

Quality Work-Based Learning Toolkit

Kansas City, Kansas Public Schools



*Introduction to
the Toolkit*

**Business
Education
Coalition**

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DEDICATION

This work is dedicated to the memory of Pam Wiens, the first Business Education Coalition Coordinator, visionary and friend of the students in Wyandotte County Public Schools. One of Pam's dreams was to make Quality Work-Based-Learning available and authentic for all students. The key to her dream lies in these pages.

"Happiness comes when your work and words are of benefit to yourself and others"

Buddha's Little Instruction Book by Jack Kornfield



ABOUT THIS TOOLKIT

The Kansas City, Kansas Quality Work-Based Learning Toolkit project was launched in the summer of 2002, by the New Century Connections partnership. The project's goal was to build a toolkit that would provide educators and youth program staff with everything they need to create quality, safe and legal work-based learning experiences for students.

The Quality Work-Based Learning Toolkit is the result of hundreds of hours of work by Kansas City, Kansas teachers, administrators and community partners from the Business Education Coalition (BEC) at the Kansas City, Kansas Area Chamber of Commerce. Key committee members include Pam Wiens, David Washington and Bernadine Rashad from BEC, and Susan Engelmann, Mary Stewart, Janelle Engelhardt and Harriet Horner from the Kansas City, Kansas Public Schools, District 500.

Included in the toolkit are a general guide to creating Quality Work-Based Learning as well as a set of specific guides, factsheets, tools and resources to help you as you build work-based learning opportunities for students. All of these materials can be accessed by visiting the curriculum and instruction library website at <http://sbiweb.kckps.org:2388/common/default.asp>.

This toolkit was produced by New Century Connections, a partnership of the Kansas City, Kansas (KCK) Public Schools and the KCK Area Chamber of Commerce, funded by a School-to-Work Urban/Rural Opportunities Grant from the United States Department of Labor under contract with:

New Ways to Work
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The toolkit builds on California's Work-Based Learning Toolkit developed by New Ways to Work and the Quality Work-Based Learning Initiative in the Kansas City metro area funded by the Ewing Marion Kauffman Foundation. Writing, editing and toolkit compilation was provided by New Ways to Work staff including Steve Trippe, Lois Ann Porter, Charlene Mouille, Molly Wertz and Chandra Larsen.

New Ways to Work (New Ways) is a team of experienced and dedicated professionals focused on improving the lives of our nation's youth. New Ways helps communities build systems that connect schools, community organizations and businesses, and improve the services, educational programs and support the community provides for its youth. New Ways creates the environment and guides a process that brings the right people together with customized tools for powerful learning and dramatic change. New Ways engages and supports local communities in the invention and renewal of connected, comprehensive youth-serving systems.

Beginning with the New Ways Workers Network in the late 1980's, New Ways has designed systems and developed tools, materials and trainings that help practitioners engage workplace partners and provide high-quality work-based learning experiences for youth.

Note: Links to organizations found on these pages are provided solely as a service. Links on these pages do not constitute an endorsement of the organizations, and none should be inferred. New Century Connections and New Ways to Work are not responsible for the content of the web pages found through these links nor will it be liable for any problems arising from or in connection with the use of or reliance upon any information on the Internet.

PREFACE

First Things First Supports Quality Work-Based Learning.

In the Kansas City, Kansas (KCK) Public Schools, the First Things First Initiative identifies the importance of enriched and diverse opportunities for students to learn, perform and be recognized. As a district we are committed to providing these opportunities.

The community is the natural environment in which to provide students with meaningful work and authentic experience. The workplace offers wonderful student-adult ratios, often as low as one-to-one, providing students with positive and necessary attention and support. Quality Work-Based Learning allows students to develop the skills required to successfully transition from high school to higher education and careers.

Students Who Gain Exposure to the Workplace While Still in School:

- Make connections between real work expectations and the classroom;
- Begin to pursue education with a greater sense of purpose;
- Interact with positive adult role models in a reduced student-adult ratio;
- Experience enriched opportunities to learn, perform and be recognized;
- Develop new skills and experiences;
- Experience enhanced self-esteem;
- Expand their horizons and awareness of future work options; and
- Can experience a range of opportunities not traditional for their gender, race or ethnicity.

Work-based Learning is Working Across Kansas.

- Local organizations are positioned to help connect the classroom and the workplace. In Kansas City, Kansas, the Business Education Coalition of the Kansas City, Kansas Area Chamber of Commerce and Business Education Expectations (BE²) are positioned to assist schools and youth-serving organizations with these connections.¹
- Both younger and older students participate in work-based learning. These students are exploring the world of work and performing meaningful tasks in a wide range of industries and occupations in the Kansas City metro area. Some of these students are learning how to become immigration officers at Austin and Ferguson, LLC in Jackson County; building and renovating structures at Bricklayers and Allied Crafts in Jackson County; participating in a paid internship in an advertising agency with the Apprentice Advertisers in Johnson County; receiving on the job training with cooperative learning experiences at the fire department in Olathe; and learning horticultural skills while growing, caring for and selling plants at Associated Youth Services in Wyandotte County.²

¹ California Work-Based Learning Toolkit

² National Job Shadow Coalition, 2003. http://www.jobshadow.org/current_news/current_news.html

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Kansas City, Kansas Public Schools



*Creating Quality
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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.

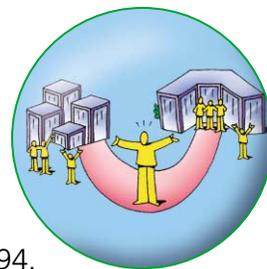
The following toolkit sections supplement this guide:

- ✓ 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.

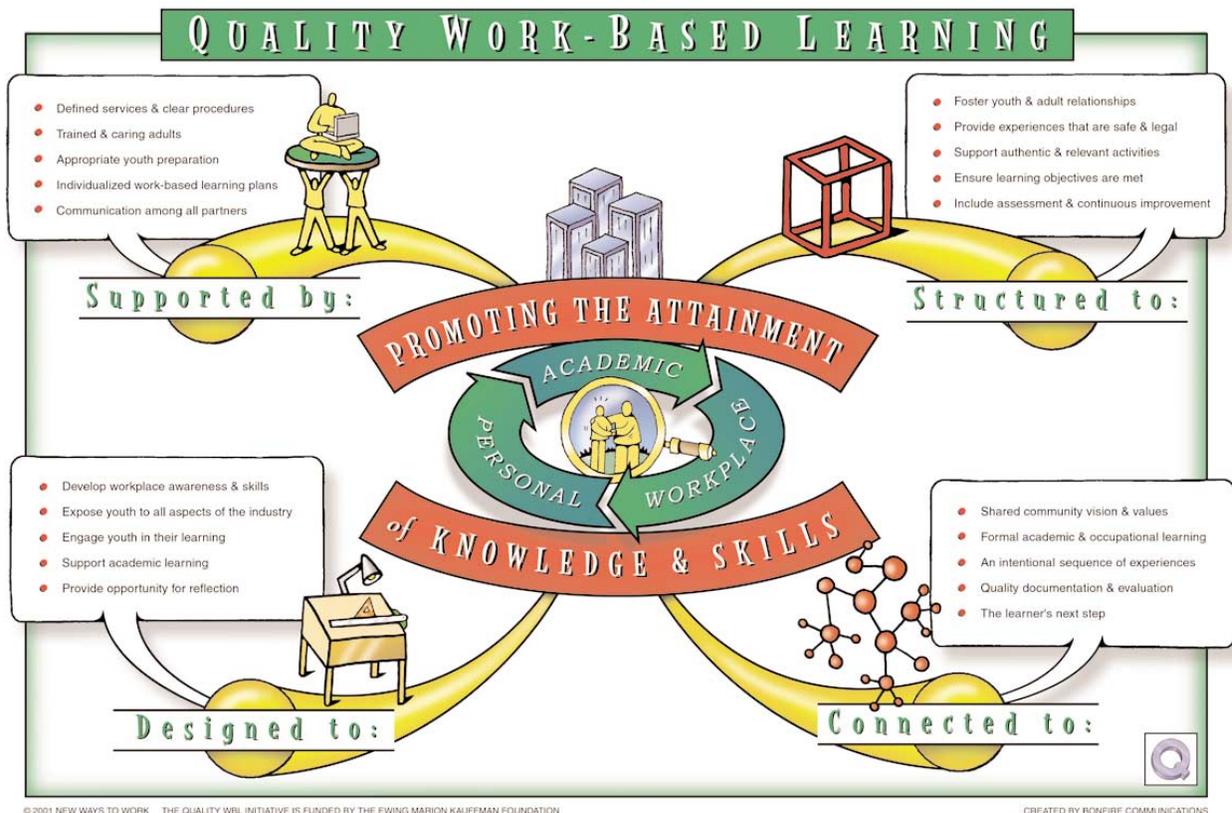
The mission of Kansas School-to-Career is to provide an education empowering students to make confident choices that will ensure economic independence and a successful career. The goal of the School-to-Career initiative is to enhance education and provide access to comprehensive career development for 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:

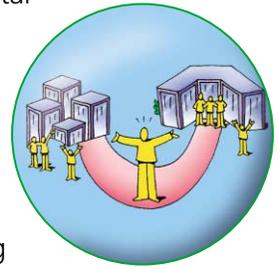
- Be developmentally appropriate;
- Include an orientation for all parties;
- Identify learning objectives;
- Explore all aspects of the industry;
- Develop the SCANS⁵ competencies;
- Assess student performance;
- Provide opportunities for reflection;
- Link to the student's next step;
- Be documented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

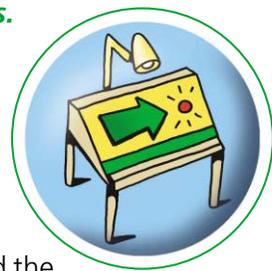


In general, unpaid work-based learning experiences are considered part of the school program and as such are subject to similar standards as a field trip. In all cases, parental permission slips are needed. These permission slips indicate liability during transportation and field trip experiences. Students 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.



