

IMPLEMENTATION OF A WORK-BASED LEARNING MODEL

FOR HIGH SCHOOL STUDENTS IN NORTHEAST OHIO

A WORKING GUIDE



Developed by MAGNET (The Manufacturing Advocacy and Growth Network)
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and The Fred A. Lennon Charitable Trust.

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INTRODUCTION

This guide is developed as part of a pilot project entitled “Applied Work Experiences for Impactful & Effective Deep Learning”. Funded by grants from the Martha Holden Jennings Foundation, Dominion Foundation, Nordson Corporation Foundation, and The Fred A. Lennon Charitable Trust, this project offers a programmatic solution to the identified gap in apprenticeships and skilled Work-Based Learning experiences for upper-level secondary students with an interest in advanced manufacturing careers. Through a Work-Based Learning experience, students are expected to not only apply the theory and skills learned in the classroom but also to develop higher-level, critical thinking skills, problem solving and decision-making in the complex work environment.



OVERVIEW

Learning in the workplace is not a new concept. Informal, on-the-job training is an integral part of all workforce development. Work-Based Learning shares many features of other forms of workplace learning such as internships, apprenticeships, or on-site classes. It is unique in that it is infused in the demands of the job and is intentionally connected with theory and skills developed in the classroom. The work experience is structured to achieve learning objectives. The skill requirements of the job determine the objectives. The Harvard University report, *Pathways to Prosperity* (February, 2011) suggested that “Work-linked learning should play an especially important role in the new American system of pathways to prosperity. There is mounting evidence that this would be an effective strategy for encouraging young adults to complete both high school and post-secondary degrees. Co-operative education is a tested model that provides students with extensive work experience that’s carefully monitored by the school.” John Dewey’s insights about the importance of learning from experience and practice through projects and collective activities are deeply embraced. Work-Based Learning (WBL) enhances but does not replace traditional classroom learning and experience-based methods of teaching but rather bridges the workplace with the classroom generating greater interest and engagement in career development.

WHAT IS WORK-BASED LEARNING?

Work-Based Learning is a process outside the school that effectively integrates classroom curriculum and training with workplace experiences to enhance learning and to develop strong academic and workplace knowledge utilizing the work experience as a source of learning. It emphasizes the student-employee as a learner first, provides student skill development through alternative methods of education and training, and rewards and acknowledges learning that occurs on the job. WBL enhances a students’ understanding of classroom theory through participation in its application in the work environment.

WHAT IS ITS PURPOSE?

The objective of this Work-Based Learning project is to give high school students enrolled in state approved career technical programs interdisciplinary learning experiences that develop their problem-solving, critical-thinking and communication skills linking their classroom learning with the challenges they will face in post-secondary education and the workplace of the future.



A successful Work-Based Learning program is clearly different from a typical teenage experience. Adding value to the experience is both the justification for their school’s involvement and the critical factor in making work a learning experience. Pro-active management of the experience is necessary to achieve a meaningful learning outcome. It is this careful attention to differentiation that positions work-based experiences as quality, substantive activities appropriate for career-technical students.

Inherent in Work-Based Learning is the ability to apply content knowledge critical to the job and to reinforce skill needed for improved performance and quality of work. Student-employees develop skills in teamwork and problem solving and learn how to meet employer expectations. Student employees carry out tasks understanding the why not just the how, committing fewer errors and producing a higher quality product.

This project offers the potential to quickly assist in the development of a skilled manufacturing workforce pipeline in Ohio that incorporates certifications, dual credit and provides students access to an “earn and learn” opportunity that would transition from school to work and college. Through its focus on educational opportunities and career advancement in the manufacturing industry, Work-Based Learning has the potential to turn entry-level work experiences into career opportunities, thereby increasing learning and improving student retention and academic progress.

WHAT ARE THE BENEFITS?

Work-based learning should be viewed by business leaders as a rational investment. Employers, industry and schools recognize that when young people understand the nature of work and the opportunities available to them, they are more likely to become productive, responsible members of the community. In turn, these same youth begin to value their educational experience.

The mutual business-school support of a Work-Based Learning strategy helps create a community-wide environment of collaboration and cooperation. Well-managed programs build businesses' confidence in the school system and help schools make better use of limited funding and other resources.

Work-Based Learning is a significant workforce development strategy. Improved and applied skills lead to better efficiencies; the availability of a better-trained labor pool supports business growth. Students participating in Work-Based Learning experience:

- ◆ Integration of school experiences into the community & workplace
- ◆ Increased graduation rates
- ◆ Better preparation to assume responsibility at younger ages
- ◆ Credentialing/Certification of key skills

EMPLOYERS

While the primary goal of Work-Based Learning is student education, benefits to participating companies are significant—particularly from a strategic perspective. Companies nationwide have initiated new projects with student employees, found renewed interest in and opportunities for professional development of all staff, and benefited from the creative, high-energy spirit that teens bring to the workplace.

Specific benefits to participating employers include:

- ◆ Assist in development of a skilled worker pipeline in Ohio
- ◆ Enhance skills of incumbent workers
- ◆ Identify, utilize & reward untapped resources for instruction & skill development in the job itself and current workers (more productive workforce)
- ◆ Influence curriculum enhancements to increase instructional effectiveness
- ◆ Support career advancement for students and current employees
- ◆ Improved recruitment



- ◆ Community goodwill and positive PR
- ◆ Long-term workforce development
- ◆ Assessment of student potential for long-term employment
- ◆ Reduced training costs
- ◆ Increased professional development of regular staff
- ◆ Reduced hiring costs
- ◆ Understanding of generational impact on company

EDUCATORS

Meaningful work-based experiences require teachers to understand how business and industry work and to work with “outsiders” in the development of opportunities for young people. Participation in the development of the program and in the planning and management of its many activities provide unique, interesting, and meaningful professional development opportunities. Work-Based Learning helps students connect curriculum and do better in class. Specific benefits include:

- ◆ Establish a viable employment link between students & advanced manufacturing careers
- ◆ Create enhanced non-traditional learning opportunities for students

WHAT ARE THE BENEFITS?

