

Quality Work-Based Learning Toolkit

Kansas City, Kansas Public Schools



*Creating Quality
Work-Based Learning Guide*

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CREATING QUALITY WORK-BASED LEARNING



Introduction

The *Creating Quality Work-Based Learning Guide* is an introduction to the principles of Quality Work-Based Learning and lays the foundation for developing any work-based learning experience. The Seven Simple Guidelines presented focus on the "must-haves" for quality experiences. This guide is part of The *Quality Work-Based Learning Toolkit*, which provides teachers¹ with everything they need to create quality, safe and legal work-based learning experiences for students.

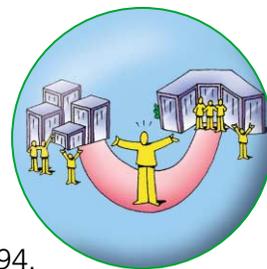
The following toolkit sections supplement this guide:

- ✓ The *How-to Guides for Workplace Tours, Job Shadows, Internships and Service Learning* are step-by-step guides to developing Quality Work-Based Learning experiences that work for the student, the workplace partner and the teacher.
- ✓ *Building the Classroom Connection* presents strategies for connecting workplace experiences to classroom lessons and activities.
- ✓ The *Teacher Guide for the Work-Based Learning Plan* provides instructions for teachers on how to assist students and workplace partners with writing learning objectives and evaluating student performance. *The Workplace Partner and Student Guides to the Work-Based Learning Plan* detail the learning objective development process.
- ✓ The *Tools* section of this toolkit contains supportive materials including forms, sample classroom assignments and items to assist workplace partners.
- ✓ The collection of *Factsheets* provides overviews of work-based learning structures and programs, laws and regulations and partners, detailing important information about each topic.
- ✓ The *Quality Work-Based Learning Resource List* in the last section of this toolkit lists additional materials and organizations to support Quality Work-Based Learning programs.

¹ "Teachers" in this toolkit refers to classroom teachers, program coordinators, educators, youth program specialists and any other individuals who use this toolkit to manage and support quality work-based learning programs for students.

Background

Several education and workforce development initiatives in the United States encourage and support Quality Work-Based Learning. The Carl D. Perkins Vocational and Technical Education Act, the Workforce Investment Act and the School-to-Work Opportunities Act all provide for both school-based and work-based learning that supports students in becoming prepared for the future.



The United States Congress passed the School-to-Work² Opportunities Act in 1994.

The act identified work-based learning, school-based learning and connecting activities as three essential components of a rigorous and relevant education that would better prepare all students for the future.

In response to emerging workforce needs in Kansas City, Kansas, several business/education partnerships came into being. Prior to 1994, the Wichita Chamber of Commerce developed a formal partnership between businesses and education in Kansas. In Kansas City, Missouri, the civic council created Business Education Expectations (BE²), serving businesses and schools in Kansas and Missouri. The Kansas City, Kansas Area Chamber of Commerce began planning for its business/education coalition in 1993 and began operations in 1995.

The state of Kansas received a School-to-Career planning grant in 1994 that was used to support school-to-career development in nineteen school districts. In 1998, the state received a \$16.8 million School-to-Career grant that expanded the initiative to support 32 local partnerships and 7 regional partnerships, provided training throughout the state and funded special projects developed by 34 teachers and schools. Although the federal act has passed its sunset, School-to-Career in Kansas continues to be a priority.

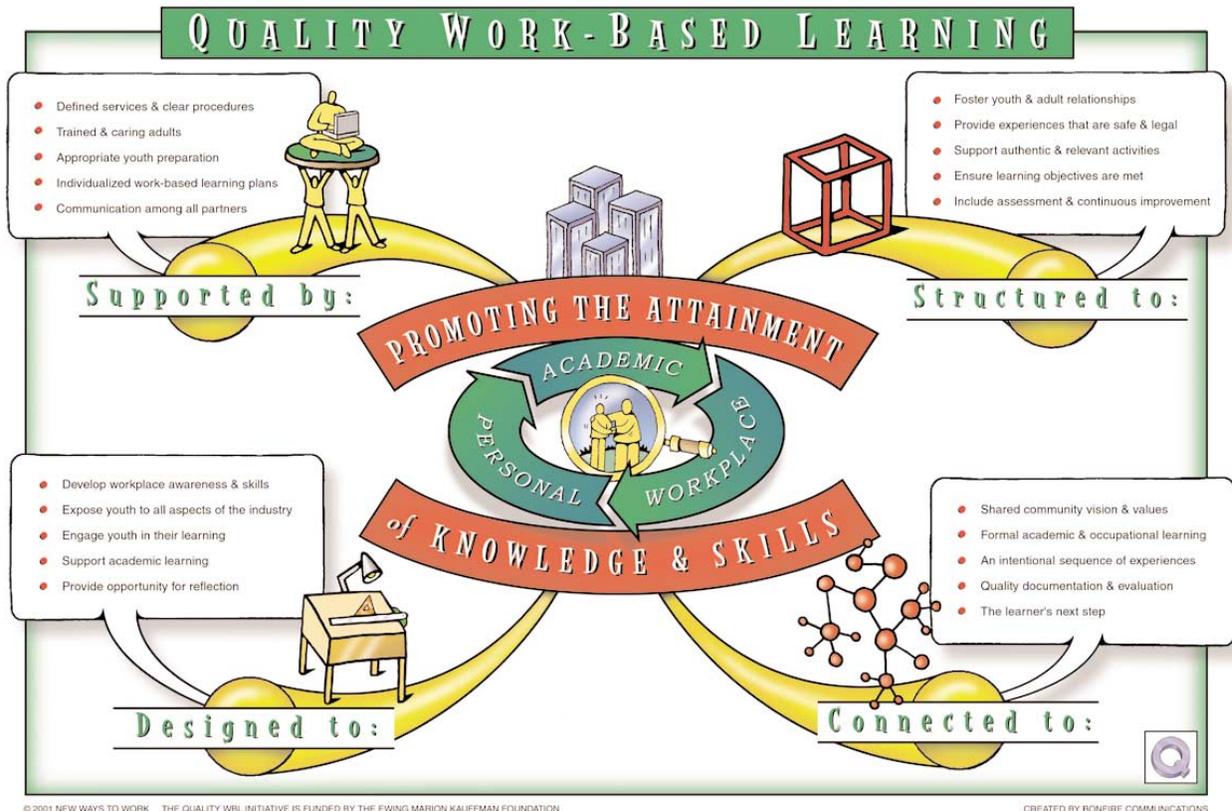
The mission of Kansas School-to-Career is to provide an education empowering students to make confident choices that will ensure economic independence and a successful career. The goal of the School-to-Career initiative is to enhance education and provide access to comprehensive career development for every Kansas student. This is accomplished through academic support, career information, real-life experiences, diverse curriculum and community involvement. The approach is designed to create lifelong learners and a quality workforce.