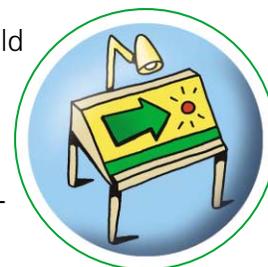
Teachers play an important role in communicating with workplace supervisors to help balance the desired learning and educational objectives with the needs and resources of the workplace. Teachers help make connections between what students learn at the workplace and what they learn in the classroom.

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.



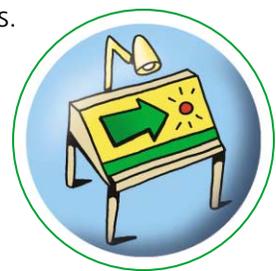
Number of Hours that Students May Work

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*

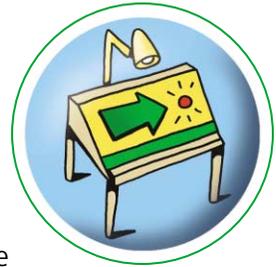
Baltimore City Fire Cadet Program in Maryland, is a three-phase initiative that begins during the summer between the junior and senior year of high school. This year-long intensive training and professional development internship that combines academic learning with work-based learning. Cadets complete 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

Quality Work-Based Learning Toolkit

Kansas City, Kansas Public Schools



*How-To Guide for
Workplace Tours*

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DEVELOPING WORKPLACE TOURS



Introduction

This *How-to Guide for Workplace Tours* is a step-by-step guide to developing workplace tours for groups of students that interest and benefit students, workplace partners and teachers. It is part of The *Quality Work-Based Learning Toolkit*, which provides teachers with everything they need to create quality, safe and legal work-based learning experiences for students.

The following toolkit sections supplement this guide:

- ✓ *Creating Quality Work-Based Learning* 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.
- ✓ The *How-to Guides for 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* points to additional materials and organizations that support Quality Work-Based Learning programs.

Workplace Tours Overview

A workplace tour is a career awareness activity in which students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress. It is conducted at a workplace for small groups of students and should involve preparation in the classroom, including research by the student. All workplace tours should include structured activity before, during and after the experience. These activities help ensure that all involved parties have meaningful, productive experiences that result in enriched student learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential and communication and support for the student and workplace host will help ensure success.

TEACHER CHECKLIST FOR WORKPLACE TOUR DEVELOPMENT

Use this checklist as a quick reference to ensure you have completed all the steps defined in this How-to Guide.

Before the Workplace Tour

- Review the *Workplace Tour* factsheet.
- Assess how a workplace tour can support your teaching and curriculum goals.
- Select appropriate businesses for tours.
- Confirm logistics.
- Collect signed *Work-Based Learning Permission* forms.
- Prepare students to maximize their learning.

During the Workplace Tour

- Ensure that students receive instruction in workplace safety.
- Arrange for students to experience the tour in small groups.
- Expose students to all aspects of the industry.
- Arrange for students to speak to employees with different levels of responsibility.
- Collect signed *Work-Based Learning Permission* forms.
- Prepare students to maximize their learning.

After the Workplace Tour

- Provide individual and group reflection exercises.
- Help students make the connection between academics and the workplace.
- Have students write thank you-letters to workplace host.
- Support students in determining the next step in learning about careers.
- Utilize employer and student feedback to inform continuous improvement.

Before the Workplace Tour

Review the *Workplace Tour Factsheet*.

The *Workplace Tour* factsheet is a quick reference guide that outlines the work-based learning experience.

Assess how a workplace tour can support your teaching and curriculum goals.

Workplace tours can provide the context for your curriculum that will help students understand the application of academic concepts to a workplace situation. Workplace tours provide exposure to careers and jobs and help students build occupational knowledge.

Select appropriate businesses for tours.

Workplace tours are ideal opportunities to connect academic learning to the world of work. The Business/Education Coalition (BEC) at the Kansas City, Kansas Area Chamber of Commerce annually publishes a guidebook of businesses that host tours for school groups. This guidebook provides contact information, descriptions of the kinds of tours each business hosts and scheduling information. The *BEC* factsheet provides more information about the Business/Education Coalition. Information on accessing any of their services can be found on the coalition web site at www.kckchamber.com/bec.

Phone: (913) 371-3070, fax: (913) 371-3732, e-mail: bec@kckchamber.com.

PathFinder is another resource for finding workplace tours. To review PathFinder options, go to www.be2.org and click on "PathFinder", then enter "PathFinder", then "Community Participants". Select "Work Place Tours" under "Types of Opportunities" and indicate "Career Cluster" and "Grade Levels" for students, then you may search and view opportunities. Look for the "AAA Locator" if you are having problems finding the opportunities you want.

In order to be able to make a request online, you'll have to be registered with PathFinder. Once you have logged into PathFinder, click on "Sign Me Up" and follow the directions. You will then be given your password, and within twenty-four hours your account will be activated. The PathFinder factsheet lists contact information and other ways to use the service.

Confirm logistics.

Ensure transportation arrangements are made for students and staff. District policies about automobile and bus transportation and other options are outlined in the *Transportation for Work-Based Learning* factsheet. Check with the contact person at the workplace to ensure logistical details are arranged.

Locate the proper building entry and make sure that staff at the school site have a phone number at the workplace where the group can be reached in an emergency. Confirm dress requirements for the tour and ensure that any special accommodations needed for students and staff are arranged in advance. Confirm how many students and staff will be attending and share the information with the workplace host.

Collect signed *Work-Based Learning Permission forms*.

Written permission is required for all workplace tours.

Prepare students to maximize learning.

Helping students develop a context for the workplace tour maximizes their learning once they are at the workplace. There are several ways to do this.

- Discuss expectations for the experience and what the students may learn beforehand.
- Discuss behavioral expectations that will allow students to make the most out of the activity.
- Discuss what students know about the company and how the industry impacts them.
- Support students in research of the company and the industry so that they can ask meaningful questions during the workplace tour.
- Have students prepare questions and individual learning objectives that they would like to accomplish during the workplace tour.

Also, introduce frameworks and materials that will help students organize what they learn at the workplace. These frameworks include the SCANS¹ skills and All Aspects of an Industry.



Tools

- All Aspects of an Industry
- SCANS Skills Assessment
- SCANS Skills Assessment Class Activity
- Student Job Shadow Expectations Sheet
- Work-Based Learning Permission Form
- Workplace Safety Curricula



Factsheets

- Business/Education Coalition (BEC)
- Business/Education Expectations (BE²)
- Transportation for Work-Based Learning
- PathFinder
- Workplace Tour

¹ 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.

During the Workplace Tour

Ensure that students receive instruction in workplace safety.

Safety is a critical concern when bringing students to the workplace. Have the workplace host include a safety talk in his or her opening remarks. Students should be provided with appropriate safety gear and equipment for the workplace tour. When you provide safety instruction prior to the visit, you can instruct students to look for potential hazards during the tour. In addition to being a crucial safety measure, this instruction can raise students' awareness about safety in other environments. A classroom discussion after the tour is an important part of this process.

Arrange for students to experience the tour in small groups.

When possible, arrange for students to tour in smaller groups (three to six students). This allows students to become comfortable with their guide and maximizes the likelihood that they will ask questions and engage in dialogue. A rotating agenda for the day with different groups participating in several kinds of activities and interacting with different employees is ideal.

Expose students to all aspects of the industry.

All Aspects of an Industry provides a handy framework for a workplace tour. In addition to helping workplace hosts think about how to design a wide range of exposures for students, an All Aspects of an Industry structure for the tour provides students who may not be interested in a career in this particular field to learn about roles and issues that are common to all industries. A workplace tour can be structured so that students spend some time in each department or unit of the workplace learning about the issues that are important to them. The *All Aspects of an Industry Investigative Interview* can be used as part of a workplace tour.

Arrange for students to speak to employees with different levels of responsibility.

Whether a student has aspirations to earn a college degree, pursue an industry certificate or get technical training, the workplace tour can provide them with exposure to people with various levels of responsibility and education. Whenever possible, ensure that students have an opportunity to see the wide variety of career opportunities at the workplace.



Tools

- All Aspects of an Industry
- All Aspects Investigative Interview
- B-Safe Safety Checklist
- Informational Interview



Factsheets

- Addressing Sexual Harassment in the Workplace
- Laws Pertaining to the Employment of Students
- Occupational Safety and Health Administration

After the Workplace Tour

Provide individual and group reflection exercises.

Reflection promotes self-awareness and personal assessment and helps students to internalize the learning that has happened during the tour. When you provide for adequate reflection, you ensure that students have the opportunity to examine the experience so that they can form understanding of the workplace and extend that understanding to other situations. Reflection helps students to "own" the knowledge they have acquired. *Building the Classroom Connection* provides more information about reflection and several ideas on how to structure activities in the classroom.

Help students make the connection between academics and the workplace.

It is important that students have the opportunity to make the connection between their studies and the workplace tour. You can have students work individually or in groups to develop a matrix that shows the connection between the classes they are enrolled in and skills required at the workplace.

Write a thank you letter to the workplace host.

Thank-you letters from students let your workplace partners know that you value their participation in the learning process. Classroom reflection activities work well as a lead-in to writing thank-you notes to the workplace host. Corresponding with workplace partners provides important literacy practice for students and promotes workplace partner participation in the future.

Support students in determining their next step in learning about careers.

Workplace tours provide students an opportunity to discover the elements of building a career. After a workplace tour and reflection activities, students can articulate the next level of questions that this visit has inspired, identify other workplaces they would like to visit and make the educational plans they need to move toward the career of their choice.