- ◆ Skills are practiced & evaluated under supervision on the job in a real world environment
- ◆ Incorporate certification & dual credit providing access to “earn & learn opportunity”
- ◆ Improve student outcomes, placement, completion rates
- ◆ Increase graduation rates
- ◆ New opportunities to develop programs and partnerships outside of the school environment
- ◆ Advocacy for school & program
- ◆ Increased industry contacts, “people” resources for school committees, organizations & initiatives & financial investment in school program
- ◆ Validate program success & accountability
- ◆ Increased student motivation with paid job opportunities, industry certification—“earn & learn” opportunities
- ◆ Curriculum resource enhancement

STUDENTS

Planned, documented and evaluated work experiences, with a mentoring relationship result in better understanding of career opportunities and workplace requirements and expectations. Students participating in Work-Based Learning may:

- ◆ Have increased focus and purpose.
- ◆ Better understand real life issues as they learn academics in context.
- ◆ Be more goal-oriented; they have a reason for and interest in continuing education.
- ◆ Develop better problem-solving skills.
- ◆ Understand the concept of work and work ethic.
- ◆ Have improved attendance and better grades.
- ◆ Earn significant income to support future endeavors.
- ◆ Develop mature communication skills.
- ◆ Be better prepared for future employment and promotion.
- ◆ Develop a portfolio of skills relevant to their future career paths.
- ◆ Have increased confidence to assume responsibility and make decisions.
- ◆ Better understand issues of budget, personnel, and organizational structure.

PARENTS

Data suggest that mom and/or dad remain the most significant influence on most teenagers’ lives—exceeding even the influence of peers who are generally ranked second (and far behind parents or guardians). And while the ultimate benefit of Work-Based Learning programs is

focused on the student, quality, well-managed programs offer advantages for the parents as well. Such experiences may open the door to communications, providing a common ground for dialogue, as well as a better understanding of what adult life is all about. Benefits may include:

- ◆ Improved student academic performance as they gain a better understanding of the relevance of their education and its overall perspective on life.
- ◆ Opportunities for students to “sample” the real world of work while they remain within the overall protective environment of the school system (i.e., under supervision of teachers and with specific learning goals).
- ◆ Improved communications with teens, in particular, as students’ work-based experiences provide common ground for discussion of specific experiences, of work and career philosophies, and of goals and frustrations in attaining desired outcomes.
- ◆ Maturation of students as they increasingly learn to position themselves within an adult environment and to recognize those behaviors that bring rewards and successes in the real world.
- ◆ Increased valuing of continuing education and training and more purposeful interest in college or other postsecondary education—i.e., more realistic reasons and goals associated with further education.



ROLES AND RESPONSIBILITIES

There are number of key individuals required for a successful Work-Based Learning program. These include the WBL coordinator, student, parent, classroom teacher, and worksite mentor. Following are characteristics of the roles and responsibilities of each of these individuals. These responsibilities will vary based on the staffing in an individual school. A classroom teacher, placement coordinator or other high school personnel might assume the responsibilities of the WBL coordinator.

WORK BASED LEARNING COORDINATOR IN MANUFACTURING

Each school should have at least one WBL coordinator who will be responsible for duties related to project implementation. The number of WBL coordinators will vary with the number of participating students and whether the coordinator is full time. If there are more than 10 students, it might be necessary to have more than one coordinator. Duties will include:

- ◆ Screen & refer potential WBL candidates for review & selection
- ◆ Review the WBL guide and all appropriate forms with students, parents & employers
- ◆ Ensure submission of all required documentation, prior to the start of WBL
- ◆ Guide the student with making transportation arrangements to & from the workplace
- ◆ Assist all parties in defining, understanding and meeting WBL objectives
- ◆ Assist student to integrate workplace experiences with educational objectives at school
- ◆ Advise student on the appropriate workplace behavior and dress
- ◆ Conduct regular visits to the worksite providing support to student & WBL supervisor/employer
- ◆ Confirm the WBL schedule with the student
- ◆ Develop a WBL agreement with the student which documents expected work activities and learning experiences at the company
- ◆ Advise the student of the organization's policies, procedures and safety practices
- ◆ Provide the student with the company's emergency forms
- ◆ Instruct, guide and supervise the student, addressing his or her questions and concerns
- ◆ Verify the student work hours each week by signing a time log

- ◆ Communicate constructive criticism to assist the student with skill development
- ◆ Evaluate the student progress and performance via job supervisor evaluations
- ◆ Evaluate the overall WBL experience

CLASSROOM TEACHER OR LEARNING MANAGER

The classroom teacher facilitates the planning and the management of logistics particularly for the classroom based activities and more importantly, they identify the learning outcomes. Employers are not well positioned to determine how they can best provide value to the experience. It is therefore the individual teacher who must determine the potential of various activities and then define them in terms of learning outcomes for students. Key activities of the teacher include:

- ◆ Identifying learning opportunities and develop program goals
- ◆ Developing specific learning objectives for each activity
- ◆ Identifying opportunities in the business sector
- ◆ Arranging class activities and assisting with negotiating training agreements
- ◆ Identifying individual sponsors/mentors & appropriate worksites
- ◆ Preparing students to meet the business community and to interact with employers
- ◆ Managing logistical issues, including scheduling and transportation
- ◆ Matching students with appropriate experiences
- ◆ Supervising on-site experiences
- ◆ Assessing student performance
- ◆ Developing activities to encourage student reflection
- ◆ Documenting activities and communicating with all parties

WBL STUDENT IN MANUFACTURING

Students will be identified by the school staff based on their ability to meet specific criteria. Expectations for participation include:

- ◆ Collaborate with the coordinator and employer to define the WBL activities and/or projects
- ◆ Develop a current resume and portfolio
- ◆ Possess a valid driver's license and transportation

- ◆ Work with the teacher, WBL coordinator and employer to define the objectives & outcomes in a WBL agreement
- ◆ Perform all duties, jobs & assigned tasks related to the WBL
- ◆ Observe all workplace rules and regulations particularly those applicable to safety and security concerns
- ◆ Make transportation arrangements to & from the workplace
- ◆ Maintain a daily time and activity log of WBL hours
- ◆ Secure appropriate signatures of the parent/guardian on all completed forms as needed
- ◆ Complete a self-evaluation of performance & participate in required activities with the WBL coordinator and project staff following the WBL experience

PARENTS' ROLE IN SUPPORTING WORK-BASED LEARNING

Parents remain the number one influence on young people. Therefore, if a work-based program is to be successful, parents must recognize its value to their own children and be willing to encourage participation. Additional parental support of the program may include:

- ◆ Sharing of specific work-related incidents from a positive perspective
- ◆ Candid discussion of work challenges & benefits
- ◆ Candid discussion of both management and co-worker perspectives



- ◆ Encouragement of reflection by their child relative to his or her work experiences
- ◆ Encouraging students to set and work toward obtainable goals
- ◆ Ensuring student attendance

Since Work-Based Learning experiences occur off school premises and often outside of normal school hours, parents must be willing to assume a portion of the responsibility for their children's participation, including risks associated with transportation and indirectly monitored activities (e.g., employment-based experiences). To that end, parents may support Work-Based Learning initiatives by:

- ◆ Understanding the school and employer responsibilities
- ◆ Agreeing to requirements for work permits
- ◆ Allowing participation in off-premises activities (field trips, etc.)
- ◆ Providing transportation as needed