The Kansas City community partners are the Kansas City, Kansas Area Chamber of Commerce, the Business Education Coalition (BEC), BE² Partnership at the Learning Exchange and the Kansas Department of Human Resources.

² School-to-Work was adopted in Kansas as "School-to-Career." For the purposes of this document, we will refer to School-to-Career.

What is Quality Work-Based Learning?

Work-based learning is defined as activities that occur at a workplace, providing structured learning experiences for students through exposure to a range of occupations. Students learn by observing and/or actually doing real work. Learning in the workplace supports learning in the classroom and promotes the development of broad transferable skills. Work-based learning experiences that incorporate the quality elements indicated on the chart below are considered Quality Work-Based Learning.³



Quality Work-Based Learning can help schools to better prepare students for an economy that demands that workers have strong academic and career knowledge and skills, are adaptable to change and are prepared for lifelong learning. The strategy of Quality Work-Based Learning enables schools to utilize communities in the effort to provide all students with the opportunity to learn the necessary academic and workplace skills required for success in the new economy. All reference to work-based learning in this toolkit implies the presence of a set of defined quality elements.

Work-based learning is a key element of a rigorous and relevant education for students. Properly designed and supported, work-based learning provides a practical context for school subject matter. It enables students to acquire the attitudes, skills and knowledge needed to succeed in today's workplace. Work-based learning also helps students achieve established academic standards. This toolkit is designed to help teachers incorporate a set of defined quality elements so that all work-based learning meets the highest standards.

³ The Quality Work-Based Learning chart helps to describe the elements necessary to build experiences for young people that most effectively promote the attainment of knowledge and skills in academic, workplace and personal arenas.

The Quality Elements of Work-Based Learning

Quality Work-Based Learning is

- Designed to enhance the learning of skills and workplace knowledge;
- Structured to be safe, legal and measurable;
- Supported by appropriate planning and training; and
- Connected to other programs that work.

Quality Work-Based Learning is designed to enhance the learning of skills and workplace knowledge.

Work-based learning assists in the development of students' workplace awareness. It helps build the skills required for specific occupations by exposing students to all aspects of an industry⁴ and the multiple career options available at a workplace. Work-based learning engages students in their own learning and provides multiple opportunities for reflection on the experience, both verbally and in writing. Experiences are designed to directly support academic learning.

PROFILE *Designed to Enhance the Learning of Skills and Workplace Knowledge*

The NBC television affiliate in San Diego provides opportunities for students in media and journalism courses to accompany reporters to the site of the story. The students draft news copy, create promotional spots and develop stories about School-to-Career activities.

Lansing Area Manufacturing Partnership (LAMP) in Mason, MI has built an integrated curriculum that combines classroom instruction with work-based learning experiences that occur within General Motors facilities. Students attend LAMP for 2.5 hours a day in the morning or afternoon for their entire senior year. The learning environments in LAMP include a classroom situated in a worksite-training center and four different manufacturing facilities: car assembly, engine assembly, fabrication and warehousing, where students are involved in work-based learning activities.
www.isd.ingham.k12.mi.us/~lamp/



⁴ The School-to-Work Opportunities Act of 1994 defines all aspects of an industry as "all aspects of the industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environmental issues, related to such industry or industry sector." See *All Aspects of an Industry* in the *Tools* section of this toolkit for a detailed list of the aspects.

Quality Work-Based Learning is structured to be safe, legal and measurable.

Work-based learning provides authentic and relevant learning experiences that are safe, legal and in compliance with state and federal regulations. Learning objectives are met through ongoing assessment and continuous improvement activities.

PROFILE *Structured to Be Safe, Legal and Measurable*

The Escondido Education Compact utilizes a special learning contract that is signed by students, parents or guardians, and local trade organizations. The contract addresses safety and legal concerns, allowing students to intern on an actual construction site and travel with tradespeople to worksites in the community.

www.educationcompact.org/.



Quality Work-Based Learning is supported by appropriate planning and training.

Work-based learning has defined services and procedures to manage expectations and foster communication among all partners. Students are served through individualized work-based learning plans. Both students and adults are sufficiently prepared and supported throughout the experience. Part of this preparation is providing appropriate safety and health training for students and helping them understand their rights and responsibilities as workers.

PROFILE *Supported by Appropriate Planning and Training*

Re-integration of Offenders Youth Project (RIO-Y) in Austin, Texas, emphasizes youth's successful reintegration through workplace readiness. During the pre-release phase of the program, pre- and post-test scores are compared to measure change in knowledge of the workplace. Other assessments, including interest and aptitude testing and basic skills testing, help staff and the participant prepare the individual employability plan. Counselors also assist the young person in enrolling in postsecondary institutions, technical schools, and other programs that can provide greater opportunity for development of workplace skills. Additional education, job and career awareness, and the assistance that RIO-Y counselors provide are all basic supports needed to succeed in the workplace and helpful to young people who have had little or no exposure to the world of work. www.tyc.state.tx.us/programs/workforce/rio_y.html

Workforce Silicon Valley hosts an annual BayScholars Student Leadership Institute to prepare students for the summer BayScholars program. Employers and interns from the past year orient students to the expectations, opportunities and skills learned in the summer internship program. Students also participate in interactive workshops about internship goals, communication and interview preparation. Students selected for the internship program are assigned a Work-Based Learning Advisor to assist in the development of a work-based learning contract and the implementation of a work-based learning plan. www.wsv.org/index_splash.html.



Quality Work-Based Learning is connected to other programs that work.

Work-based learning should support a community-wide vision and collective expectations for both academic and occupational learning. It provides a planned sequence of experiences across grade levels and programs that ties together students' academic and career-related steps in a developmentally appropriate process.

PROFILE *Connected to Other Programs that Work*

Linking Learning to Life at Burlington High School in Vermont offers a College Connections program that makes it possible for high school sophomores, juniors and seniors to take college courses tuition-free and earn college and high school credits at the same time. The program includes an orientation to college studies as well as academic advising and other supports that students may need. Although open to all, it is targeted to students who may not see themselves as college bound.
www.state.vt.us/stw/stwbppostseccollegeconnect.pdf



Who is Involved and What Do They Do?

In Kansas City, Kansas, Quality Work-Based Learning has the active collaboration of students, teachers, the school district, workplace partners and worksite supervisors and community partners. Each has a specific role in successful experiences.

Students:

- Actively participate in their school and workplace experiences;
- Develop meaningful learning objectives; and
- Participate in reflection activities that help them process what they have learned.