Utilize employer and student feedback to inform continuous improvement process.

Students and workplace tour hosts can provide feedback on the experience that will help you support the activity more effectively in the future. Use feedback to refine your program, communication plan or support activities.

Workplace tours can be low stress and high impact when structured carefully to support student learning, workplace partner participation and your own curriculum goals for your class. Following the *Seven Simple Guidelines* outlined in the *Creating Quality Work-Based Learning* section in this toolkit and the checklist outlined in this *How-to Guide for Workplace Tours* will ensure success for all.



Tools

- Work-Based Learning Program Evaluation

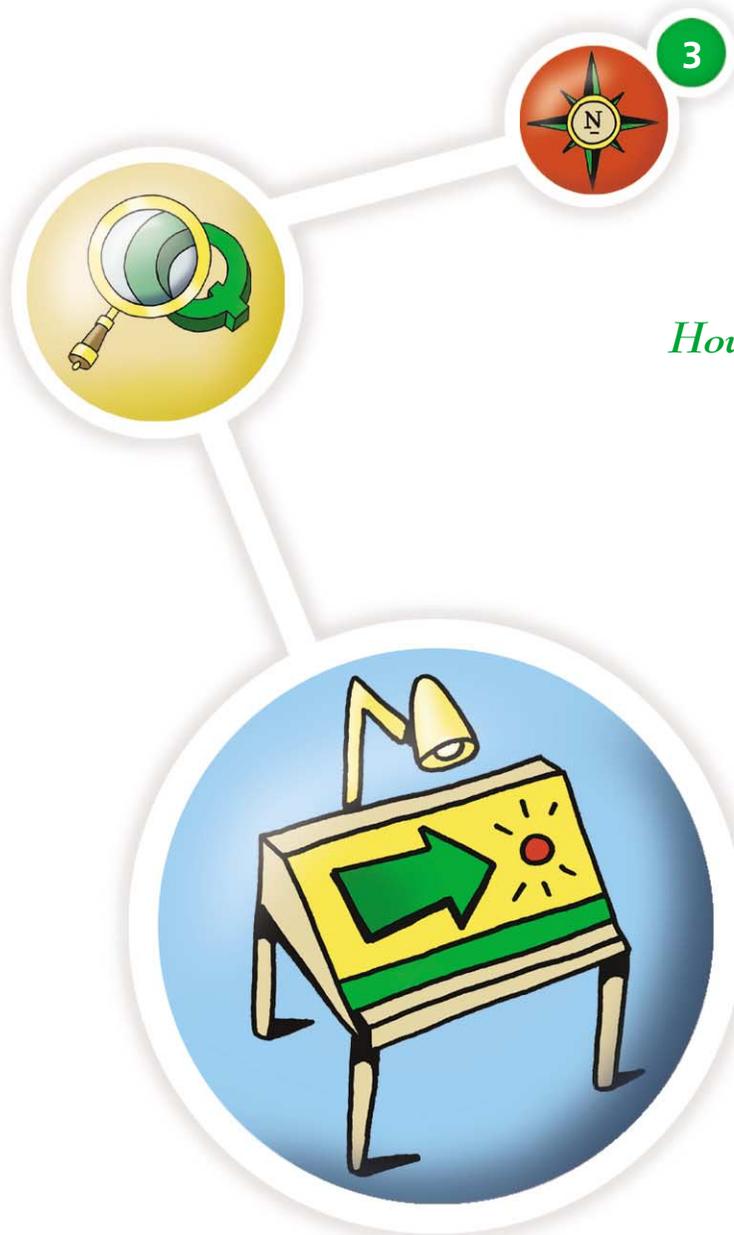
WORKPLACE TOUR MATRIX

This matrix outlines the steps teachers, students and workplace partners should take to ensure a successful experience.

	TEACHERS	STUDENTS	WORKPLACE PARTNERS
Before the Workplace Tour	<p>Review the <i>Workplace Tour Factsheet</i>.</p> <p>Assess how a workplace tour can support your teaching and curriculum goals.</p> <p>Select appropriate businesses for tours.</p> <p>Confirm logistics.</p> <p>Collect signed <i>Work-Based Learning Permission</i> forms.</p> <p>Prepare students to maximize learning.</p>	<p>Research the company or organization that you will visit.</p> <p>Turn in signed <i>Work-Based Learning Permission</i> forms.</p> <p>Find out how to dress and act appropriately at this particular workplace.</p> <p>Develop questions about the work, career opportunities, and connections to academics at this workplace.</p>	<p>Register on Pathfinder and with the Business/Education Coalition to promote tours at your workplace.</p> <p>Let the teacher know who the main contact is, emergency phone numbers at the workplace, and the best place for parking and building entry.</p> <p>Plan to arrange the tour around all aspects of the industry.</p> <p>Determine a structure for the tour that will allow students to be in small groups.</p> <p>Consider how students can speak to employees with different levels of responsibility.</p>
During the Workplace Tour	<p>Arrange for students to experience the tour in small groups.</p> <p>Ensure that students receive instruction in workplace safety.</p> <p>Expose students to all aspects of the industry.</p> <p>Arrange for students to speak to employees with different levels of responsibility.</p>	<p>Pay close attention to safety issues at the workplace.</p> <p>Think about what else you need to know to determine if careers in this industry are for you.</p>	<p>Provide safety orientation to tour group.</p>
After the Workplace Tour	<p>Provide individual and group reflection exercises.</p> <p>Help students make the connection between academics and the industry.</p> <p>Have students write a thank-you letter to workplace host.</p> <p>Support students in determining their next step in learning about careers.</p> <p>Utilize employer and student feedback to inform continuous improvement.</p>	<p>Participate in classroom activities that will help you think about the value of the workplace tour.</p> <p>Compose a specific and professional thank-you note for the workplace host.</p> <p>Complete a <i>Work-Based Learning Program Evaluation</i>.</p>	<p>Complete and return the <i>Work-Based Learning Program Evaluation</i>.</p>

Quality Work-Based Learning Toolkit

Kansas City, Kansas Public Schools



*How-To Guide for
Job Shadows*

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DEVELOPING JOB SHADOWS



Introduction

This *How-to Guide for Job Shadows* is a step-by-step guide to developing job shadows for individuals and groups of students that interest and benefit students, workplace partners and teachers. It 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:

- ✓ *Creating Quality Work-Based Learning* 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.
- ✓ The *How-to Guides for Workplace Tours, 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 to the Workbased 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 workbased learning structures and programs laws and regulations, partners, detailing important information about each topic.
- ✓ The *Quality Work-Based Learning Resource List* points to additional materials and organizations that 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.

Job Shadow Overview

A job shadow is a career exploration activity in which students observe the work day 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. A job shadow should include a tour of the workplace and the opportunity for students to ask questions of the worker being shadowed throughout the day.

All job shadows should include structured activity before, during and after the experience. These activities help ensure that all involved parties have meaningful, productive experiences that result in enriched student learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential and communication and support for the student and workplace partner will help ensure success.

TEACHER CHECKLIST FOR JOB SHADOW DEVELOPMENT

Use this checklist as a quick reference to ensure you have completed all the steps defined in this How-to Guide.

Before the Job Shadow

- Review the *Job Shadow* factsheet.
- Have students identify career interests.
- Assist students in locating placements.
- Supply the workplace partner with information regarding the participating students.
- Confirm logistics.
- Collect signed *Work-Based Learning Permission* forms.
- Prepare students to maximize their learning.

During the Job Shadow

- Ensure that students receive instruction in workplace safety.
- Arrange for students to speak to employees with different levels of responsibility.
- Expose students to all aspects of the industry.

After the Job Shadow

- Provide post-job shadow activities to structure student reflection.
- Help students make the connection between academics and the industry.
- Have students write thank-you letters to workplace host.
- Assist students in determining their next step in learning about careers.
- Utilize workplace partner feedback to inform continuous improvement process.

Before the Job Shadow

Review the Job Shadow Factsheet.

The *Job Shadow* factsheet is located in the *Tools* section of this toolkit. The *Factsheets* are quick reference guides to each type of work-based learning.

Have students identify their career interests.

Job Shadows can be very successful when students are shadowing a position that they think they might want to hold in the future. Assure students that shadowing people in positions they are not familiar with can be rewarding too. Help students think about career options by utilizing career interest surveys such as Career Browser and others identified in the *Resources* section of this toolkit.

Assist students in locating placements.

Job shadows are ideal opportunities to connect academic learning to the world of work. Job shadow experiences are more meaningful when they occur in a career area that interests the student and complements the student's learning. The Business/Education Coalition (BEC) can help you locate job shadow placements for students. The *BEC Factsheet* provides more information about the Business/Education Coalition. Information on accessing any of their services can be found on the coalition web site at www.kckchamber.com/bec. Phone: (913) 371-3070; fax: (913) 371-3732, e-mail: bec@kckchamber.com

PathFinder is another resource for finding job shadow opportunities. To review PathFinder options, go to www.be2.org and click on "Pathfinder", then enter "Pathfinder", then "Community Participants". Select "Job Shadow" under "Types of Opportunities" and indicate "Career Cluster" and "Grade Levels" for students, then you may search and view opportunities. Look for the "AAA Locator" if you are having problems finding the opportunities you want. In order to be able to make a request online, you will have to be registered with PathFinder. Once you have logged into PathFinder, click on "Sign Me Up" and follow the directions. You will then be given your password, and within 24 hours your account will be activated. The *PathFinder* factsheet lists contact information and other ways to use the service.

Supply the workplace partner with information regarding the participating students.

Workplace partners (employers and other potential job shadow hosts) are better able to host students when they have advance information about the students and ideal structures for job shadows. Provide workplace partners with a checklist and other support so that they can plan the most learning-rich experiences possible. *Building the Classroom Connection* includes instruction on how to support workplace partners.