WBL COORDINATOR AND TEACHER ROLE IN SELECTING WORKPLACE SITE

Work-Based Learning experiences offer very specific opportunities to help students better understand the nature of work and career. Examples of these include:

- ◆ Observation of the working environment
- ◆ Contact with incumbent workers and managers
- ◆ Dialogue with HR personnel and senior executives
- ◆ Participation in work tasks
- ◆ Productive, paid work experience

Because the quality of the learning experience is wholly dependent upon the company or organizational environment, site selection becomes a critical aspect of the coordinator's overall planning. As with all aspects of Work-Based Learning programs, criteria for selection will vary according to local needs and opportunities. Consideration should include:

- ◆ Company practices relative to contemporary benchmarks for similar organizations
- ◆ Equipment relative to state-of-the-art
- ◆ Position on civil rights, EEO, ADA, etc.
- ◆ Safety record, OSHA compliance
- ◆ Compliance with FLSA, state and local labor laws
- ◆ Cleanliness and adequacy of the facility relative to the industry
- ◆ Management support of and interest in education
- ◆ Nature of the existing workforce relative to the industry
- ◆ Variety of experiences available

- ◆ Management support of employment-based learning practices, including:
 - Assignment of mentor
 - Availability of training
 - Opportunities for job rotation, variety of assignments
- ◆ Reputation in the community
- ◆ Relationship with union, rank and file workers
- ◆ Company's long-term need for employees
- ◆ Growth opportunities for student-employees (employment-based experiences)
- ◆ Existing team-orientation, quality management practices
- ◆ Company perspective on human resource development

It is important not to lose perspective on the purpose of Work-Based Learning. The school's role is to ensure the development of academic and technical skills that have value and contribute to the student's career development.

EMPLOYER

The commitment and active participation of the employer is necessary for a successful WBL experience.

Employers must:

- ◆ Follow all the guidelines, rules and laws regarding students in the workplace
- ◆ Provide the same orientation and training to the student as that provided to any other new employee
- ◆ Commit to providing a meaningful work experience, related to classroom curriculum
- ◆ Attend & participate in a meeting prior to the WBL
- ◆ Commit to completing all WBL requirements and documentation and provide at least 150 hours of paid work experience
- ◆ Select an appropriate mentor who will have the time and inclination to guide, mentor, and coordinate the student's activities. Consider rotating student's experiences in areas such as: Quality Control, Engineering, Production/Assembly
- ◆ Agree to support job shadowing and plant tours as appropriate and participate in mock interviews
- ◆ Provide a job description for the position
- ◆ Interview the student prior to placement, review resume & portfolio, provide feedback to student
- ◆ Require the student-employee to participate in the company's usual "on-boarding" process and be expected to follow all company rules and regulations.
If a company has a drug policy, the parent will need to sign a release allowing the student to be drug tested as required for continued employment.
- ◆ Participate in evaluation meeting and documentation of experience

WORKSITE MENTOR

The worksite mentor is extremely critical to the success of a Work-Based Learning activity. Although the nature of the relationship varies depending on the experience, it is this individual who is best qualified to help students understand the opportunities of the industry. Mentoring, particularly of young people, can be highly rewarding, but requires a firm commitment and significant effort outside of routine job responsibilities. Specifically, the employer should identify mentors who are willing and able to:

- ◆ Actively assist students in their efforts to establish goals relative to career development
- ◆ Provide training to develop skills for the immediate task and for future opportunities
- ◆ Reinforce the value and relevance of academic skills
- ◆ Serve as a role model, both specific to the job and for the greater good
- ◆ Advise the student in terms of job performance, growth opportunities, and networking
- ◆ Coach the student on specific job skills
- ◆ Orient student to all aspects of the industry
- ◆ Advocate on behalf of the student, both to management and to other co-workers
- ◆ Evaluate student performance in a constructive manner
- ◆ Create a supportive, trusting relationship
- ◆ Look out for the best interests of the student at all times
- ◆ Ensure the health and safety of students in the workplace
- ◆ Participate in regular assessment and reporting and end of experience activities

Mentors should be individuals who have characteristics such as:

- ◆ Positive personal performance reviews
- ◆ Excellent work ethic, work habits
- ◆ Personal characteristics relative to role modeling
- ◆ Communication skills
- ◆ Patience
- ◆ Supportive, encouraging, sincere personality
- ◆ Demonstrated enthusiasm for learning
- ◆ Respect for mentees (i.e., values the potential, knowledge, education of mentee)
- ◆ Stable work history
- ◆ Problem-solving orientation
- ◆ Available time
- ◆ No relevant legal or moral issues
- ◆ Appropriate motivation
- ◆ Willing to attend orientation and other relevant meetings

GETTING STARTED

Work-based learning in its broadest context includes a number of activities that introduce students to the world of work. In this project, students will participate in some of these activities in preparation for a Work-Based Learning summer employment experience. It is anticipated that these activities will contribute to the student's decision to seek a WBL summer employment and will help them to be better prepared.

Common to all of these and other activities is the element of careful planning and management to ensure a focus on learning consistent with the integration of academic and technical skills. The strongest initiatives include a broad range of different activities executed across the curriculum (K-12), sharing the common goals of helping students 1) explore careers, 2) understand the nature of the work world, and 3) relate work and careers to key academics.

For students to benefit in a significant way, they must approach each experience with specific learning outcomes in mind. It is, therefore, important for the coordinating teacher to carefully plan each activity, clearly communicate expectations and outcomes, and evaluate each activity.

Prior to any of these experiences, students will be expected to do some initial homework and a follow up observation/reflection report. Through online research, students can collect significant information about a company and be prepared with questions based on the information introduced on the website.

All 11th grade students in participating programs will be provided an opportunity for:

JOB SHADOWING

Job shadowing is a worksite experience option where a student follows and observes competent employees in their daily work but does not necessarily perform work. It is a temporary, unpaid experience in an area that is of interest to the student. The experience may be as brief as a half day or as long as two days.

Students will identify an employer related to their program of study and make arrangements for a job shadowing experience. Teachers may provide a list of pre-screened companies willing to provide experiences related to the program of study. Students will be required to inform their teacher and provide details regarding the name of the company, location, job etc. as outlined on the Job Shadowing form. They will be responsible for securing their own transportation to and from the worksite and the appropriate parental permission forms.

Pre-shadowing activities will include completion of the information sheet with details about the company, its work, etc.

Post-shadowing activities will include completion of the appropriate form that includes a brief summary of the activity, observations, and student's interest in learning more about the company and possibly seeking a summer WBL experience. Related forms include: *Job Shadow Checklist*, *Job Shadow Student Worksheet*, *Career Exploration Job Shadow Guide for Reflection*.