Teachers:

- Provide support for students and employers;
- Prepare students for the workplace;
- Prepare employers to work with high school students;
- Make the connection between academic learning and the workplace; and
- Work closely with the employer and the student to ensure regular and effective communication.

The school district:

- Maintains and supports policies and protocols that make work-based learning a viable structure which helps students meet academic standards;
- Supports teachers' professional development to ensure they can maximize the opportunities at the workplace; and
- Leverages available resources to make sure that work-based learning is supported within small learning communities at the high schools.

Workplace partners and worksite supervisors:

- Collaborate with school staff to create learning opportunities for students at the workplace;
- Help students write learning objectives;
- Train, coach and guide students while they are involved;
- Evaluate student progress toward learning objectives and on workplace skills; and
- Maintain ongoing communication with teachers.

Community partners:

- Provide links to work-based learning experiences for students; and
- Recruit businesses and other workplace partners to participate.

All work-based learning experiences should:

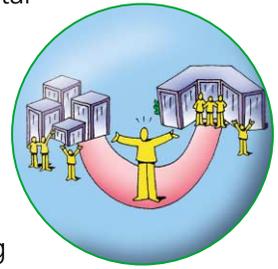
- Be developmentally appropriate;
- Include an orientation for all parties;
- Identify learning objectives;
- Explore all aspects of the industry;
- Develop the SCANS⁵ competencies;
- Assess student performance;
- Provide opportunities for reflection;
- Link to the student's next step;
- Be documented and recorded; and
- Comply with state and federal labor laws.



⁵ SCANS is an acronym for the Secretary's Commission on Achieving Necessary Skills, which created The SCANS Report for America 2000, issued by the U.S. Department of Labor, April 1992. The report defines a set of skills and competencies necessary for success in the workplace.

THE CONTINUUM OF QUALITY WORK-BASED LEARNING

Work-based learning is most effective when students are provided a developmental continuum of activities that address career awareness, exploration and preparation. This is accomplished through a series of workplace exposures combined with and supported by classroom activity over time. Students should be provided with experiences commensurate with their knowledge, skills and abilities and appropriate to their age and stage of development.



The following section provides brief definitions of a range of work-based learning activities.

Career Awareness Activities

Career awareness activities are designed to make students aware of the range of careers and/or occupations in an industry. These activities help students begin to understand the skills required for specific occupations and the expectations of the workplace. Career awareness activities may include workplace tours, field trips or informational interviews.

Workplace Tours and Field Trips: Career awareness activities in which students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress.

Informational Interview: A career awareness activity in which students formally interview a workplace partner about his or her industry and chosen profession. The interview includes discussion of the career itself, duties and daily activities of the job and the level of education required to be successful. The students also explore growth opportunities in the industry and salary ranges for different occupations.

Career Exploration Activities

Career exploration activities provide students with the opportunity to explore fields of interest related to their career goals and academic learning. Students work closely with an adult supervisor and participate in appropriate hands-on workplace experiences. Career exploration activities may include job shadows, career mentoring or service learning.

Job Shadow: A career exploration activity in which students observe the workday of a professional, interact with clients or customers, and attend meetings and other appointments. Job shadows are designed to help students explore a field of interest while developing research skills and building occupational knowledge through a facilitated, active learning process.

Career Mentoring: A career exploration activity in which the student is matched one-to-one with an adult professional in a chosen field of interest to explore a career and related issues. The career mentor serves as a resource for the student by sharing insights and providing guidance about the workplace, careers and education.

Service Learning: A career exploration activity in which the method of teaching and learning combines academic work with service and social action. Students complete a planned series of activities and apply their skills and knowledge to help meet a need in the school or greater community.

Career Preparation Activities

Career preparation activities provide an in-depth discovery of a particular career, linking the skills utilized in the workplace with academic learning. These activities also allow for the development of career and occupational skills. Career preparation activities include work experience, internship or apprenticeship.

Work Experience: A career preparation activity in which students are at a workplace doing real work for pay. They are held to the same expectations as all employees. The workplace supervisor conducts evaluations based on workplace expectations and performance. These experiences range from regular, paid employment to subsidized employment and learning-rich work experience.

Learning-Rich Work Experience: A career preparation activity that is highly structured to promote learning through paid work. Students participate in planning the work and problem-solving. Worksite supervisors act as coaches. The experiences are generally based on projects (instead of tasks), where students interact with other employees, often work in teams and are paid an appropriate wage.

Internship: A career preparation activity in which students are placed in a business for a defined period of time to participate in and observe work firsthand within a given industry. Internships are highly structured, time-limited experiences that occur at a workplace. Unlike work experience, internships often allow students to rotate through a number of departments and job functions. In the Kansas City, Kansas Public Schools, internship programs include Business and Marketing On-the-Job Training, Health Careers Exploration II, World of Work in Hospitality, Special Education Work-Sample and Work-Study and Career Development Internships within Small Learning Communities. The goal in Kansas City, Kansas is that all internships will grow to meet the standards of Learning-Rich Work Experience.

Apprenticeship: A career preparation activity designed to prepare an individual, generally a high school graduate, for careers in the skilled crafts and trades. Apprenticeships consist of paid, on-the-job training supplemented by related classroom instruction. Apprenticeship training usually requires one to five years to complete, depending on which occupation is chosen.

What about Volunteering?

Under both state and federal wage and hour laws, students cannot be required to complete unpaid service learning, community service or volunteer activities if they legally could be compensated for those activities. Students may volunteer for public service, religious or humanitarian purposes, if that is their intent.

Schools may not legally require students to "volunteer" or perform unpaid public services as a way to gain occupational experience, as a condition of graduation or as a prerequisite for other school activities. Students must be given the option of volunteering or performing another kind of activity. Private businesses may not use unpaid volunteers. Students should be considered volunteers only if their intent is to donate their services to religious, charitable, government or non-profit organizations for the public good.

The *Laws Pertaining to the Employment of Students* factsheet provides information about how to apply the state and federal wage and hour laws to work-based learning experiences.

SEVEN SIMPLE GUIDELINES FOR CREATING QUALITY WORK-BASED LEARNING

Caring adults, both at the school and the workplace, can assist with creating safe and legal work-based learning experiences for students by paying attention to seven straightforward guidelines.

These guidelines are designed as easy-to-remember rules of thumb for teachers, youth program staff and workplace partners designing work-based learning experiences. These guidelines are consistent with and supported by a number of laws and regulations designed to protect students when they are in the workplace.

The Seven Simple Guidelines will help provide positive and successful work-based learning experiences for students, particularly those under the age of eighteen. Classroom teachers responsible for creating and managing these experiences should be prepared to follow and address each of these guidelines when placing students in work-based learning experiences.