Confirm logistics.

Confirm transportation arrangements for students. District policies about automobile and bus transportation along with other options are outlined in the *Transportation for Work-Based Learning* factsheet. Check with the contact person at the workplace to ensure that logistical details are arranged. Make sure that you have a phone number at the workplace where the student can be reached in an emergency. Confirm dress requirements for the job shadow and ensure that any special accommodations needed for students and staff are arranged in advance. Let the workplace know how many students and staff they can expect for the job shadow.

Collect signed *Work-Based Learning Permission forms*.

Written permission is required for all job shadow experiences. Teachers must also secure permission from the school principal before releasing students to job shadow. See your principal for your school's procedures.

Prepare students to maximize learning.

Helping students develop a context for the job shadow maximizes their learning once the students are at the workplace. *Building the Classroom Connection* provides greater detail on several of the activities listed below.

- Discuss student expectations of the experience and what the student may want to learn.
- Discuss what students know about the company and how it impacts them.
- Support students in researching the company and the industry so that they can ask meaningful questions during the job shadow.
- Have students prepare questions and learning objectives that they would like to accomplish during the job shadow.
- Introduce frameworks and materials that will help students organize what they learn at the workplace. These frameworks include the SCANS skills and All Aspects of an Industry.
- Instruct students in appropriate dress, language and behavior expected in a place of business.
- Discuss behavioral expectations that will allow students to make the most of the job shadow.



Guides

- Building the Classroom Connection



Tools

- All Aspects of an Industry
- Job Shadow Activities for Students
- Sample Job Shadow Day Schedule
- SCANS Skills Assessment
- SCANS Skills Assessment: Classroom Activity
- Student Job Shadow Expectations Sheet
- Work-Based Learning Permission Form



Factsheets

- Business Education Coalition (BEC)
- Business Education Expectations (BE²)
- Job Shadow
- Pathfinder
- Transportation for Work-Based Learning

During the Job Shadow

Ensure that students receive instruction in workplace safety.

Safety is a critical concern when students visit the workplace. Have the workplace partner include a safety talk in his or her opening remarks. Students should be provided with appropriate safety gear and equipment for the job shadow. When you provide safety instruction prior to a job shadowing experience, you can instruct students to look for potential hazards during the shadow. In addition to being a crucial safety measure, this instruction can raise students' awareness about safety in other environments. A classroom discussion after the job shadow is an important part of this process.

Arrange for students to speak to employees with different levels of responsibility.

All Aspects of an Industry provides a handy framework for a job shadow. In addition to helping workplace hosts think about how to design a wide range of exposures for students, an All Aspects of an Industry structure for the shadow provides students who may not be interested in a career in this particular field to learn about roles and issues that are common to all industries. A rotational job shadow can be structured so that students spend some time in each division learning about the issues that are important to them. The *All Aspects of an Industry Investigative Interview* tool can be used as part of a job shadow experience.



Tools

- All Aspects of an Industry
- All Aspects Investigative Interview
- B-Safe Safety Checklist
- Job Shadow Activities for Students
- Workplace Safety Curricula



Factsheets

- Addressing Sexual Harassment in the Workplace
- Laws Pertaining to Employment of Students
- Occupational Safety and Health Administration

After the Job Shadow

Provide post-job shadow activities to structure student reflection.

Reflection promotes self-awareness and personal assessment and helps students internalize the learning that has occurred during the job shadow. When you provide for adequate reflection, you ensure that students have the opportunity to examine the experience, form an understanding of what they have observed and extend that understanding to other situations. Reflection helps students to "own" the knowledge they have acquired. *Building the Classroom Connection* provides more information about reflection and several ideas on how to structure activities in the classroom.

Help students make the connection between academics and the industry.

It is important that students have an opportunity to make the connection between their studies and the job shadow experience. You can have students work individually or in groups to develop a matrix that shows the connection between the classes they are enrolled in and the skills required at the workplace.

Write a thank-you letter to the workplace host.

Thank-you letters from students let your workplace partners know that you value their participation in the learning process. Classroom reflection activities work well as a lead-in to writing thank-you notes to the workplace host. Corresponding with workplace partners provides important literacy practice for students and promotes partner participation in the future.

Determine the next step in their learning about careers.

Job shadowing provides students an opportunity to discover the elements of building a career. After a job shadow and reflection activities, students can articulate the next level of questions that this visit has inspired, identify other workplaces they would like to visit and make the educational plans they need to move toward the career of their choice.

Utilize employer and student feedback to inform continuous improvement process.

Students and job shadow hosts can provide feedback on the experience that will help you support them more effectively in the future. Have students and workplace partners complete the *Work-Based Learning Program Evaluation* to assist you in continuous improvement.

Job shadows can be low-stress and high-impact when structured carefully to support student learning, workplace partner participation and your own curriculum goals for your class. Following the Seven Simple Guidelines outlined in *Creating Quality Work-Based Learning* and the checklist in this *How-to Guide for Job Shadows* will ensure success for all.



Guides

- Building the Classroom Connection



Tools

- Work-Based Learning Program Evaluation

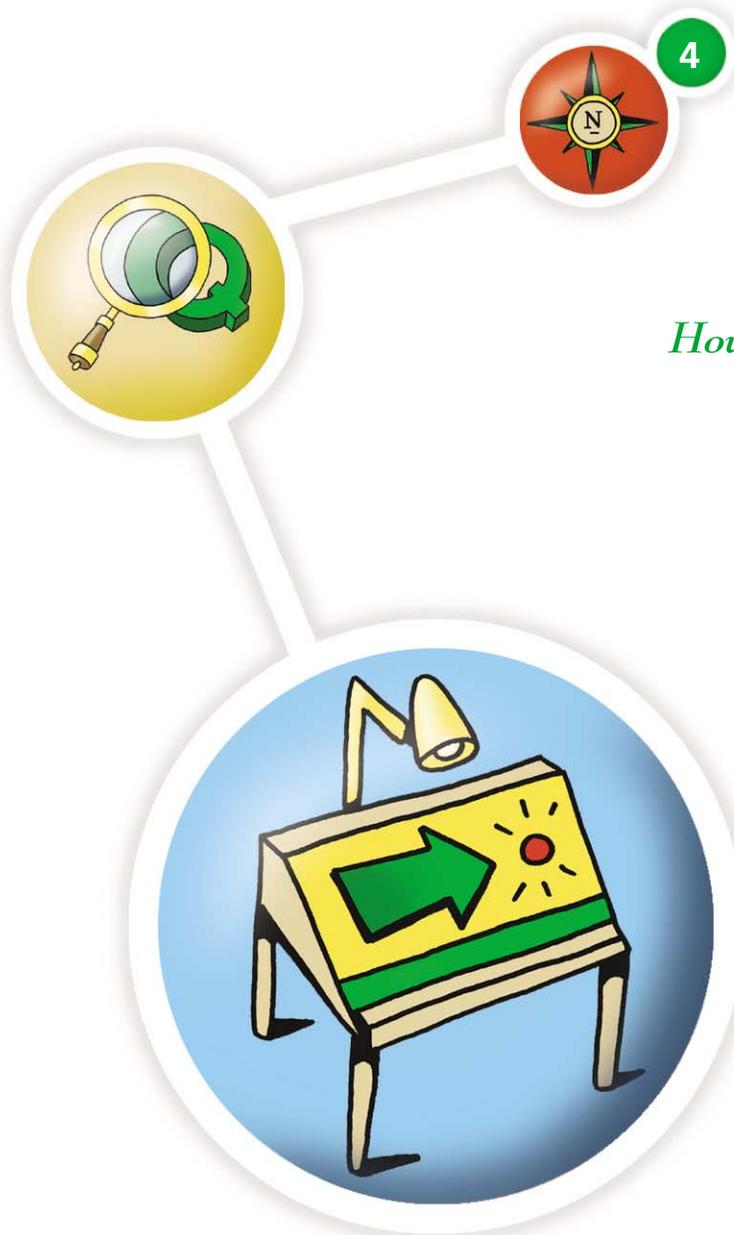
JOB SHADOW MATRIX

This matrix outlines the steps that teachers, students and workplace partners should take to ensure a successful work-based learning experience.

	CHECKLIST FOR TEACHERS	CHECKLIST FOR STUDENTS	CHECKLIST FOR WORKPLACE PARTNERS
Before the Job Shadow	<p>Review the <i>Job Shadow</i> factsheet.</p> <p>Have students identify career interests.</p> <p>Assist students in locating placements.</p> <p>Supply the workplace partner with information regarding the participating students.</p> <p>Confirm logistics.</p> <p>Collect signed <i>Work-Based Learning Permission</i> forms.</p> <p>Prepare students to maximize learning.</p>	<p>Locate placement for job shadow.</p> <p>Participate in pre-job shadow classroom activities.</p> <p>Turn in signed <i>Work-Based Learning Permission</i> form.</p>	<p>Prepare for the student visits.</p> <p>Establish the schedule with the teacher. Allow students to shadow for a pre-determined period of time.</p>
During the Job Shadow	<p>Ensure that students receive instruction in workplace safety.</p> <p>Arrange for students to be exposed to all aspects of the industry.</p>	<p>Arrive at workplace appropriately dressed and on time.</p> <p>Be observant and ask appropriate questions.</p> <p>Comply with all health, safety, and environmental standards and regulations.</p>	<p>Provide students an opportunity to see all aspects of your industry.</p> <p>Highlight employability and academic skills used on the job and help connect those skills to student learning at school.</p> <p>Adhere to all applicable child labor laws.</p> <p>Arrange for hands-on experiences, if applicable.</p>
After the Job Shadow	<p>Provide post-job shadow activities to structure student reflection.</p> <p>Utilize student and workplace partner feedback to inform the continuous improvement process.</p>	<p>Write a thank-you note to the workplace host.</p> <p>Complete a <i>Work-Based Learning Program Evaluation</i> so that the program can be improved in the future.</p>	<p>Accommodate special needs.</p> <p>Complete a <i>Work-Based Learning Program Evaluation</i> so that the program can be improved in the future.</p>

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How-To Guide for Internships

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DEVELOPING INTERNSHIPS



Introduction

This *How-to Guide for Internships* is a step-by-step guide to developing quality internships that work for the student, the workplace partner and the teacher. It is part of the *Quality Work-Based Learning Toolkit*, which provides teachers with everything they need to create quality, safe and legal work-based learning experiences for students.