GUEST SPEAKERS

One way to increase student's exposure to potential employers and the breadth of the industry is through classroom guest speakers. The purpose of this activity is to help students better understand the nature of the workplace and to provide them a general overview of the company and the speaker. Company leaders and supervisors can offer insights into their own career paths as well as provide insider details about the company, its products, its employees, opportunities for secondary students and careers in the company. Students can ask questions and acquire a good understanding of the company and its workers.

PLANT TOURS

Most companies are willing to provide some type of plant/facility tour for students. Often they will cover the cost of transportation and even provide lunch for the students. Tours are usually limited to safe areas within the facility. They provide an opportunity to actually see the product, gain an understanding of how it is produced and learn about career opportunities.

MOCK INTERVIEWS

All students should be afforded the opportunity to participate in a mock interview with an employer. Companies committed to providing the summer WBL experience will be encouraged to be part of this activity. This activity helps students be more confident about their skills and articulating them to an employer. It also helps students realize gaps in their own knowledge and skill and the importance of this when interviewing for a position. The pool of students eligible for the summer WBL experience may participate in their first interview during this process around the middle of the second semester.

As a result of these experiences, students should have a familiarity with the companies in the area and those willing to provide WBL experiences.

SELECTION OF CANDIDATES

FOR SUMMER WBL EXPERIENCES

Each school will determine eligibility requirements for participation in the summer WBL experience. Following are suggested criteria:

GPA

- ◆ Minimum of 2.5 recommended
- ◆ Completion of all required course projects and assignments

Attendance

- ◆ 95% attendance

Transportation

- ◆ Reliable transportation to and from the work site

Recommendations

- ◆ Teacher and WBL coordinator recommendation

Teachers should encourage eligible students to consider participating in a WBL experience. They should stress the benefits and opportunities for the student.

IMPLEMENTING THE SUMMER WBL EXPERIENCE

The WBL coordinator should develop a schedule for implementation of the summer WBL experience. Suggested time frame and activities include:

APRIL: Identify eligible, interested students, solicit student applications, confirm that the students meet the criteria and have the maturity and skills to participate in this experience. Meet with candidates to discuss job exploration, interviewing process, and job placement options.

Match students with employers who have been identified by the WBL coordinator and/or teacher based on their skills and those needed in the particular company. Prior to accepting a WBL student, employers should interview the student to ensure that the student is a good fit for the company. Employers should be willing to provide at least 150 hours of paid WBL experience.

MAY: WBL coordinator and teacher meet with the students to ensure that all required paperwork is completed prior to the end of the school year. Inform parents of their responsibilities and facilitate completion of all paperwork including their permission for the WBL experience and indicating their knowledge of the process.

MAY/JUNE: Before the end of the school year, provide a mandatory workshop for all summer WBL students. Content should include: Overview of responsibilities, conduct and expectations in the workplace; personal finance, managing money, setting up a bank account for direct deposit of wages; safe driving and getting to work; problem solving and teamwork on the job; drug testing and cell phone workplace policies. Presenters can include school personnel, employers, representatives from a bank and public safety.

JUNE/JULY: The WBL coordinator visits students during the first week of employment, meets with the worksite mentor and the student, reviews the goals and the weekly or bi-weekly timesheet and reports. They will maintain regular contact with the student and worksite during the WBL experience and visit the student at the worksite at least twice during the summer.

AUGUST/SEPTEMBER: At the end of the WBL experience, the WBL coordinator will collect the employer and student evaluation forms and process any additional required paperwork.

Shortly after school resumes in the fall, the students, teachers, and WBL coordinator should participate in a “debrief” meeting. Students should share their experiences, lessons learned and recommendations for curriculum enhancements with their teachers and the WBL coordinator that would help other students have a more successful WBL experience.

Students receiving high school or college credit should submit all final papers and reports at that time.

CERTIFICATIONS: It is recommended that all WBL students attain at least one industry certification. The National Career Readiness Certificate (NCRC) is awarded based on students’ performance on the ACT WorkKeys Test. This test should be administered to the students prior to the WBL experience if possible. An NCRC Bronze Level minimum is recommended. Additionally, students may attain an American Welding Society (AWS), National Institute of Metalworking Skills (NIMS) or other industry certification based on their program of study.

LEGAL & LIABILITY ISSUES

When Work-Based Learning experiences are implemented, all partners have some responsibility for the safety of the participating students. Claims, issues and even lawsuits may occur that could involve the employer, the student, the parent and the school district. Employers, school personnel and parents need to know and understand what insurance coverage exists and how that coverage protects all parties. They also must be aware of current laws and practices applicable to individuals under 18 in the workplace. Both employers and school personnel may want to consult with an attorney about the range of legal issues and their application to the planned Work-Based Learning activities.

Following are specifics regarding the responsibilities of each of the WBL stakeholders.

SCHOOL RESPONSIBILITY

Work-Based Learning exposes students to a broad range of activities outside of the traditional school boundaries. In its role as an intermediary for these activities, the school is subject to varying degrees of responsibility and potential liability. Therefore, it is incumbent on coordinating teachers and school administrators to fully understand applicable laws and liability issues, including:

- ◆ Potential impact of acts affecting students in work-based settings
- ◆ Safety of workplace (e.g., OSHA and other regulations)
- ◆ Confidentiality considerations, agreements
- ◆ EEO and civil rights issues, including access to programs
- ◆ Insurance
- ◆ Types of permissions and informed consent

- ◆ Required emergency information
- ◆ Americans with Disabilities Act
- ◆ Workers Compensation laws
- ◆ Wage and Hour (FLSA and state) rules and regulations
- ◆ Policy and procedure guidelines for off-site activities
- ◆ Transportation (liability issues)
- ◆ Job site rules and regulations (OSHA, etc.)

NOTE: This is a list of examples. Schools and coordinating teachers are strongly advised to determine risks, establish policies, and analyze applicable local, state, and federal regulations in conjunction with appropriate legal counsel.

School personnel should:

- ◆ Provide participants with the opportunity and procedure to report problems or suggest changes
- ◆ Conduct regularly scheduled on-site visitations. WBL coordinators have an obligation and a duty to observe students in the Work-Based Learning environment
- ◆ Prepare students appropriately for the worksite learning experience. They should know what to expect and what is expected of them
- ◆ Provide students with clear position descriptions and insist they operate within those bounds
- ◆ Confirm employer’s workers’ compensation coverage before placing a student at a worksite
- ◆ Require students who drive to the workplace to provide proof of auto liability insurance and verify they hold a valid driver’s license

PARENT'S ROLE

Parents also play a role in the liability of their students' participation. Parent orientation to the WBL experience is critical to project success. They must have a clear understanding of the work environment, student-employee expectations, and importance of the student meeting all company employment requirements. Parents **MUST** also complete the Consent and Emergency Forms and commit to supporting the learning experience.