The Seven Simple Guidelines are:

- 1 Plan and prepare for successful experiences;
- 2 Maximize learning;
- 3 Provide effective supervision;
- 4 Promote safety;
- 5 Manage the hours a student is at the workplace;
- 6 Pay when required; and
- 7 Provide ongoing support.

Following these guidelines will allow students to benefit from exposure to the workplace and help develop an educated, quality workforce. More detail, suggested strategies and examples of effective practices for each of these guidelines are provided in the following pages. Supporting documents and specific activities are outlined in the other sections of this toolkit.

Guideline 1: Plan and Prepare for Successful Experiences

Planning and preparation make all the difference in the success of work-based learning and increase the likelihood of expanded workplace partner participation. Deliberate attention ahead of time to how the seven simple guidelines will be addressed will ensure a quality experience for students, workplace partners and teachers as well.

Structural elements, such as proper documentation of parent permission, the responsibilities of all parties involved, and insurance coverage, should be determined prior to the experience itself. A clear understanding of the expectations, duration and objectives of the work-based learning experience is essential. A primary contact as well as the individual who will supervise the student should be identified at the workplace.

In order to maximize learning and promote safety, orientation and preparation activities should occur both in the classroom and at the workplace. Students, teachers, worksite supervisors and other participating employees should be adequately prepared. For internships and service learning projects, the work-based learning plan outlines projects or tasks the student will undertake and includes articulation of the desired learning objectives. The plan should be jointly developed by and shared with the student, supervisor and teacher.

At the workplace, students should receive a thorough orientation. The orientation should cover the nature of the business, workplace culture and any safety, health or legal considerations associated with the experience. Students should be held to the same expectations as all employees in terms of timeliness, dress and workplace conduct. Connections should be made between the work, the skills required and academic learning. Adequate preparation combined with structured opportunities for students to reflect on the experience is critical to the success and value of work-based learning.

At school, all student orientations should include opportunities for students to learn the parameters and expectations of their work-based learning experience, assess their workplace skills, determine what they would like to learn, and, in the case of internships and service learning projects, receive an introduction to the *Work-Based Learning Plan and Evaluation* tool.

CAN DO EXAMPLE *Plan and Prepare for Successful Experiences*

Enterprise for High School Students (EHSS) in San Francisco, CA offers a four-hour job readiness training, followed by staff work one-on-one with students to identify job interests, articulate goals and set realistic plans to achieve them, incorporating EHSS services. Students can then explore their interests through the job referral program, career exploration program, entrepreneurship program, and summer experiential environmental projects. The training and counseling program provides workshops addressing work values and goal setting strategies, informational interviews with professionals, e-mentoring with workers in related areas of interest, interest testing and exploration of post-secondary options and requirements. On-going classes in resume writing and interviewing skills and seasonal workshops covering college scholarship opportunities, essay writing and specialized vocational training are available. EHSS is purposefully designed to model a work environment. Students are expected to make appointments for the workshops or an individual session and are responsible for conducting job searches and arranging interviews using the program's job listings. www.ehss.org.



In general, unpaid work-based learning experiences are considered part of the school program and as such are subject to similar standards as a field trip. In all cases, parental permission slips are needed. These permission slips indicate liability during transportation and field trip experiences. Students in paid work-based learning experiences are subject to the Federal Fair Labor Standards Act and as such must be covered by the employer's workers' compensation plan. The same safety and health standards that apply to paid student interns need to be applied in unpaid situations. See the *Laws Pertaining to Employment of Students* factsheet for more information.

Strategies that Work

Provide a thorough orientation for both students and workplace partners.

Orientation sets the context for learning and supports partners in their preparation for the opportunities that work-based learning experiences provide. Teachers should make sure that students are prepared for any workplace experience with the skills, knowledge and abilities needed to succeed. The orientation should be clear and specific and should begin prior to the first day at the workplace. It should cover the skills to be explored, projects or tasks to be sampled and the roles and expectations of all parties. Workplace culture, appropriate dress and an understanding of safety, health and legal considerations also should be addressed. Students should be introduced to the workplace skills that will be evaluated, made aware of all aspects of an industry and taught how to craft measurable learning objectives. Orientation tools and activities can be found in *Building the Classroom Connection* and the *Tools* sections of this toolkit.



Promote a shared understanding of the expectations of the experience.

Rich learning experiences at a workplace are supported by good communication right from the start. Teachers, youth program staff and workplace partners should have a shared understanding of the roles, expectations and objectives (both work-based and school-based) of the experience. Teachers should provide written materials such as a *Work-Based Learning Contract*, *Work-Based Learning Permission* for transportation, a procedures manual, *Work-Based Learning Plan* and *Evaluation* tool and a communication strategy to support the experience.

Coach students in setting personal goals and establishing learning objectives.

The classroom orientation is an appropriate setting in which students can become aware of and articulate skills, career interests and plans to expand their knowledge and awareness. Teachers and worksite supervisors are responsible for supporting students through coaching and mentoring, thus connecting their workplace experience to their academic work. Several activities in the *Tools* section of this toolkit can prepare teachers to support students in order to maximize their learning.

Treat students as regular employees.

In work situations, students will learn and produce more if they feel they are in an authentic work environment. Students should be oriented and held to the same expectations as other employees in terms of timeliness, dress and workplace conduct. Students participating in internships or work experience should receive the same orientation as any new employee.

Guideline 2: Maximize Learning

Quality work-based learning experiences allow students to acquire new skills and gain knowledge about the world of work. Students can be productive in the workplace while applying what they have learned in the classroom. Many academic standards that students are working to master can be learned within the work-based learning experience.

CAN DO EXAMPLE *Maximize Learning*

Southern California Edison's Agriculture Technology Application Center in Tulare hosts, in collaboration with School-to-Career partners, groups of 10 or more students for 40 hours during a six-week period. In addition to learning about electricity and automation in agriculture and other industries, students practice teamwork and develop critical thinking skills. They apply this learning through the development of technology projects, which they then use as exhibits or learning tools in the community.



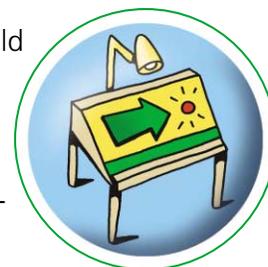
Teachers play an important role in communicating with workplace supervisors to help balance the desired learning and educational objectives with the needs and resources of the workplace. Teachers help make connections between what students learn at the workplace and what they learn in the classroom.

Prior to the experience, students should understand the learning objectives and how classroom learning is applied at the workplace. In addition, students should be encouraged to set their own expectations and develop an awareness of the work to be accomplished. Students benefit most when they know that their experience is a real one rather than made-up work or simulation.

Strategies that Work

Make ties to the classroom.