The following toolkit sections supplement this guide:

- ✓ The *Creating Quality Work-Based Learning* guide lays the foundation for developing any work-based learning experience. Seven Simple Guidelines focus on the "must-haves" for quality experiences.
- ✓ A collection of *Factsheets* provides overviews of work-based learning structures and programs, laws and regulations, and partners, and the *Resources* list can guide you to additional materials and organizations.
- ✓ The *How-to Guides for Workplace Tours, Job Shadows* 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.
- ✓ In *Building the Classroom Connection*, you will find strategies for connecting workplace experiences to classroom lessons and activities.
- ✓ The *Teacher Guide to the Work-Based Learning Plan* provides instructions for helping students and workplace partners write learning objectives and evaluate student performance. *Workplace Partner* and *Student Guides to the Work-Based Learning Plan* detail the learning objective development process.
- ✓ The *Tools* section of this toolkit contains supporting materials, including forms, classroom assignments and items to assist workplace partners.

¹ See the *Laws Pertaining to the Employment of Students Factsheet* for more detailed information.

Internship Overview

An internship is a highly structured, time-limited career preparation activity in which students are placed at a workplace for a defined period of time to participate in and observe work firsthand within a given industry. Unlike work experience, internships often allow students to rotate through a number of departments and job functions. Internships may be paid or unpaid, depending on whether the student is performing productive work for the employer.¹ They are designed to give students hands-on experience, providing them with a deeper understanding of the occupation and industry.

Internships are designed to promote:

- Exploration of a field of interest;
- Exposure to careers and jobs;
- Building occupational knowledge; and
- Building technical skills.

Internships are intended to enhance workplace knowledge and workplace awareness. They help build the skills required for specific occupations by exposing students to all aspects of the industry² and the multiple career options available at a workplace. Internships engage students in their own learning and provide multiple opportunities for reflection on the experience, both verbally and in writing. Quality internships are designed to directly support academic learning.

Internships in the Kansas City, Kansas Public Schools include the work-based learning components of on-the-job training programs within the Career and Technical Education division in business and marketing as well as Health Careers Exploration II and World of Work in Hospitality. Within the Special Education division, programs include Work-Sample and Work-Study, and within the Small Learning Communities, the Career Development Internships that are available for seniors. All internship programs in the Kansas City, Kansas Public Schools utilize the *Work-Based Learning Plan and Evaluation* tool.

All internships should include structured activity before, during and after the program. These activities help ensure that all involved parties have meaningful, productive experiences that result in enriched student learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential and communication and support for the student and worksite supervisor will help ensure success.

² 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 *Tools* section for a detailed list of the aspects.

TEACHER CHECKLIST FOR INTERNSHIP DEVELOPMENT

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this How-to Guide.

Before the Internship

- Review the *Internship Factsheet* and individual *Program Factsheets* for specific information regarding the type of internships your students will participate in.
- Identify interested and qualified students.
- Secure placement for students.
- Distribute the *Work-Based Learning Permission Form* and *Work-Based Learning Contract*.
- Meet with students to clarify grading standards using the *Internship Grading Rubric*.
- Determine a communication strategy for the experience.

During the Internship

- Prepare students to write learning objectives with worksite supervisors.
- Prepare students to be safety and health conscious.
- Support students' development of their learning objectives through class activity.
- Meet with students and worksite supervisors at their workplaces and observe workplace activities. Finalize work-based learning plans, confirm your communication strategy and make appointments for future visits.
- Coordinate and implement concurrent learning activities at school.
- Maintain ongoing communication with workplace partner and/or worksite supervisor. Review the *Teacher Tip Sheet* for suggestions.
- Communicate with the worksite supervisor and monitor workplace activities according to schedule.

After the Internship

- Meet with the worksite supervisor and student to analyze the experience and complete the student evaluation.
- Meet with students to discuss the *Internship Grading Rubric* and students' overall grades.
- Provide classroom experiences that help students make the connection between this internship and their next steps.
- Document and record the experience.
- Send one copy of the *Work-Based Learning Plan and Evaluation*, *Work-Based Learning Permission Form* and *Work-Based Learning Contract* for each enrolled student to Susan Englemann, Coordinator of Career and Technical Programs, Office of Career and Technical Education. Phone: (913) 279-2215, E-mail: suengel@kckps.org.

Before the Internship

Review the *Internship Factsheet* and individual *Program Factsheets* for specific information regarding the types of internships your students will be participating in.

Identify interested and qualified students.

Internships are most successful when students are motivated to participate and prepared to learn. Have a plan for how you will recruit students who want to take part in meaningful work-based learning experiences. Ask students to apply for the opportunity your class or program offers—this application process lets students know what you expect from them and what they can expect from the program.

Secure placements for students.

In many on-the-job training programs, students already have paid placements. This can work especially well for internships when the workplace partner and worksite supervisor are willing to participate in the program. The *Difference Between Jobs and Internships* can help employers understand how to make the transition with their current student employees.

If placement assistance is needed, contact the Business/Education Coalition at the Kansas City Kansas Area Chamber of Commerce or Business/Education Expectation (BE²) at the Learning Exchange for assistance.

The Business/Education Coalition is operated by the Kansas City, Kansas Area Chamber of Commerce to bring together the resources of business and education to improve our future workforce. The coalition links hundreds of businesses with schools each year. While the coalition has a strong foundation of chamber members and Wyandotte County businesses, participation is not limited to these groups. Contact and other relevant information is provided on the *Business/Education Coalition* factsheet.

The Business/Education Expectations (BE²) Partnership at the Learning Exchange is a bi-state regional effort designed to help students acquire the skills, knowledge and attitudes they need to succeed in a rapidly changing world. The partnership involves employers, school districts, labor groups and parent and community organizations to help students explore career options and acquire essential skills and attitudes. BE² operates PathFinder, the secure, easy-to-use online school-to-career information management, storage and searching system. It is designed to help workplace partners, students, parents and school coordinators share career information and access work-based learning opportunities across the region. Contact and other relevant information is listed on the *Business/Education Expectations (BE²) Partnership at the Learning Exchange* factsheet.

Distribute *Work-Based Learning Permission Form* and *Work-Based Learning Contract*.

When students participate in learning opportunities outside the classroom, it is important to ensure that the expectations of all parties are clear and agreed upon. The *Work-Based Learning Permission Form* and the agreement to roles and responsibilities outlined in the *Work-Based Learning Contract* clarify up front what is expected of all partners. Sign documents yourself and distribute the documents to students, parents/guardians and workplace partners.

Coordinate and implement orientation activities for students.

Students benefit more from work-based learning when they have spent some time assessing their own skills and needs. During the classroom orientation you can help students with this process and teach them how to develop learning objectives and draft their *Work-Based Learning Plans*. At this point students should demonstrate that they are prepared to enter the workplace understanding appropriate dress, timeliness and communication strategies. The classroom orientation is also a good time to introduce safety standards and child labor laws.

Meet with students to clarify grading standards using the *Internship Grading Rubric*.

Setting the evaluation parameters with students ahead of time gives them the information they need to plan for their own success. Spend some time discussing the grading structure within the internship program. The *Internship Grading Rubric* allows you to set priorities for evaluation so students understand how their work will be measured and reflected in their grade. It is not necessary that the components be weighted exactly the same for all students. This rubric, and the process of discussing with each student his/her own particular learning needs, allows for fair evaluation of students within the internship framework.

Determine a communication strategy for the experience.

Communication between all partners is critical for success. Sharing e-mail addresses, fax numbers and phone numbers as early as possible is important. In addition, it is helpful to have a conversation about the best times to contact each other. Ideally, the student, teacher and worksite supervisor should feel comfortable contacting one another whenever the need arises.

Make sure everyone understands who the key contact person at the workplace will be and who will monitor student progress. Communicate the number and type of visits the worksite supervisor can expect. Arrange for the initial face-to-face appointment to occur with both the student and the worksite supervisor. Sometimes it is difficult to arrange appointments with both the worksite supervisor and the student at the same time, but it is very important that you make every attempt to do so. These meetings are not just about monitoring and compliance, but can be rich opportunities for assuring the success of the experience for all parties.

After you have secured placements, students should contact their worksite supervisors to set up an appointment for their workplace orientations. At these orientations, students will also discuss their learning objectives with their worksite supervisors.

Collect the signed *Work-Based Learning Permission Form* and *Work-Based Learning Contract* from enrolled students. Keep these in your files until the end of the semester.

These documents are important to have on hand as they are the legal supports for having students participate in off-campus learning opportunities. At the end of the semester, send the documents to the Career and Technical Education office to be filed with the students' *Work-Based Learning Plan and Evaluation*.

Review *Building the Classroom Connection*.

Building the Classroom Connection provides information and activities that can be used in the classroom to support learning at the workplace. As you review the suggested activities, be thinking about how you can structure classroom experiences to help students benefit more from work-based learning experiences.

Review the *Teacher Guide for the Work-Based Learning Plan*.