EMPLOYER RESPONSIBILITY

Ensure that there is a safe, appropriate work environment and a mentor actively involved with the student. Student-employees must participate in all company required on-boarding processes. Specific activities include:

- ◆ Adhere to the Minor Labor Laws
- ◆ Communicate roles and responsibilities to all stakeholders. Every business and educational partner should thoroughly understand their roles and responsibilities
- ◆ Maintain written training agreements and educational plans, required by state and federal law, that provide for safety instruction, supervision and schedule of organized and progressive work for the student
- ◆ Screen and select only appropriate individuals to serve as worksite mentors and supervisors
- ◆ Provide orientation, appropriate training, and maintain a support system for worksite mentors and school staff members
- ◆ Ensure that the worksite is in compliance with OSHA regulations
- ◆ Provide adequate supervision. The standard of care provided should be directly related to the degree of risk associated with the student's Work-Based Learning activities. The more dangerous the occupational tasks, the greater the need for close student supervision
- ◆ Provide for proper instruction regarding equipment and work processes. Instruction must be complete and appropriate for the occupation, including safety and health instruction as an integral part of all occupational instruction
- ◆ Maintain all equipment in a reasonable state of repair and all safety guards in place
- ◆ Keep on file at the worksite an official age certificate, state or federal, that validates the date of birth for every employee under the age of nineteen
- ◆ Assess student worksite performance on a regular basis using the skills and knowledge cited in the training agreement and educational plan for evaluation.

SAFETY TRAINING

At all times, both school personnel and the employment site personnel must take appropriate steps to assure, to the extent possible, that safe practices are stressed and followed. However, it is impossible to guarantee that no injuries resulting in medical expenses and liability will occur. The following prudent steps are encouraged:

1. In-school course content should include training related to safety at the worksite. OSHA training should be offered if possible.
2. Any site used for Work-Based Learning should be observed by school personnel prior to placing a student at the worksite.
3. Employers should provide the same safety training information to students as they would to other new employees when hired.
4. Provisions for student safety should be included as part of the training agreement signed by the employer, student, parent, and school representative.
5. All machinery should have the appropriate safety guards in place at all times.

TYPES OF LIABILITY INSURANCE AND RISK MANAGEMENT

Workers' Compensation and Employer Liability

Insurance. This policy provides coverage for the Workers' Compensation statutory benefits as well as liability coverage for certain employment-related situations. The WBL student should be covered as any employee is covered since the experience is a paid one. The school district should also have insurance that covers the student working in the lab and participating in a school-related WBL experience.

Unemployment Insurance. According to 4141.01 (B)(3) (e)(ii) of the Ohio Revised Code, and the Ohio Department of Job and Family Services, students enrolled in a school's Work-Based Learning experience where credit is given and occurring during the time frame specified in the Training Agreement are exempt from unemployment coverage. It is suggested that all documentation, (i.e.) training agreement, educational plan, evaluation forms, date and hours worked, should be included in the student's file. If the experience leads to a job after school hours, as well as school credit, but evaluation is not given, then unemployment insurance must be paid for those hours.

APPENDIX DOCUMENTS

Attached are samples of forms and hand-outs related to the WBL project. Many schools have their own forms that are sufficient for the activities. These are samples that might be helpful.

Job Shadowing Checklist

Work-Based Learning Job Shadowing: A Guide for Reflection

Student Guide to Employer Meetings

Parent Consent and Release Form for Business Site Visit

Work-Based Learning Worksite Orientation Guide

Student Responsibilities: Work-Based Learning Activities

Assessment of Student Job Shadowing Participation

Employer Fact Sheet for Summer Work-Based Learning Experience

Work-Based Learning Project Goals Agreement

Work-Based Learning Project Work Log

Employer Evaluation Form

Student Evaluation Form

Job Shadowing Checklist

WORK-BASED LEARNING COORDINATOR

- ◆ Identify appropriate worksites
- ◆ Work with sponsor/mentor to develop training plan for each visit
- ◆ Schedule students (master calendar)
- ◆ On-site visit to confirm appropriate site for shadowing experience
- ◆ Monitor completion of on-site assignments
- ◆ Collect supervisor evaluations
- ◆ Be available for emergencies

SPONSOR/MENTOR

- ◆ Negotiate details of training agreement with Work-Based Learning coordinator
- ◆ Work-Based Learning coordinator to develop training plan for each visit
- ◆ Inform student of rules and regulations
- ◆ Use training plan as guide for student activity while on site
- ◆ Answer relevant questions about profession, work activity, and facility
- ◆ Monitor student and contact instructor about problems, as appropriate
- ◆ Complete written evaluation of student's participation
- ◆ Review experience with Work-Based Learning coordinator and student, as appropriate

STUDENT

- ◆ Complete application to participate
- ◆ Obtain written parental permission
- ◆ Identify specific areas of career interest (not companies)
- ◆ Complete preliminary assignment(s), age appropriate (e.g., careers research paper) such as:
 - 5 broad responsibilities
 - 5 learned skills critical to career
 - 5 natural aptitudes relevant to career
 - 5 examples of class content relevant to career
 - Summarize employment demand (current and projected)
 - Summarize compensation
 - Identify career ladder and “typical” time lines
 - Summarize general working conditions
 - Identify licensing or certification requirements
- ◆ Develop list of key questions to be addressed during job shadow
- ◆ Review school policies and procedures for participation, including:
 - Dress requirements
 - No food, drink, or gum except as specifically provided by mentor
 - Prompt, ready-to-work arrival
 - Advance calls in event of emergency absence
- ◆ Complete all activities at work site
- ◆ Complete evaluation of experience
- ◆ Complete reflection worksheet
- ◆ Write and send thank you letter

Work-Based Learning Job Shadowing: A Guide for Reflection

Experience: _____

Using as a starting point what you've learned from this experience, consider how it is related to your own future. There are no right or wrong answers for this assignment, but you will be evaluated on how thoroughly you respond to each question.

Answer each question on the basis of your own skills, interests, and attributes. Think carefully about what you like and don't like, what's important to you, how and where you'd like to be in five years and in 10 years.

- ◆ Why did you pick this particular career area to observe?
- ◆ In what ways did the work and work environment differ from what you expected?
- ◆ What aspects of the job(s) did you find appealing?
- ◆ What aspects of the job(s) did you find unappealing?
- ◆ How does what you learn in high school relate to this career area? Be specific. Think about all of the courses you take and what you are expected to learn in each.
- ◆ What are the rewards you believe would result from a successful career in this area? (Be sure to consider the total compensation package, as well as all other potential rewards.)
- ◆ Think about the typical day, week, and year for someone in this career area. What about it appeals to you? What is the downside?
- ◆ Do the rewards of this career justify its education and training requirements?
- ◆ Does the level of responsibility (for yourself and for supervision and management of others) seem appropriate to your own interests, goals, and preparation? How so?
- ◆ Is this career area still of interest to you? Based on what you've learned and on your own feelings (above), what other career areas do you believe you should explore?