Classroom experiences that prepare students for their time in the workplace can maximize the quality of those experiences. Prior to the experience, students should research the business, field of interest and selected occupations with which they will come in contact. Additional research can be conducted on the skills, education and training required for particular occupations as well as approximate salary ranges for different positions. Students should come to the experience prepared with a list of questions to ask employers and employees. See *Building the Classroom Connection* for suggestions and activities.



CAN DO EXAMPLE *Maximize Learning*

J.C. Harmon High School in Kansas City, Kansas has hundreds of high school students working with six elementary schools, community service agencies, senior citizen facilities, a transition facility for special needs adults, ESL parents and small businesses in the community. Participants conduct needs assessments at the sites, design programs to fill needs and spend time evaluating progress throughout the year. The goals of this program include: (1) improving reading skills in elementary students; (2) recruiting high school students into teaching; (3) building positive school to community relationships; (4) improve transition of special needs adults to employment and independent living; and (5) improving school to work transitions via service learning as a career exploration and workplace skills builder.



Support academic standards.

Weaving academic standards and classroom objectives into work-based learning experiences reinforces the lessons students are learning at school. Students need assistance to see the links between academic standards and practical skills by connecting classroom goals to workplace opportunities before, during and after the work-based learning experience. Teachers can share the content of the curriculum with workplace partners and help them be aware of the opportunities to make connections to the workplace experience.

CAN DO EXAMPLE *Maximize Learning*

Genesee County Adolescent Vocational Exploration Program (AVE) in Batavia, New York, focuses on helping participants learn what is required for a particular career. A few weeks before the module begins, each youth in the program picks a career to study. They write to colleges and trade schools for information about their career, they prepare a budget based on their chosen career, and they use an on-line program called "Career Zone" to research their career. By the end of the term they know the courses they need to take in high school to help them prepare for that career and what post-secondary education, including apprenticeships, is required. They will also have participated in mock interviews, learned how to complete a job application and prepared a resume. Each participant leaves the AVE program with a career portfolio. In addition to their copy, their school receives one and the original is sent to the state education department for approval and award of one high school elective credit. For more information about this program, check out www.nyec.org/pepnet/awardees/gave.htm#Workforce%20Development.



Expose students to all aspects of an industry.

The *All Aspects of an Industry* tool identifies nine aspects that are common to any enterprise. Students should gain experience and understanding of the associated concepts and skills to be successful. For shorter-term work-based learning experiences, such as workplace tours or job shadows, students may be given a tour and overview of the business that introduces them to as many departments or job functions as possible. This could include personnel, finance, production, sales and marketing, among others. For experiences longer in duration, such as internships or paid work experiences, students should be given the opportunity to interact with and ask questions of different types of employees. In doing so, students learn about job tasks, skills used and the education, experience or training needed for various positions. Structured examples of experiences can occur through a rotational job shadow, where a student spends time in multiple departments, or works in teams with employees from various departments or occupations.

CAN DO EXAMPLE *Maximize learning*

The Kansas City Cooking Company is an entrepreneurship program created by the students in the Making Adult Transitions (MAT) program at JC Harmon High School in Kansas. The MAT program serves students with cognitive disabilities. Through involvement in the company, students prepare and cater fudge, brownies, cookies and refreshments for district and community meetings. The students are responsible for all of the public relations, supply ordering and record keeping. This entrepreneurship program that involves cooking, lends itself well to developing successful student outcomes in a variety of skill areas such as life skills, math, reading, economics, graphic design and social skills.



Involve students in setting expectations.

Students take responsibility for their learning when they are charged with setting expectations about what they hope to learn at the experience. In internships and service learning projects, students should work with teachers and their worksite supervisor to develop measurable learning objectives outlined in the *Work-Based Learning Plan*.

Develop measurable learning objectives.

The creation of learning objectives helps motivate students to get the most out of their experience and assess the extent and value of classroom learning when applied to a job situation. Learning objectives also help ensure that students meet expectations of the worksite supervisor to learn new workplace skills and develop competencies.

A measurable learning objective is a statement that precisely describes something that the student intends to accomplish during an internship. Each learning objective involves new learning, expanded growth, or improvement on the job, and benefits both the student and the workplace. The *Teacher, Student and Workplace Partner Guides to The Work-Based Learning Plan* describe the process students will use to develop meaningful learning objectives.

Develop the Work-Based Learning Plan.

During longer work-based learning experiences such as internships, the *Work-Based Learning Plan (WBL Plan)* ensures that learning objectives will be accomplished. The *WBL Plan* documents what students will learn and do while engaged in their internships. It serves as a guide for the student and the worksite supervisor and as an evaluation tool to measure what students have accomplished during the experience.

The student and worksite supervisor will be involved in writing the learning objectives and, later in the experience, in evaluating the student's accomplishments. The role of the teacher is to be on hand to help them along the way. The elements of the learning objectives and *WBL Plan* will be developed and evaluated by the student and the worksite supervisor. The objectives students set will help them grow in four areas:

- Workplace skill development;
- Academic enrichment;
- Career awareness; and
- Personal improvement.

Provide opportunities for reflection.

Reflection helps students internalize the learning and skills they have developed and promotes self-awareness and personal assessment. Reflection refers to any process that a person uses to think critically about their experiences. Writing, reading, speaking, listening, discussing and presenting are all possible tools for reflection. It is in the act of reflecting that a person forms understanding and knowledge from the experience, extends that understanding to other situations, and comes to "own" the experience and the learning. Reflection is the key to getting meaning from any experience and will enable students to link experiences with specific academic learning standards and with SCANS and similar skills. In *Building the Classroom Connection*, you will find several reflection activities.

Document and measure the learning.

Students benefit from awareness and validation of the learning that happens at the workplace. Tools and processes that identify and measure progress in acquiring skills should be used to document the experience. Tools that can help document learning include the *Work-Based Learning Plan*, portfolios, assessments and tests.

Portfolio assessment is encouraged in the Kansas City, Kansas high schools. A portfolio, or purposeful collection of student work intended to show progress over time, includes samples usually selected by the student and the teacher to represent learning based on instructional objectives and the district's standards, benchmarks and indicators.⁶

⁶ Kansas City, Kansas standards are based on state and national standards and were developed with participation from more than 300 district teachers. Benchmarks and indicators help teachers to map the curriculum and pace instruction so that the key concepts measured by the Kansas Assessment are taught before the test is administered.

Documentation of the student's learning at the workplace is an ideal component of a student's portfolio. Student portfolios generally include a resume, which should reflect the competencies gained through work-based learning experiences. In addition, they can include work samples that have been created as part of a work-based learning experience. Portfolios ideally contain evidence of students' skills in technology, collaboration, thinking, communication, self-expression and problem-solving. Teachers may ask students enrolled in internships to create a portfolio of evidence of their learning as a classroom assignment. *The Portfolio Rubric* used at Schlagle High School can be found in the *Tools* section. The PathFinder system provides students the opportunity to create an electronic portfolio. See the *PathFinder* factsheet for more information.

