitting, standing, walking. Interns should wear business attire and must take a TB test. No age requirement.

Location: 2130 Eubank Blvd., NE Albuquerque, NM

X₃ Intern: Weekly Schedule

NM

HOSPITAL





X₃ Intern: Attendance



Master Scheduler at UNMH Women's Clinic at UNM Hospitals

Hours Logged This Week :8.1Hours Logged This Month:18.4Total Internship Hours:18.4

Student Attendance

DATE	CHECK IN	CHECK OUT	BREAK TIME	TOTAL HOURS			
07/29/2020	1:08 PM	4:00 PM ()		2 Hours 51 Minutes	VIRTUAL	Details	
07/28/2020	3:20 PM ⊘ 🕐	6:35 PM 🥥		3 Hours 14 Minutes	VIRTUAL	Details	
07/27/2020	9:30 AM 💮	11:30 AM 💮		2 Hours 0 Minutes	VIRTUAL	Details	
07/23/2020	4:30 PM	6:00 PM 💮		1 Hours 30 Minutes	VIRTUAL	Details	
07/21/2020	4:10 PM 💮 🕕	7:37 PM 💮		3 Hours 26 Minutes		Details	
07/17/2020	4:00 PM ⊘ 🕕	6:00 PM 🛞		1 Hours 59 Minutes		Details	
07/15/2020	3:33 PM ()	6:00 PM 💮		2 Hours 26 Minutes		Details	
07/14/2020	5:00 PM ⊘	6:00 PM 🧭		1 Hours 0 Minutes		Details	



X₃ Intern: Daily Comments



Master Scheduler at UNMH Women's Clinic at UNM Hospitals

Attendance Details

Check In Details

Scheduled Check In Time: 2:30 PMActual Check In Date : 07/28/2020EditActual Check In Time: 3:20 PM (1)

Mentor present

Yes No

Student's Goals for the day Today I will be finishing the check in Proccess map. I will be sending it to my mentor and speaking to her for updates. Student's Comments

Virtual Internship Details

Meeting URL: https://futurefocusededucation.org/

Copy URL Check In Confirmed by Mentor

Check Out Details

Scheduled Check Out Time: 5:30 PMActual Check Out Date : 07/28/2020EditActual Check Out: 6:35 PM

Student's Accomplishments for the Day I finished the project. I will check in tomorrow with mentor. Student's Comments

📿 Check Out Confirmed by Mentor

Break Details

Break Reason Edit Break Time





- School Re-Entry
- Green Build & Project Management
- International District Economic Development
- Public Health
 Researcher

Virtual-internship/ Consultancy





Sponsor a Student's Virtual Internship

Why Now?



With school closings and rising unemployment, the number of disconnected youth is spiking. These are young people ages 16-24 who are not in school or not working. Many students don't know where to turn when their families are under financial duress and school seems less relevant than ever during the COVID-19 pandemic.

How Virtual Internships Can Help

The new virtual iteration of our successful X3 internship model will be just as high-touch and collaborative, anchored in mentorship by industry professionals, while also providing high school & college credit and career/college counseling for a changing economy.

BENEFITS TO THE STUDENT:

- Students can earn a certificate that will make them employable after high school
- All placements are paid internships to help students supplement their family income
- Students have the opportunity to transition to a paid internship or job after graduation
- Students will build a career and/or college plan that is rooted in their unique skills and attributes
- Keeping students engaged in school/work helps fight intergenerational poverty

BENEFITS TO THE LOCAL ECONOMY:

- Employer partners will have access to entrylevel talent that they can count on to grow their businesses
- Albuquerque will strengthen its workforce, build the taxpayer base, and gain new entrepreneurs and skilled workers
- Internship stipends will directly contribute to local family income and build resilience
- Keeping the current generation of young people in school and working will have a \$6.3 trillion impact on the U.S. economy.



Ways to Give

Invest in a virtual internship for one young person now-and make a tangible contribution to building a more equitable and just community in the future.

SPONSORSHIP LEVELS:

- \$5,000 to sponsor one student for the full year
- \$2,500 to sponsor one student for the semester
- \$1,000 to sponsor one student for one quarter of the school year (9 weeks)



School Readiness for Work-based learning:

- 1. School Schedule: facilitates off-campus learning
- 2. School Academic structures: reward participation in real world learning, i.e., awarding of credit, alternative graduation pathways
- 3. Student Support structures: facilitate and support off-campus learning for variety of students
- 4. Culture of Collaboration: faculty used to partnering w/ each other & external partners
- 5. Industry Partners: ties to local community & industry partners

Where is your school the strongest?

learning) School schedule (flexible to facilitate work-based learning) learning)

Academics structures (value & make room for work-based learning) Community and Industry Partners & Connections

Student Support structures (support off-site, work-based learning) Faculty culture of collaboration internally & with external partners.

(Zoom annotation)

Chat Box: Share one best-practice from your organization.

Community and Industry Academics structures (value & make room for work-based Partners & Connections learning) Faculty culture of Student Support structures (support off-site, work-based collaboration internally & with external partners. learning)

School schedule (flexible to facilitate work-based learning)

(Chatbox Exercise)

Every student has a future worth investing in.

Thank you from the X3 Team

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One-Minute Survey: https://www.surveymonkey.com/r/AuroraWebinar_10-19-20

Symposium Webinar Series

- 1. Choice in Learning: Examination of Students' Use of Flex Time in High School | October 22, 2020 | 2 pm ET
- Competency-Based Education Systems: Performance Assessment Using Proficiency Scales | November 5, 2020
 | 2 pm ET
- 3. Deeper Competency-Based Learning: Making Equitable, Student-Centered, Sustainable Shifts | November 10, 2020 | 2 pm ET
- 4. Designing Engaging, Purposeful, Rigorous Tasks for Remote and In-Person Learning | November 12, 2020 | 2 pm ET
- 5. Supporting the Learner Throughout Their Competency-Based Journey: Examining Tech Standards | November 17, 2020 | 2 pm ET

https://aurora-institute.org/events-webinars/

INSTITUTE

Symposium 2020

OCTOBER 26-28, 2020 VIRTUAL

Attendee Registration Is Open: https://aurora-institute.org/symposium2020/