Student Guide to Employer Meetings

The business people your teacher and coordinator have arranged for you to work with are volunteers. They're giving you time because they want to contribute to your future. They are giving you time and energy that they could be using for other things. But, they've chosen to help you. In return, you need to do your very best to be prepared, to demonstrate your appreciation for their interest in you. Here's a key consideration: The more interested and enthusiastic your mentor *believes you to be*, the more s/he will give to you in return. Here are some tips for getting started right:

RESPECT TIME

Arrange your meetings by appointment. Always be 10 minutes early. Never cancel unless it's an absolute emergency. (Transportation problems are not an emergency; work them out.) If you must cancel, do so as far in advance as possible and always notify your mentor and any other relevant individual. Never be a no-show! If you are ever late—even by one minute—apologize and correct the problem so that it doesn't happen again. (Being on time means being at the appropriate place ready to work at least five minutes before you were scheduled, with all personal activities like hanging up your coat or going to the bathroom already completed.) Leave your workstation when told or several minutes after your designated time. Those extra few minutes will make a big difference in how you are perceived by your mentor and others in the business. It costs you nothing and gets you a lot!

DRESS FOR RESPECT

Always be impeccably groomed. Always ask what the preferred dress is and then respect what you're told. Remember, your goal in any mentoring relationship is to earn the respect of your mentor and others in the business. Dress, especially early in the experience, is an important consideration in the impression you make. This is not the time to push the edge. It is a time to earn some respect.

ASK PERMISSION

Until you understand how the business works, ask permission for anything of which you're unsure. Don't chew gum, eat, drink, call, leave, or visit with others unless you've gotten permission. Even if the environment is casual, you'll make some "respect" points by asking. Respect gets you rewarded in the end.

LEAVE YOUR FRIENDS AT THE DOOR

This is your deal. Take advantage of it.

SPEAK UP

Be as articulate as you are capable of being. Use complete sentences and real words. Your mentor is interested in your professional behavior. She or he wants to help, but may not be used to working with young people. Students have their own ideas about communications. Unfortunately they don't count when you're visiting a business, or when you're working with a volunteer mentor. Communicate his/her way. Shake hands. Be positive. Smile. Speak up. Ask questions.

LISTEN CAREFULLY

There's lots of interesting stuff out there. (Lots of boring stuff, too.) Listen carefully so that you don't miss the things that matter—now and in your future.

Parent Consent and Release Form for Business Site Visit

SAMPLE

This consent and release is executed by the undersigned student and the undersigned parent or guardian legally responsible for the undersigned student.

In consideration of the selection of the undersigned student to participate in the

Field trip to: _____ on: _____

Job shadowing day to: _____ on: _____

Other: _____ on: _____

the undersigned agree to the participation by the undersigned student and hereby, for ourselves, our heirs, executors and administrators waive, release and forever discharge any and all rights and claims for damage which the undersigned may have or which may hereafter accrue against the district or their respective officers, agents, representatives, successors, and/or assigns, for any and all injuries which may be sustained and suffered by the undersigned student in connection with or arising out of participation in the above indicated activity.

This consent and release shall apply to the above activity on the date indicated OR on any alternate date that may be selected by the school.

I have read and understand the enclosed information.

Student signature

Date

Signature of parent or person responsible

Date

For questions regarding this community-based experience, parents or guardians may contact:

Coordinating teacher

Best time to call

To ensure student permission, this consent and release must be returned to the coordinating teacher or his/her designee by: _____

Work-Based Learning Worksite Orientation Guide

Student: _____ Date: _____

Mentor or supervisor: _____ WBL coordinator: _____

Directions: Be sure that your student employee obtains information about the following factors. Check the information on each item as it is completed. Return the completed form to the Work-Based Learning coordinator.

Company Orientation

- _____ 1. Give student copies of printed materials.
- _____ 2. Explain the company's history.
- _____ 3. Describe the company's product line(s).
- _____ 4. Discuss company policies and procedures regarding:
 - _____ a. Hours of operation/work
 - _____ b. Overtime policies
 - _____ c. Pay periods
 - _____ d. Vacation policy
 - _____ e. Holiday policy
 - _____ f. Appropriate dress and grooming
 - _____ g. Safety rules
 - _____ h. Emergency procedures
 - _____ i. Procedures for absence
 - _____ j. Parking
 - _____ k. Procedures for arrival
 - _____ l. Procedures for departure
 - _____ m. Policies about use of telephone

- _____ 5. Describe employee benefits such as:
 - _____ a. Discounts
 - _____ b. Educational assistance

Department Orientation

- _____ 6. Describe the relationship of the department to the company.
- _____ 7. Discuss specific departmental rules including:
 - _____ a. Breaks
 - _____ b. Work schedules
 - _____ c. Days off
 - _____ d. Presence of food at work station
- _____ 8. Introduce co-workers
- _____ 9. Explain job responsibilities of co-workers
- _____ 10. Identify training sponsor

Job Orientation

- _____ 11. Show student her/his work station
- _____ 12. Describe student's responsibilities
- _____ 13. Explain the importance of the student's responsibilities to the organization

Employer/training sponsor

Date

Student

Date

Work-Based Learning coordinator

Date

Student Responsibilities: Work-Based Learning Activities

Prior to and during participation in any work-based activity, including internships, mentorships, co-op, and others as designated by the coordinating teacher, you must agree to or complete the following:

1. Complete any advance assignments or activities, including self-inventories and company research.
2. Complete the application form and get parental signature.
3. Have proof of your social security number.
4. Submit to a drug screening and criminal background checks as may be required by the company or organization.
5. Complete the designated release forms and get parental signature(s). Required forms (x):
 - Medical or emergency information
 - Transportation
 - Proof of automobile insurance
 - Specific activity authorization
 - Other:
6. Have the approval of the Work-Based Learning coordinator for participation with the specific business or organization of interest.
7. Complete the orientation session.
8. Learn and follow all company guidelines and be prepared to discuss the guidelines with your coordinating teacher or counselor.
9. Provide complete documentation of your experience both written (journal) and oral (class reports or other presentation as assigned).
10. Complete the evaluation process following completion of the experience.
11. Comply with all dress or appearance standards at all times throughout the experience.
12. Arrange reliable transportation and back-up plan.
13. Adhere to all safety regulations, including use of protection devices, as recommended by the business representative throughout the experience.
14. Demonstrate courteous, professional behavior at all times, including adherence to all company policies, procedures and regulations.
15. Provide timely notice of any absences or intent to withdraw from the program to WBL coordinator and worksite mentor.