Guideline 3: Provide Effective Supervision

Effective supervision is a key element in reinforcing a work-based learning experience. Teachers should provide expertise and resources to worksite supervisors to assist them in successfully mentoring the students' full learning experience as it connects to both the workplace and school site. Effective supervision helps students meet the needs of the workplace, enhances learning opportunities and contributes to a quality work-based learning experience.

Worksite supervisors and teachers should provide frequent feedback to students, demonstrate and explain key tasks and regularly assess student performance. Effective supervisors function as coaches and are aided in that role by teachers. Supervisors should receive an orientation and be provided ongoing support that suits their schedule, usually at the workplace.

CAN DO EXAMPLE *Provide Effective Supervision*

The Youth Employment Services (YES!) Center in Petaluma, California is a collaborative of the school district, city recreation and parks and department and a community based organization. Staff at YES! provide a mandated pre-employment training to all students who need a work permit. Supervisor turn-over in small retail stores in the local mall proved challenging for these new employees and their teachers in work-based learning programs. Teachers spoke with the store owners, and they commissioned the YES office to provide training to newly promoted supervisors as well.



Effective ongoing supervision is an essential part of enhancing any worker's performance and skill development. Supervision of students requires many of the same skills that are needed to effectively manage any employee. These skills include understanding and communicating workplace expectations, providing feedback about performance and coaching to motivate future performance.

Students need supervision that is nurturing and supports not only their understanding of the task at hand but also the learning objectives of the assignment. In addition to exploring the business or industry and learning the skills required to be successful on the job, students develop work maturity skills. These skills include being punctual, diligent, responsible and receptive to supervision. Supervisors should help students understand that developing good work behaviors can improve their future career success. The *Workplace Partner Guide to Successful Internships* provides information on effective supervision.

Strategies that Work

Provide an overview of the workplace.

Classroom experiences that prepare students for their time in the workplace can maximize the quality of those experiences. Prior to the experience, students should research the business, field of interest and selected occupations with which they will come in contact. Additional research can be conducted on the skills, education and training required for particular occupations as well as approximate salary ranges for different positions. Students should come to the experience prepared with a list of questions to ask employers and employees. See *Building the Classroom Connection* for suggestions and activities.



A comprehensive overview of the work environment helps students to acclimate quickly and begin their work-based learning experience ready to be effective in both work and learning. The worksite supervisor should be assisted in developing an effective workplace overview for the student that covers:

- The nature of the company's business;
- A review of the company's organizational chart;
- The workplace culture including dress and behavior;
- A review of the workplace safety and health program;
- Office procedures;
- Tasks required of the student;
- The connections between the needs of the workplace and what the student is learning in school; and
- A tour of the workplace.

Conduct orientations, training and support sessions for supervisors in the workplace.

Workplace partners appreciate teachers using brief, targeted, on-site approaches to orient and train supervisors and other workplace partners. In workplaces where multiple students are placed, one successful strategy is to arrange for time on a staff meeting agenda to discuss supervision, student performance, learning progress and other issues. Students experience the greatest success in workplaces where management and direct supervision staff understand the goals of work-based learning for high school students.

Help the supervisor teach new skills.

There are many ways to teach new skills. Research indicates that people learn best in an authentic context—that is, they learn by using skills and reflecting on their work. Students, like adults, need to have an interest or willingness to learn. They should have the opportunity to try the new skill in a real context, demonstrate it, and reflect on and evaluate the learning.

Supervisors can assist the student with his or her learning by being prepared, describing and demonstrating the tasks, observing and supporting the student while he or she performs the task, allowing the student to work independently and providing opportunities for the student to reflect on his or her work and learning.

Encourage ongoing evaluation.

Regular performance reviews introduce students to what it is like to be evaluated in the workplace. The evaluation process gives the supervisor an opportunity to articulate student progress and assess the skills students have acquired. It also provides a vehicle for students to understand and document their challenges and successes against work expectations and serves as a communication tool for teachers at the school site.

Assist the supervisor with coaching students.

There are at least two roles an adult plays in providing effective supervision—the boss and the coach. The boss monitors performance, provides direct feedback, makes sure that the work gets done and that students understand the consequences if it does not. As the coach, the supervisor encourages students through the process of what they are doing and learning. The coach challenges students to learn from and improve their performance, serves as a resource and acts as a professional partner.

The key to being a good coach is to offer advice rather than providing answers and to support student learning through exploration. This does not mean that answers or directions are never given. If factual information is available that will help the student do a better job, such as the budget for a project or where to find company information, then the supervisor should provide it. However, in most cases, there are multiple options, multiple solutions and multiple answers. The responsibility of the coach is to encourage the student to find solutions, not to provide the answer. Teachers should support and encourage the development of the coaching skills by worksite supervisors.

Guideline 4: Promote Safety

Workplaces can be safe learning places for students if a few simple rules are applied. Students should be placed in experiences that consider their age, experience and maturity and that provide for learning and working in a safe environment. The application of common sense, caution and strict attention to the safety and health restrictions placed on what students may do in the workplace lead to both a safe and legal work-based learning experience.

Teachers play a critical role in creating safe and healthful workplace experiences and helping to protect student workers. Programs that place students in workplaces offer an important venue for teaching the skills that student workers need. By integrating job safety and health information with orientation, training and other activities, students and workplace partners enter the relationship with the knowledge needed to stay safe. Teachers should use a curriculum designed to teach students about workplace safety and health. They should also familiarize themselves with the relevant safety and health restrictions as well as what students can and cannot do in the workplace.

There are thousands of work-based learning activities that are appropriate and learning-rich for young people. However, some tasks are prohibited. Students cannot be exposed to hazardous materials or be asked to work with power tools, perform dangerous tasks or be expected to lift heavy objects. The chart in the *Laws Pertaining to the Employment of Students* factsheet provides examples of what young people can and cannot do in the workplace.

CAN DO EXAMPLE *Promote Safety*

A retail clothing chain with many young employees uses role-playing regularly at monthly safety meetings. These young workers act out specific safety and health problems that have arisen and develop solutions.



Strategies that Work

Design experiences that work for students and the workplace and that meet safety standards.

Teachers nationwide have designed creative solutions that provide safe work and learning environments for their students, especially in occupations and industries that pose potential hazards to student workers. Teachers should learn about what students can do and should work with employers and other workplace partners to create experiences that meet safety standards. Details about what students can and cannot do are included in the *Laws Pertaining to the Employment of Students* factsheet.



Provide training on legal, safety and health issues.