The Work-Based Learning Plan becomes the map for learning at the workplace. It helps focus students and the worksite supervisor on the learning objectives that can be accomplished during the internship, provides an evaluation tool that can support students' ongoing skill development and helps both the student and worksite supervisor keep their eyes on the prize—student learning and achievement.



Guides

- Building the Classroom Connection
- Teacher Guide to the Work-Based Learning Plan
- Student Guide to the Work-Based Learning Plan



Tools

- All Aspects of an Industry
- Confirm Your Interview
- The Difference Between Jobs and Internships
- Frequently Asked Questions about Student Internships
- Internship Application
- Internship Grading Rubric
- Pre-Internship Worksite Supervisor Interview
- SCANS Skills Assessment
- SCANS Skills Assessment: Classroom Activity
- Student Learning Objectives Worksheet
- Student Pre-Internship Worksheet
- Work-Based Learning Contract
- Work-Based Learning Plan and Evaluation (WBL Plan)
- Work-Based Learning Permission Form
- Workplace Partner Guide to Successful Internships
- Workplace Partner Internship Cover Letter
- Workplace Safety Curricula



Factsheets

- Business Education Coalition (BEC)
- Business Education Expectations (BE²)
- Internship
- Pathfinder



Resources

- SCANS Skills Glossary and Evaluation Handbook

During the Internship

Prepare students to write learning objectives with their supervisors.

Students will meet with their worksite supervisors for a workplace orientation and to refine learning objectives. Provide students and the workplace partners with the *Student* and *Workplace Partner Guides to the Work-Based Learning Plan* to help them develop meaningful learning objectives. Make sure both the students and supervisors understand the purpose of the meeting and are prepared to complete the plan.

Prepare students to be safety and health conscious.

Issues of health and safety are crucial in the workplace, whether students are visiting for a short period (as in a workplace tour or job shadow) or spending time over several weeks or months. Students should be provided with appropriate safety gear and equipment during their internship. The *B-Safe Safety Checklist* provides workplace partners with a guide to safety issues that need to be kept in mind when they have student interns.

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. Students 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 prepare students to ask their supervisor questions about safety.

Sample Questions for a Student to Ask a Supervisor

- Are there any potential hazards in the workplace I should be aware of?
- What are my safety and health responsibilities?
- Will I need to use any safety equipment, and if I do, when will I receive training about its use?
- Is there someone I should talk to if I have a safety and health question?
- What do I do if I see something I think is dangerous?
- What do I do if I get hurt at work?

Support students' refinement of their learning objectives through class activity.

After students have written their learning objectives and reviewed them with their worksite supervisors, it is a good idea to have a final class activity in order to refine the learning objectives prior to completion of the *Work-Based Learning Plan*. The first time a student or a worksite supervisor develops learning objectives can be challenging. Classroom support through activities such as peer editing, role-playing and discussion can help build confidence and competence for students.

Meet with the student and worksite supervisor at the workplace.

Try to arrange to meet face-to-face with both student and worksite supervisor to finalize the *Work-Based Learning Plan*, confirm a communication schedule and make appointments for future visits. You can give the worksite supervisor a packet of additional support materials such as the *Workplace Partner Guide to Successful Internships*, *Frequently Asked Questions About Student Internships* and the *B-Safe Safety Checklist*. This visit is also an excellent time to observe workplace activities and support the worksite supervisor in developing learning-rich experiences for the student. Take advantage of your visit to the workplace to become familiar with the particular strengths and challenges of the placement. As you lead classroom discussions and communicate with the student interns on an ongoing basis, your ability to cite examples from actual placements will make the content of the classwork more meaningful to the students.

Coordinate and implement concurrent learning activities at school.

The classroom component of work-based learning continues to be important throughout the experience. Ongoing reflection activities, career exploration and development of workplace skills provide the school-based support to work-based learning. Several activities are outlined in *Building the Classroom Connection*.

Maintain communication with workplace partner and/or worksite supervisor.

Worksite supervisors are our partners in education; they do more than just supervise young employees. It is important to provide them with the support and encouragement they need. Let supervisors know about the classroom activities students are engaged in that can support their learning at the workplace. Keep them informed of the academic concepts students are working with at school so that workplace opportunities can reinforce student learning. There are several activities and supportive materials included in this toolkit for you to draw from and share with your workplace partners.

Communicate with worksite supervisor and monitor workplace activities according to schedule.

If you have calendared several workplace meetings at the beginning of the internship, make sure you keep them. Call the supervisor several days ahead of your visit to confirm that both the supervisor and the student will be available to meet. Focus on the *Work-Based Learning Plan* as a reference point when you visit, and give the student an opportunity to talk about both intended and unplanned learning that has occurred.



Guides

- Building the Classroom Connection
- Teacher Guide to the Work-Based Learning Plan
- Student Guide to the Work-Based Learning Plan
- Workplace Partner Guide to the Work-Based Learning Plan



Tools

- All Aspects Investigative Interview
- All Aspects of an Industry
- All Aspects Problem-Based Learning Activities
- B-Safe Safety Checklist
- The Difference Between Jobs and Internships
- Informational Interview
- Internship Journal
- Internship Orientation Checklist
- Portfolio Rubric
- SCANS Skills Assessment
- SCANS Skills Assessment: Classroom Activity
- Student Learning Objectives Worksheet
- Teacher Notes and Evaluation Worksheet
- Teacher Tip Sheet
- Work-Based Learning Plan and Evaluation Sample
- Work-Based Learning Plan and Evaluation (WBL Plan)
- Workplace Partner Guide to Successful Internships
- Workplace Safety Curricula



Factsheets

- Laws Pertaining to Employment of Students



Resources

- SCANS Skills Glossary and Evaluation Handbook

After the Internship

Meet with the workplace partner and student to analyze the experience and complete the evaluation.

A final meeting with the student and worksite supervisor will create a space for learning-rich reflection in which each person can benefit from hearing how the experience was for others. Have both the worksite supervisor and the student complete the *Work-Based Learning Program Evaluation* so that you can evaluate how to modify the structure or timeline in the future. It will also be valuable to incorporate the student's next step into the discussion, asking students to reflect on how this experience has shaped their future goals and influenced their perspective.

Meet with students to discuss the *Internship Grading Rubric* and the student's overall grade in the course.

Review the *Internship Grading Rubric* you discussed with students at the beginning of the semester and discuss how the student has been graded. Use this time to encourage further examination of the student's experiences, asking about connections to academics and future career goals. Have students complete the *Work-Based Learning Program Evaluation* to get feedback on the entire program. Discuss suggestions for future internship opportunities with students.

Provide classroom experiences that help students make the connection between this internship and their next step.

Reflection activities help students make the most of their experiences. Guide students in re-crafting their resumes and writing about their career plans and the next steps they need to take to keep moving on their own career path.

Document and record the experience.

Issue a document or certificate to students who successfully complete internships. This documentation validates the experience and can be included in student portfolios. Send one copy of the *Work-Based Learning Plan and Evaluation Form*, *Work-Based Learning Permission Form* and *Work-Based Learning Contract* for each enrolled student to Susan Englemann, Coordinator of Career and Technical Programs, Office of Career and Technical Education. Phone: (913) 279-2215, E-mail: suengel@kckps.org.



Tools

- Internship Grading Rubric
- Teacher Notes and Evaluation Worksheet
- Work-Based Learning Program Evaluation

INTERNSHIP ACTIVITY MATRIX

Internships are experiences that require ongoing commitments from several people. The chart below briefly outlines the roles and responsibilities of the partners and the general timing for the activities.

	TEACHERS	STUDENTS	WORKPLACE PARTNERS
Before the Internship Begins	Identify interested and qualified students.	Apply for internship program.	Indicate interest in having an intern.
	Secure placement for students. If a placement is needed, contact New Century Connections or Learning Exchange for assistance (See <i>PathFinder</i> and <i>BEC Factsheets</i>).	If you need help finding an internship placement, let your teacher know.	Register internship and employment opportunities on PathFinder or with the Business/Education Coalition.
	Distribute <i>Work-Based Learning Permission Form</i> and <i>Work-Based Learning Contract</i> .	Let teacher know when you have secured a placement.	Interview and select or hire student intern.
	Coordinate and implement orientation activities for students.	Turn in all signed parent permission forms.	Determine who will be the person working most closely with the student and the teacher. Inform other staff that a student intern will be at the workplace.
	Meet with students to clarify grading standards using <i>Internship Grading Rubric</i> .	Complete student self-assessment and other assignments.	
	Collect signed <i>Work-Based Learning Permission</i> forms and <i>Work-Based Learning Contracts</i> .	Provide any contact information for your worksite supervisor that you can to your teacher.	Provide workplace orientation for student intern. Review informational packet provided to you by the teacher.
	Determine a communication strategy for the internship.	Attend workplace orientation and interview your worksite supervisor. Based on your interview, begin to draft learning objectives, using your <i>Student Guide to the Work-Based Learning Plan</i> .	Consider opportunities for the student to develop workplace (SCANS) competencies and to get exposure to all aspects of your industry. Review your <i>Workplace Partner Guide to the Work-Based Learning Plan</i> .
Review <i>Building the Classroom Connection</i> and <i>Teacher Guide to the Work-Based Learning Plan</i> .			
Prepare students to write learning objectives.			
During the First Three Weeks of the Internship	Support students' refinement of their learning objectives through classroom activity.	Develop learning objectives and discuss them with your worksite supervisor.	Work with student to develop work-based learning objectives.
	Meet with student and worksite supervisor at the workplace for initial visit. Agree to a communication strategy. Finalize the <i>Work-Based Learning Plan</i> .	Meet with your teacher and worksite supervisor to finalize the <i>Work-Based Learning Plan</i> .	Be on the lookout for opportunities at the workplace that will support the student's academic and workplace skill development. Meet with teacher and student intern to finalize <i>WBL Plan</i> and communication strategy.
During the Internship	Coordinate and implement concurrent learning activities at school. Support students in working toward workplace learning objectives.	Participate in ongoing reflection activities and skill building classroom assignments.	Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections.
	Maintain ongoing communication with worksite supervisor.	Reflect on the connection between what is learned at school and at the workplace. Work toward learning objectives. When you have mastered an objective, create a new one.	Assist student in working toward learning objectives. When students master or complete an objective, help them to craft another.
At the End of the Internship	Meet with worksite supervisor and student to discuss and complete <i>Work-Based Learning Plan</i> evaluation. Incorporate discussion of the student's next step in this discussion.	Complete self-evaluation and reflection activities. Meet with your worksite supervisor and teacher to discuss your next steps.	Meet with teacher and student to complete final evaluation of the student. Make the connection to the student's next step.
	Provide classroom experiences that help students make the connection between this internship and their next step.		
	Meet with students to discuss <i>WBL Evaluation</i> and students' overall grades in the course. Send appropriate documentation to office of Career and Technical Education c/o Susan Engemann.	Complete and send a thank-you letter to your worksite supervisor. Update resume based on new skills and experiences gained.	Complete program evaluation and send to district office to support continuous improvement efforts.