Assessment of Student Job Shadowing Participation

Business sponsor: _____ Student: _____

Company or organization: _____ Date: _____

Please rate the participating student on the following items.

SA (Strongly Agree) | **A** (Agree) | **U** (Undecided/No Opinion) | **D** (Disagree) | **SD** (Strongly Disagree)

The participating student (circle one):

- SA A U D SD** 1. Was punctual.
- SA A U D SD** 2. Arrived fully prepared to participate.
- SA A U D SD** 3. Provided appropriate notice of absences or schedule changes.
- SA A U D SD** 4. Was cooperative, friendly, and respectful.
- SA A U D SD** 5. Dressed neatly and appropriately.
- SA A U D SD** 6. Showed appropriate initiative; asked you and others investigative questions about profession.
- SA A U D SD** 7. Completed any assigned work tasks to your specifications and satisfaction.
- SA A U D SD** 8. Demonstrated enthusiasm toward the experience.
- SA A U D SD** 9. Communicated effectively, including appropriate verbal and non-verbal behavior.
- SA A U D SD** 10. Made all appropriate efforts to investigate the career to the fullest extent possible.
- SA A U D SD** 11. Showed appropriate appreciation for your help.
- SA A U D SD** 12. Sent an appropriate thank-you within three days of completing the experience.
- SA A U D SD** 13. Is recommended for other, similar activities at other organizations, subject to the following recommendations:

Suggestions to improve the Work-Based Learning experience and additional comments:

Please return this form within three days, using the envelope provided. Thank you!

Employer Fact Sheet for Summer Work-Based Learning Experience

APPLIED WORK EXPERIENCES FOR IMPACTFUL & EFFECTIVE DEEP LEARNING

Through a Work-Based Learning experience, students are expected to not only apply the theory and skills learned in the classroom, but also to develop skills in analysis and evaluation, problem solving and decision-making in the complex work environment. The goal of the summer Work-Based Learning program is to enhance student job skills and to develop additional skills that strengthen personal qualities important in the workforce. We believe that employers and educators working together can produce a better quality graduate/worker for the future.

EMPLOYER REQUIREMENTS

Patience, Time, Understanding

Remember that this may be a student's first job experience outside their home. Students may require additional time and patience to get the job done. The workplace is an excellent environment to learn things like promptness, attendance, working as a team member, learning how to organize and use information and many additional skills. Your training assistance is very important as you help the student develop skills that cannot always be taught in the classroom.

Training Agreement

Students and employers will complete a formal Training Agreement with the partner school. It will outline personal information plus list individual job duties and student/worker responsibilities for the job. The Training Agreement allows students age 16 and older to perform most duties under US Department of Labor Child Labor Laws. The WBL coordinator should be able to answer any questions you have about this document.

Assign a Mentor

Each student should have a mentor who will work closely with them during their experience. This may be their supervisor or another appropriate company employee. This person will be the primary contact with the WBL coordinator.

Student Evaluation

The WBL coordinator will contact the employer/mentor at least three times during the summer to complete and update students' evaluations and to discuss each student's performance. A written student evaluation check list should be completed for each month that a student is employed

Time Requirements

Students are required to work **at least 150 hours** for their summer WBL experience. There is no limit to the amount of additional hours that a student may work.

EMPLOYER BENEFITS

Future Workforce Development

The program allows employers to participate and invest in the training of their future workforce and provides the school an opportunity to develop qualified employees.

Unemployment Exemption

Students working through a vocational training program sponsored by a certified vocational school are exempt from all federal or state unemployment taxes while receiving a grade for their work. No unemployment taxes should be paid since students are ineligible for unemployment.

Workers' Compensation Insurance

Students should be covered like any employee under Workers' Compensation Insurance.

Work-Based Learning Project Goals Agreement

LEARNING GOALS & OBJECTIVES FOR THE SUMMER EXPERIENCE

This Work-Based Learning project allows students in manufacturing careers to apply school based content and skills in a real manufacturing workplace, use complex and critical thinking and problem solving skills to address work problems and understand the relationship between classroom theory and work application. An important component of this experience is the creation of learning goals/objectives. This form should be completed at the beginning of the WBL experience.

Student: _____ Program: _____

WBL coordinator: _____ Date: _____

Employer/Company name: _____ Job title: _____

<p>Learning Goals/Objectives (How and what the student plans to learn from this work experience)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

We, the below signed, agree with the suitability of the working/learning goals.

▶ _____ Student	_____ Supervisor	_____ WBL coordinator
▶ _____ Signature	_____ Signature	_____ Signature
▶ _____ Contact phone or email	_____ Contact phone or email	_____ Contact phone or email

This learning agreement represents a joint effort by the student, employer/on-the-job supervisor, and WBL coordinator to document what the student will learn from the work experiences and how the learning will be evaluated.

Complete this form by the first week on the job. Student, student's work place supervisor and WBL coordinator should retain a copy of the agreement for their records. Special Note: This is one of the major elements for evaluation of student's work performance.

Work-Based Learning Project Work Log

Student: _____ Student Phone: _____

For period from: _____ to: _____

Employer: _____

Days and Hours Worked

DAYS: Monday Tuesday Wednesday Thursday Friday Saturday Sunday **Week's Total**

HOURS: _____ _____ _____ _____ _____ _____ _____ _____

DAYS: Monday Tuesday Wednesday Thursday Friday Saturday Sunday **Week's Total**

HOURS: _____ _____ _____ _____ _____ _____ _____ _____

1. Describe your work assignment and responsibilities:

2. What knowledge or skills were required, and how did this meet your objectives?

What skills do you need to develop that would be helpful?

Is there anything that you would like to learn or wish that you had learned to help you with this work?

Employee signature: _____ Date: _____

Supervisor signature: _____ Date: _____

Employer Evaluation Form

EMPLOYER EVALUATION OF STUDENT WORK-BASED LEARNING EXPERIENCE

(Page 1 of 2)

Student/Employee: _____ Term: _____

WBL student position or title: _____

Employer/Company: _____

Address: _____

Work supervisor: _____ Phone: _____

Please return this form to (WBL coordinator): _____

How well did the student/employee fulfill the objectives of the Work/Learning Agreement?

Did the student have adequate technical skills? Comment, please.

Latest change in pay was from \$ _____ to \$ _____

If applicable, would you accept this student for another Work-Based Learning experience? Yes / No

Why/Why Not

Is there any additional coursework you would recommend for the student that would be beneficial for working in your organization?