Training in occupational safety and health as well as relevant labor and personnel issues is an integral part of students' learning all aspects of an industry in which they are placed. Concepts that need to be covered include:

- Common safety and health hazards that they may face on the job;
- Control measures that can reduce or eliminate hazards;
- Safety and child labor laws;
- Approaches to use with supervisors about safety and health problems; and
- Sources of safety information and help.

Teachers should consider providing a workplace safety and health curriculum to all students participating in work-based learning. Curriculum resources are listed on the *Workplace Safety Curricula* tool as well as in *Quality Work-Based Learning Resources*.

Prepare students to be safety and health conscious.

While workplace-specific safety and health training provided by the school and employer are critical, students should also have the opportunity to develop and practice general safety and health skills that they will carry with them from job to job. Student workers can be trained to monitor safety and health issues for both their workplace partners and themselves, providing an additional skill set for future employment.

These skills include recognizing hazards in any workplace, understanding how hazards can be controlled, knowing about their rights to a safe workplace and communicating effectively when problems arise at work. Teachers should consider preparing students to ask their supervisor questions about safety. See the *Laws Pertaining to the Employment of Students* factsheet for suggestions.

Promote and support a safe work environment.

Employers have internal systems that raise workers' awareness of and protect them from safety and health hazards. Students should be educated about company practices and policies regarding safety and health and be included in staff trainings or orientations regarding workplace safety.

Effective safety programs include:

- Information and training for all workers about hazards they may face;
- A system for workers to report hazards without fear of being fired or punished;
- A system for inspecting the workplace and correcting hazards promptly; and
- Supervisor training.

Students can become vital resources to employers who wish to improve their safety and health programs. Student workers can map the hazards found in work areas, review safety procedures for clarity, identify hazards and suggest practical solutions.

All students, including those in unpaid work-based learning experiences, must be provided with the resources needed for a safe work environment. Teachers select and approve workplaces prior to sending students in order to become familiar with the workplace and identify possible safety or health issues. In cases where students have paid jobs that are being developed into internships, teachers should make sure the employers are provided with tools to help them assure a safe work environment.

A safe work environment includes:

- Safety training for activities or tasks the student will be asked to perform;
- Training in proper use of equipment;
- Access to proper safety gear;
- Training about what to do if accidents or injuries occur;
- Appropriate supervision; and
- A clean and organized work area.

Guideline 5: Manage the Hours a Student is at the Workplace

The time students spend at the workplace in a given day or week should be balanced with the regular demands of school and other activities in which students are involved. State and federal child labor laws, which apply to employment situations, are designed to provide sensible limits to the number of hours students may work. See the *Laws Pertaining to the Employment of Students* factsheet for more information.

Hours that Students May Work

The hours that students may work are governed by child labor laws. Under the Fair Labor Standards Act, children under 16 can work between 7 a.m. and 7 p.m. except from June 1 through Labor Day, when evening hours are extended to 9 p.m. All students under the age of 18 who have not graduated from high school or received a GED must attend school and are prohibited from working during school hours. Internships in the Kansas City, Kansas public schools are considered part of the instructional program and happen during school hours in some programs.

CAN DO EXAMPLE *Manage the Hours a Student is at the Worksite*

An owner of two McDonald's franchises in Blue Spring, Missouri, developed a tracking system with color-coded timecards to make sure that student workers were not scheduled for too many hours during the school week.



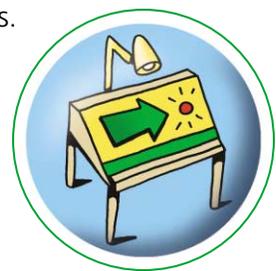
Number of Hours that Students May Work

Children under 16 may work up to 3 hours on a school day, 18 hours in a school week, 8 hours on a non-school day, 40 hours on a non-school week. If the employer is not covered by the Fair Labor Standards Act, children under 16 may not work more than 8 hours in one day, nor more than 40 hours in one week. Most employers are covered by the Fair Labor Standards Act. The *Laws Pertaining to the Employment of Students* factsheet and the *Resources* section of this toolkit provide more information on this subject.

Strategies that Work

Develop a time management plan with students.

Balancing school, work and other responsibilities requires time management skills. Work-based learning experiences are ideal for helping students build those skills. Students should take some responsibility for determining the number of hours they allocate to a work-based learning experience. Teachers should have students map the number of hours they are in school, study, sleep, eat, socialize, spend with family and participate in other activities. They should then help them identify the appropriate number of hours they can spend in work-based learning activities, including time getting to and from work.



Inform education and workplace partners about the appropriate hours for students.

Regulations about the number and spread of hours students can work exist to protect students and support them in their education. Teachers should help workplace partners and their colleagues understand the regulations regarding the number of hours students can work and help design experiences and schedules that not only meet the legal standard but also work well for students.

Guideline 6: Pay When Required

When students perform productive work for private concerns, they are entitled to receive wages. Payment at the minimum wage or higher is not just the law, it is the right thing to do. School credit is not a substitute for wages. Also, students cannot be required to volunteer their services in any setting nor can they volunteer in private businesses under any circumstances.

Whether or not students involved in work-based learning experiences should be paid depends on the nature of the experience. Wages must be paid to anyone who qualifies as an employee. In general, this means that students must be paid if they are doing productive work and if the training and supervision provided ultimately benefits the employer's labor needs.

Work-based learning activities such as workplace tours, job shadows and career mentoring are typically unpaid experiences. In these activities, students visit workplaces and observe work activities but do not perform productive work.

Work-based learning activities such as internships, apprenticeships and work experience are typically paid positions. In these activities, students obtain valuable experience while providing a service for the employer. Students must be paid the minimum wage or higher when performing productive tasks in the workplace.

To determine whether an unpaid work-based learning experience meets federal guidelines, subject the program to the Fair Labor Standards Act test, which can be found on the *Laws Pertaining to the Employment of Students* factsheet.

Additional issues need to be addressed when students are placed in paid experiences. Workers' compensation coverage is the employer's responsibility, as is I-9 documentation of the student's right to work. Safety and health standards need to be addressed, and steps should be taken to make sure that student workers never displace a member of the regular workforce. Students who are first-time workers should be oriented to their rights and responsibilities and receive information about their tax liability and its implications. See the *Legal and Regulatory Factsheets* section for specific information about many of these issues.

CAN DO EXAMPLE *Pay When Required*

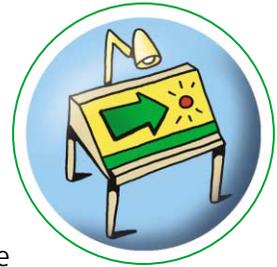
Baltimore City Fire Cadet Program in Maryland, is a three-phase initiative that begins during the summer between the junior and senior year of high school. This year-long intensive training and professional development internship that combines academic learning with work-based learning. Cadets complete the school year with all the skills requirements of an Emergency Medical Technician Level B (EMT-B) and Firefighter I. Phase three occurs the summer after graduation from high school. The cadet is employed by the Fire Department and assigned to one of five departments while continuing to be involved in community service activities. At the end of the summer the cadet has the skills of a Firefighter II and is eligible for an apprenticeship with the Fire Department. For more information about this project visit www.oedworks.com.