Quality Work-Based Learning Toolkit

Kansas City, Kansas Public Schools



*How-To Guide for
Service Learning*

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DEVELOPING SERVICE LEARNING



Introduction

This How-to Guide for Service Learning is a step-by-step guide to developing service learning projects for students in the Kansas City, Kansas Public Schools. It is part of The *Quality Work-Based Learning Toolkit*, which provides teachers with everything they need to create quality, safe and legal work-based learning experiences for students. Several schools in the KCK Public Schools have been awarded service learning grants that support programs in the schools and communities; however, it is not necessary to be grant-funded to operate a service learning project connected to your classroom. This guide will outline the standards for service learning and walk you through the process of integrating service learning into your curriculum.

The following toolkit sections supplement this guide:

- ✓ The *Creating Quality Work-Based Learning* guide lays the foundation for developing any work-based learning experience. Seven Simple Guidelines focus on the "must-haves" quality experiences.
- ✓ The *How-to Guides for Workplace Tours, Job Shadows, and Internships* are step-by-step guides to developing quality work-based learning experiences that work for the student, the workplace partner and the teacher.
- ✓ In *Building the Classroom Connection*, you will find strategies for connecting workplace experiences to classroom lessons and activities.
- ✓ The *Teacher Guide to the Work-Based Learning Plan* provides instructions for helping students and workplace partners write learning objectives and evaluate student performance. *Workplace Partner* and *Student Guides to the Work-Based Learning Plan* detail the learning objective development process.
- ✓ The *Tools* section of this toolkit contains supporting materials, including forms, classroom assignments and items to assist workplace partners.
- ✓ A collection of *Factsheets* provides overviews of work-based learning structures and programs, laws and regulations and partners, and the *Resources* list can guide you to additional materials and organizations.
- ✓ The *Quality Work-Based Learning Resource List* points to additional materials and organizations that support Quality Work-Based Learning programs.

Service Learning Overview

Service learning is 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. Service learning projects may be individual, team or classroom oriented.

All service learning experiences should include structured activity before, during and after the experience. Conducting these activities helps ensure that all involved parties have meaningful, productive experiences that result in enriched student learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential and communication and support for the student and community partner will help ensure success.

TEACHER CHECKLIST FOR SERVICE LEARNING DEVELOPMENT

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this How-to Guide.

Before the Service Learning Project

- Review materials, including the *Service Learning* factsheet and the *J.C. Harmon Service Learning Program* factsheet, *Standards for Service Learning*, *Service Learning Contract* and *Service Learning Project Planning Worksheet*.
- Identify interested and qualified students.
- Work with students to develop a project framework.
- Train students to prepare them for the project.
- Make community partner contacts.
- Meet with community partners.
- Determine a communication strategy for the experience.
- Prepare students to maximize their learning.
- Secure signatures of students, parents and community partners on the *Service Learning Contract* and *Work-Based Learning Permission Form*.
- Prepare students to be safety and health conscious.
- Have students meet with community partner and visit service learning project site.

During the Service Learning Project

- Provide opportunities for reflection throughout the experience.
- Coordinate and implement concurrent learning activities at school.
- Maintain ongoing communication with community partners.

After the Service Learning Project

- Support students in participating in a Youth Advisory Council session.
- Support students in their next step.
- Publicly recognize student work.
- Review the project and plan for the following semester.
- Document and record the experience.

Before the Service Learning Project

Review supporting materials.

Read the *Service Learning* factsheet and the *J.C. Harmon Service Learning Program* factsheet, *Standards for Service Learning*, *Service Learning Contract* and *Service Learning Project Planning Worksheet*. These service learning documents provide you with the guidelines and support you need to structure rich learning experiences for your students. Review these materials in order to think about how to build projects into your curriculum.

Identify interested and qualified students.

Students may apply or be recruited to service learning projects. Let students know that service learning provides them the opportunity to apply the academic skills they learn in school to real problems in the community, developing their own work-readiness in the process. When students are given the opportunity to work in after-school and senior centers, tutor young children, or lead an effort to clean up a local stream, they are being entrusted with important work with the expectation that they have the ability to perform it. Building that trust is essential to the success of the effort.

Work with students to develop a project framework.

Student participation is vital when preparing the project framework for a service learning project.

Instead of being told that they will be helping in the community, students might be asked to determine the needs of the community in which they live. Even if it has been concluded that there are certain sites that are open to receiving students, it is important that students be polled to find out how they would like to participate. Just as it is necessary to build consensus and support for any group effort in the adult world, it is also necessary to gain the support of students in framing their interest in service.

The *Service Learning Project Planning Worksheet* should be used to guide you as you work with students to design the project. Principals and program coordinators review and approve projects prior to students being released to participate at some schools in the district. Check with your principal to determine the protocol at your site.

Train students to prepare them for the project.

Preparatory study of the context, problems, history and policies surrounding the project enriches student learning as do deliberate discussion and other classroom-based or related community-based activities. Preparation also should introduce the skills and attitudes needed for the service to be effective.

Service learning projects provide a myriad of opportunities for students to build on their academic and workplace (SCANS¹) skills. Service learning efforts should begin with clearly articulated learning goals that will be achieved through structured preparation and reflection—discussion, writing, reading and observation—and the service itself. Learning goals—knowledge, skills, attitudes—must be compatible with the developmental level of the young person. The *Service Learning Project Planning Worksheet* will guide you through a process that will help you define the curriculum connections to the service.

¹ 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.

One way for students to become familiar with these skills and attributes is to complete the *SCANS Skills Assessment*. This assessment and the supporting classroom activities will help students to become conscious of those they currently have and those they need to continue to develop.

Make community partner contacts.

Partner contacts are made by different staff members at each school. Appropriate partners for service learning projects include schools, nonprofit agencies and the community at large. Service learning can reduce the barriers that often separate schools and students from the larger community. Students learn that they can move beyond their small circle of peers and take their place as contributing members of the community as they discover that learning occurs throughout the community in traditional and non-traditional settings—libraries, public agencies, parks, hospitals and other schools.

If assistance locating community partners is needed, contact the Business/Education Coalition at the Kansas City, Kansas Area Chamber of Commerce or Business/Education Expectation (BE²) at the Learning Exchange for assistance.

The Business/Education Coalition is operated by the Kansas City, Kansas Area Chamber of Commerce to bring together the resources of business and education to improve our future workforce. The coalition links hundreds of businesses with schools each year. While the coalition has a strong foundation of chamber members and Wyandotte County businesses, participation is not limited to these groups. Contact and other relevant information is listed on the *Business/Education Coalition factsheet*.

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Meet with community partners.

Project coordinators should meet with community partners to discuss their expectations of the experience. Make sure that the specific expectations regarding student attendance and behavior are clearly articulated in the *Service Learning Contract* that will be signed by student, parents/guardians and partner. Provide the community partner with an orientation to the *Work-Based Learning Plan* and *Evaluation* tool and the other supporting documents included in this toolkit.

Determine a communication strategy for the experience.

Communication between all partners is critical for success. Sharing e-mail addresses, fax numbers and phone numbers as early as possible is important. In addition, it is helpful to have a conversation about the best times to contact one another. Ideally, the students, teacher and community partner should feel comfortable contacting each other whenever the need arises.

Make sure everyone understands who will be the key contact person at the site and who will monitor student progress. Communicate the number and type of visits from the teacher the community partner can expect. Arrange for the initial face-to-face appointment to be with both students and the community partners

Sometimes it is difficult to arrange appointments with both the community partners and the students at the same time, but it is very important that you make every attempt to do so. These meetings are not just about monitoring and compliance—they can be rich opportunities for ensuring the success of the experience and learning for all parties.

Prepare students to maximize learning.

Review the *Teacher Guide to the Work-Based Learning Plan* and *Building the Classroom Connection* in this toolkit. The *Work-Based Learning Plan* becomes the map for learning at the project site. It helps focus students and the community partner on the learning objectives that can be accomplished during the service learning project, provides an evaluation tool that supports students' ongoing skill development, and helps both student and community partner keep their eyes on one important prize—student learning and achievement.

Determine whether each individual student will have his or her own *Work-Based Learning Plan* or whether the project group will share a set of learning objectives and be evaluated on them as a group.

Secure signatures of students, parents/guardians and community partners on the Service Learning Contract and Work-Based Learning Permission form.

The *Service Learning Contract* and the *Work-Based Learning Permission* form are critical to ensuring the safety and legality of students' involvement in service learning projects. Review the *Transportation for Work-Based Learning* factsheet for information about student transportation to service learning project sites.

Prepare students to be safety and health conscious.