EMPLOYER EVALUATION OF STUDENT WORK-BASED LEARNING EXPERIENCE

(Page 2 of 2)

	Excellent	Good	Average	Fair	Poor
Professional Demeanor					
Reports to work when scheduled	5	4	3	2	1
Arrives to work on time	5	4	3	2	1
Arranges for lateness or time off in advance	5	4	3	2	1
Is appropriately dressed	5	4	3	2	1
Knowledge of Job					
Grasps instructions quickly	5	4	3	2	1
Desires to increase knowledge of job	5	4	3	2	1
Is willing to ask questions	5	4	3	2	1
Quality of Work					
Produces work that is accurate and neat	5	4	3	2	1
Shows thoroughness in work	5	4	3	2	1
Uses time efficiently	5	4	3	2	1
Is able to set priorities	5	4	3	2	1
Attitude					
Shows initiative	5	4	3	2	1
Is enthusiastic about work	5	4	3	2	1
Is willing to work with, and for, others	5	4	3	2	1
Accepts suggestions/criticisms	5	4	3	2	1
Asks for additional work when tasks are complete	5	4	3	2	1
Judgment, Reliability, Adaptability					
Is able to think independently	5	4	3	2	1
Makes good decisions	5	4	3	2	1
Is able to work under pressure	5	4	3	2	1
Meets deadlines	5	4	3	2	1
Is adaptable in the work place	5	4	3	2	1
Human Relations					
Cooperates with supervisors and co-workers	5	4	3	2	1
Is courteous and friendly	5	4	3	2	1
Controls emotions	5	4	3	2	1
Speaks well and uses good word choice	5	4	3	2	1
Problem Solving					
Able to recognize problems when they arise	5	4	3	2	1
Uses available resources to solve problems	5	4	3	2	1
Seeks supervisory help when appropriate	5	4	3	2	1
Overall Rating of Student Performance	5	4	3	2	1

Supervisor signature: _____ Date: _____

Student Evaluation Form

STUDENT EVALUATION OF WORK-BASED LEARNING EXPERIENCE

(Page 1 of 3)

Student's name: _____ ID #: _____

Employer: _____

(Company name and address and telephone number)

Supervisor: _____

(Name & title, department/division)

WORK PERIOD

Start Date: _____ End Date: _____ Hours Worked weekly: _____ Rate of Pay: _____

PART 1: EVALUATION CATEGORIES (Please Check)

Educational Value of the Experience:

- Exceptional opportunity
- Good experience
- Possibly worthwhile
- Probably of no value

My Attitude Toward Other Personnel:

- Open, friendly, helpful, informative
- Quiet, reserved
- Withdrawn
- Usually unfriendly, uncommunicative

Relevance to Major or Career Goals:

- Very relevant
- Usually relevant
- Seldom relevant
- Irrelevant

My Opinion of:

- | My Supervisor | Management |
|--|--------------------------|
| <input type="checkbox"/> Encouraging, helpful | <input type="checkbox"/> |
| <input type="checkbox"/> Somewhat helpful | <input type="checkbox"/> |
| <input type="checkbox"/> Seemed to "tolerate me" | <input type="checkbox"/> |
| <input type="checkbox"/> Rejected and discouraged me | <input type="checkbox"/> |

Evaluation of Job Orientation:

- Complete, accurate
- Somewhat related
- Irrelevant

Your Supervisor's Rapport With You:

- Above average
- Average
- Below average

My Technical Skills:

- Were more than adequate
- Were adequate
- Were less than adequate

STUDENT EVALUATION OF WORK-BASED LEARNING EXPERIENCE

(Page 2 of 3)

PART 1: (Continued)

My Attitude Toward My Job:

- Showed enthusiasm and initiative
- Willing, but waited for instructions
- Took no special interest or initiative
- Only completed assigned duties

Availability of Supervisor:

- Always available
- Sometimes available
- Seldom available
- Never available, sought other help

My Work Habits (Check all that apply):

- Looked for additional tasks
- Neat, punctual, accurate work
- Regular and punctual in attendance
- Usually reported to work

Overall Rating of This Work Experience:

- Excellent
- Very good
- Average
- Unsatisfactory

Difficulty of Job Responsibilities:

- Extremely difficult, almost impossible
- Challenging
- Average in difficulty
- Boring, too repetitious
- Boring, too easy

Service from the Work-Based Learning Office:

- Excellent
- Very Good
- Average
- Poor

PART 2: PLEASE RATE YOUR WBL EXPERIENCE (Circle the appropriate number)

1 (Not Helpful) 2 (Somewhat Helpful) 3 (Moderately Helpful) 4 (Very Helpful) 5 (Extremely Helpful)

1. Gaining practical experience	1	2	3	4	5
2. Developing professional skills	1	2	3	4	5
3. Gaining self-confidence	1	2	3	4	5
4. Developing my ability to communicate orally	1	2	3	4	5
5. Developing my ability to communicate in writing	1	2	3	4	5
6. Learning how to work with colleagues or in a team	1	2	3	4	5
7. Learning about leadership	1	2	3	4	5
8. Developing my ability to work with people from diverse age groups	1	2	3	4	5
9. Developing my ability to work with people from diverse racial/cultural groups	1	2	3	4	5
10. Learning about my area of specialization	1	2	3	4	5
11. Learning about other business areas/functions	1	2	3	4	5
12. Learning business skills and practices	1	2	3	4	5
13. Developing my ability to evaluate other's arguments/conclusions	1	2	3	4	5
14. Practicing problem solving	1	2	3	4	5
15. Motivating me to continue learning	1	2	3	4	5

STUDENT EVALUATION OF WORK-BASED LEARNING EXPERIENCE

(Page 3 of 3)

What effect has your WBL experience had on your career goals?

In what ways did your WBL experience effect your interpersonal skills, such as communication, workplace relationships, and conflict resolution?

What technical skills do you think grew stronger because of your WBL?

What skills (technical and/or interpersonal) did you find you need to develop more thoroughly?

What changes would you recommend to the Work-Based Learning coordinator?

What suggestions would you make to a student considering the Work-Based Learning program?

Student's signature: _____ Date: _____

This Working Guide was developed as part of a 2013 project: *Applied Work Experiences for Impactful & Effective Deep Learning: A Workforce Development Program Initiative*. Funded by the Martha Holden Jennings Foundation with support from the Nordson Corporation Foundation, the Dominion Foundation, and The Fred A. Lennon Charitable Trust. Participants included students from Lorain County Joint Vocational School, Mahoning County Career and Technical Center, and Polaris Career Center.

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An additional resource for this guide was the web site “Work Based Learning Tips and Techniques for Maximum Results” (Marketing Education Resource Center, Columbus, OH. 2001), developed by James R. Gleason, Ph.D., President, MarkEd/Career Paths Resource Center. Some materials were customized for use in Ohio schools.

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