Strategies that Work

Determine if pay is required for the experience.

In conjunction with the workplace partner, teachers and youth program staff should review the nature of the experience and determine if pay is required. See the *Laws Pertaining to the Employment of Students* factsheet for a checklist that will help you determine whether pay is required.



Encourage payment of fair and comparable wages.

Students must be paid the minimum wage or higher when performing productive tasks in the workplace.

Guideline 7: Provide Ongoing Support

Teachers play an important role in providing ongoing support to both students and workplace partners. Contact by telephone, written communications and scheduled workplace visits from teachers greatly enhance the experience. Maintaining regular communication and follow-up and addressing any problems quickly are key to maintaining a successful relationship. Teachers should provide all parties with appropriate contact information at the start of the experience so that both the student and the worksite supervisor can communicate as needed.

CAN DO EXAMPLE *Provide Ongoing Support*

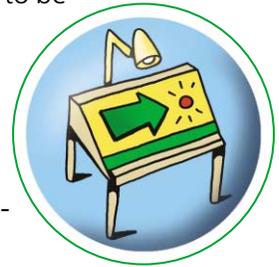
Goodwill Toronto's Community Youth Program has developed a unique and intensive relationship with its employer partners, who are involved at all levels of the program. In addition to interviewing and selecting participants, employers attend monthly project team meetings, where the progress of participants and the program are evaluated, and return reports on their interns every two weeks so the staff may monitor participant development. Employers also give feedback regarding the curriculum or additional training as needed for particular employers; sit on panels that select new staff for the program; speak to classes while participants are in training at Goodwill; and host tour groups of students. This close relationship with employers helps ensure training is relevant to the industry, making the program very competitive and ensuring high quality training for the participants. The program continually works to develop new employer partners, but seeks only employers who encourage and support their employees in their efforts to develop skills, and offer avenues for upward mobility and professional development.



Strategies that Work

Make regular visits to the workplace.

Structured opportunities to discuss the student's learning at the workplace prove to be beneficial to all parties. While it is sometimes difficult to meet with the worksite supervisor and the student at the same time, it is important to make the effort. The best possible meeting is one in which the student and the worksite supervisor are present with the teacher.



Teachers should schedule regular visits or phone calls to touch base with both students and workplace partners. After the work-based learning experience has begun, an early follow-up visit and ongoing contacts are essential to its success. Teachers may also want to arrange periodic meetings with students at the school site to review their experiences in relation to academic performance.

Provide the communications link.

Teachers should also serve as the communications link, facilitating information-sharing between the workplace and the classroom. Workplace partners need to be aware of the skills students are learning in the classroom. Teachers need to know about the skills students are learning and those required at the workplace. Teachers also should maintain communication with the students' other teachers to monitor academic progress and develop ways to connect the work experience to school-based curricula, assignments and activities.

Be a resource to the workplace.

The benefit to students is greatest when teachers and workplace partners share resources and expertise. Teachers should provide information to the workplace about effective strategies for supervising and supporting students. The worksite supervisor should be informed about the relevant legal and regulatory issues and the support available to the workplace and the students from the school. Workplace partners should consider assisting with the creation of project-based learning opportunities for the student at the workplace. Teachers should provide the worksite supervisor with resource materials and contact information. Several such resources can be found in the *Factsheets* and *How-to Guides*.

Summary

These Seven Simple Guidelines provide teachers and youth program staff with a general sense of what to keep in mind when developing work-based learning experiences. Other sections in this toolkit provide more specific information, resources and tools for planning and implementing Quality Work-Based Learning for students.

SUMMARY OF FACTSHEETS

As a companion set to this guide, the *Quality Work-Based Learning Toolkit* provides factsheets about particular elements of work-based learning, types of work-based learning opportunities and programs within the Kansas City, Kansas Schools, and other agencies. The factsheets are designed as stand-alone documents and serve as supplemental supports to this guide. They include:

Work-Based Learning Factsheets

- Apprenticeship
- Career Mentoring
- Informational Interview
- Internship
- Job Shadow
- Service Learning
- Work Experience
- Workplace Tour

Legal and Regulatory Factsheets

- Addressing Sexual Harassment in the Workplace
- Laws Pertaining to the Employment of Students
- Occupational Safety and Health Administration
- Right-to-Work and I-9 Documentation
- Transportation for Work-Based learning
- Workers' Compensation

Program Factsheets

- Business On-the-Job Training
- Career and Technical Education
- Career Development Internships
- Health Careers Exploration II
- J.C. Harmon Service Learning
- Marketing On-the-Job Training
- Small Learning Communities
- Special Education Vocational Experiences
- Workforce Development Center
- World of Work in Hospitality

Partner Factsheets

- Business Education Coalition (BEC)
- Business Education Expectations at the Learning Exchange (BE²)
- PathFinder

SUMMARY OF TOOLS

The tools included in the *Quality Work-Based Learning Toolkit* are intended to support teachers in creating work-based learning experiences that benefit the student, the workplace partner and the teacher. Tools are indicated in italics throughout all the sections of the toolkit. Instructions for how to use the tools are included in the companion guides.

All Aspects Investigative Interview
All Aspects of an Industry
All Aspects of an Industry Internship Planning Form
All Aspects Problem-Based Learning Activities
B-Safe Safety Checklist
Confirm Your Interview
The Difference Between Jobs and Internships
Frequently Asked Questions about Student Internships
Informational Interview
Internship Application
Internship Grading Rubric
Internship Journal
Internship Orientation Checklist
Internship Programs Matrix
Job Shadow Activities for Students
Learning Objectives Worksheet
Portfolio Rubric
Pre-Internship Worksite Supervisor Interview
Sample Job Shadow Day Schedule
SCANS Skills Assessment
SCANS Skills Assessment: Classroom Activity
Service Learning Contract
Service Learning Project Planning Worksheet
Seven Simple Guidelines
Student Job Shadow Expectation Sheet
Student Pre-Internship Worksheet
Teacher Notes and Evaluation Worksheet
Teacher Tip Sheet
Work-Based Learning Contract
Work-Based Learning Permission Form
Work-Based Learning Plan and Evaluation (Form)
Work-Based Learning Plan and Evaluation (Sample)
Work-Based Learning Program Evaluation
Workplace Partner Guide to Successful Internships
Workplace Partner Internship Cover Letter
Workplace Safety Curricula