Issues of health and safety are crucial in the project site. While site-specific safety and health training provided by the school and employer are critical, students also should have the opportunity to develop and practice general safety and health skills that they will carry with them from job to job. Students can be trained to monitor safety and health issues for both their community 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. Students should be prepared to ask their supervisor questions about safety.

Sample Questions for a Student to Ask a Supervisor

- Are there any potential hazards in the workplace I should be aware of?
- What are my safety and health responsibilities?
- Will I need to use any safety equipment, and if I do, when will I receive training about its use?
- Is there someone I should talk to if I have a safety and health question?
- What do I do if I see something I think is dangerous?
- What do I do if I get hurt at the project site?

Have students meet with community partner and visit service learning project site.

A pre-project visit can help ensure that students are prepared for the implications of their service project. Prior to the students' visit to the partner site, you can help them develop questions and frame their service learning experience there. One model that can be adapted to service learning projects is the *Pre-internship Workplace Partner Interview*.



Guides

- Building the Classroom Connection
- Student Guide to the Work-Based Learning Plan
- Teacher Guide to the Work-Based Learning Plan
- Workplace Partner Guide to the Work-Based Learning Plan



Tools

- Confirm Your Interview
- Pre-Internship Workplace Partner Interview
- Confirm Your Internship
- Service Learning Project Planning Worksheet
- Service Learning Contract
- SCANS Skills Assessment
- SCANS Skills Assessment Class Activity
- Work-Based Learning Permission Form
- Work-Based Learning Plan and Evaluation Sample
- Work-Based Learning Plan and Evaluation (WLB Plan)



Factsheets

- Business/Education Coalition (BEC)
- Business/Education Expectations (BE²)
- J.C. Harmon Service Learning Program
- Laws Pertaining to the Employment of Students
- PathFinder
- Transportation for Work-Based Learning



Resources

- SCANS Skills Glossary and Evaluation Handbook
- Standards for Service Learning

During the Service Learning Project

Provide opportunities for reflection throughout the experience.

It is important that students are given an opportunity to reflect before, during and after their service learning project so they may shape the course of their learning and handle problems as they arise. Reflection on students' attitudes and expectations prior to the experience is especially important if students will be working in environments such as nursing homes, hospitals, hospices, animal shelters, homeless shelters and soup kitchens. All of these places can bring students face-to-face with an aspect of life that may be new and perhaps uncomfortable for them. See *Building the Classroom Connection* and the *Standards for Service Learning* for ideas about how to structure reflection activities for students.

Coordinate and implement concurrent learning activities at school.

The classroom component of service learning continues to be important throughout the experience. Ongoing project research, reflection activities, career exploration and development of workplace skills provide school-based support to the community-based learning. *Building the Classroom Connection* can be used to help design classroom activities that support the service learning experience.

Maintain communication with community partners.

Program quality and continuity are best maintained through ongoing communication with the community partners involved in the project. The partners themselves are assisting student learning and growth. Relationships are enhanced as agencies, citizens and local government officials find that their expertise and counsel is sought by the school. Learning occurs as youth-serving agencies, citizens and local government officials collaborate by sharing expertise. It is important to provide partners with the support and encouragement they need and to encourage their participation. Let community partners know what classroom activities students are engaged in that can support their learning at the project site. Keep them informed of the academic concepts students are working with at school so that project opportunities can reinforce student learning.



Guides

- Building the Classroom Connection



Tools

- All Aspects Investigative Interview
- Internship Journal
- Portfolio Rubric

After the Service Learning Project

Support students in participating in a Youth Advisory Council session.

Student leadership group members and program participants should be ensured a voice in student planning. Develop a Youth Advisory Council in your small learning community or at your school. Representatives on this council can collectively debrief the service learning projects that have happened and help with continuous improvement of service learning projects.

Publicly recognize student work.

In large and small ways during the period of service, students should share what has been gained and that values work and measures people's importance by the jobs they do, young people, especially adolescents given through service with the community and their peers. You might encourage students to present their projects at the annual Project-Based Learning Showcase conducted by the Business Education Coalition. Recognizing the work that students perform reinforces the significance of the enterprise and the worth of the students' efforts.

In a society that values work and measures people's importance by the jobs they do, young people, especially adolescents, are sometimes perceived as non-contributing members. Credit for their achievements, affirmation of the skills they have mastered, and appreciation for the time they have devoted to the community should be acknowledged publicly.

Review the project and plan for the following semester.

Continuous improvement is as important in service learning as in any other undertaking. Bring a group of stakeholders together to evaluate the success of the various projects that students have participated in. You should also utilize the *Work-Based Learning Program Evaluation* form at the end of each experience to gauge feedback from both students and community partners.

Service Learning projects are ideal for bringing students' academic learning, their concern for their community and their need to develop their workplace skills together. The tools in this *Work-Based Learning Toolkit* will help you to design projects that meet the needs of your students, your small learning community and the larger community around your school. The *Standards for Service Learning* should be kept in mind and practiced throughout the development of projects.

Document and record the experience.

Issue a document or certificate to students who successfully complete service learning. This documentation validates the experience and can be included in student portfolios.

Send one copy of the *Work-Based Learning Plan and Evaluation Form*, *Work-Based Learning Permission Form* and *Work-Based Learning Contract* for each enrolled student to Susan Englemann, Coordinator of Career and Technical Programs, Office of Career and Technical Education. Phone: (913) 279-2215, E-mail: suengel@kckps.org.



Tools

- All Aspects Investigative Interview
- Internship Journal
- Portfolio Rubric
- Work-Based Learning Program Evaluation



Factsheets

- Business/Education Coalition (BEC)



Resources

- The Standards for Service Learning

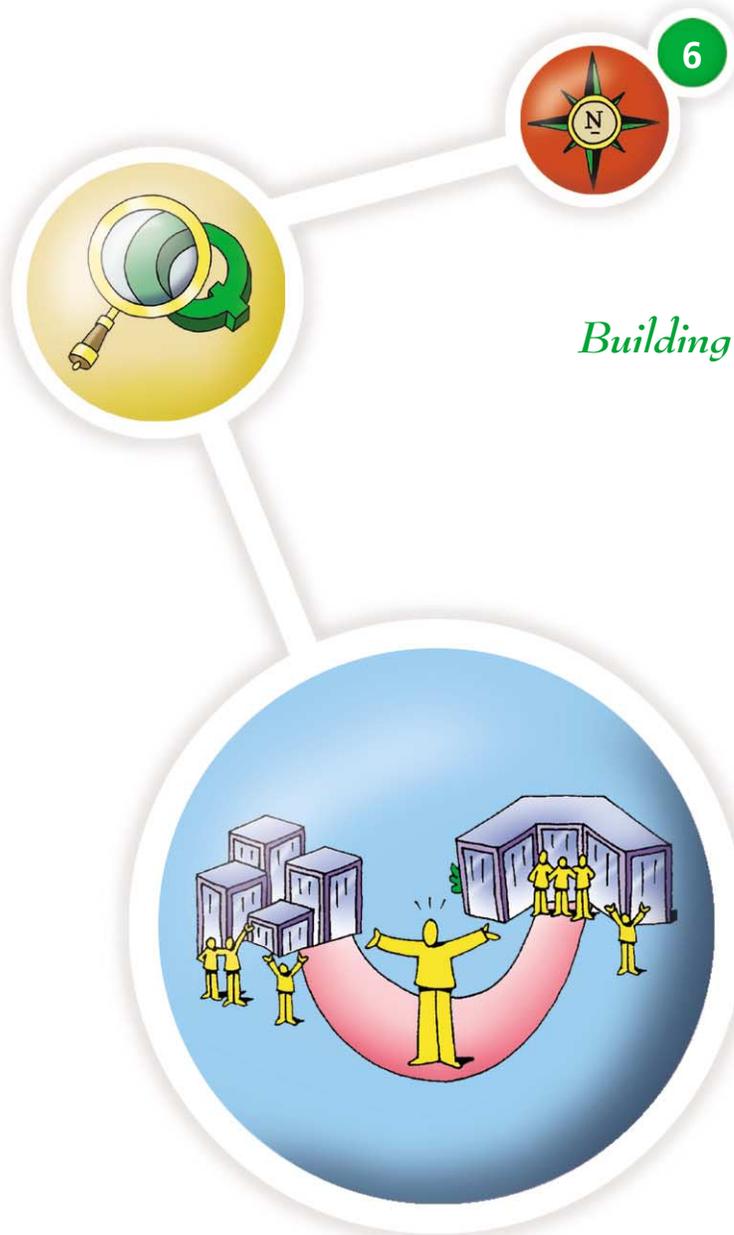
SERVICE LEARNING ACTIVITY MATRIX

Service learning experiences require ongoing commitments from several people. The chart below briefly outlines the roles and responsibilities of the partners and the general timing for activities.

	TEACHERS	STUDENTS	WORKPLACE PARTNERS	
Before the Service Learning Project Begins	<p>Review materials, including the <i>Service Learning Factsheet</i> and the <i>J. C. Harmon Service Learning Program Factsheet, Standards for Service Learning, Service Learning Contract Standards for Service Learning</i> and <i>Service Learning Project Planning Worksheet</i>.</p> <p>Identify interested and qualified students.</p> <p>Work with students to develop a project framework. Use the <i>Service Learning Project Planning Worksheet</i> as a guide.</p> <p>Get approval of project from principal and/or program coordinator.</p> <p>Distribute <i>Work-Based Learning Permission Form</i> and <i>Service Learning Contract</i>.</p> <p>Coordinate and implement orientation activities for students. Train students to prepare them for the project. Prepare students to be safety and health conscious.</p> <p>Make contact with community partners to meet and discuss expectations for the experience.</p> <p>If using the <i>WBL Plan and Evaluation</i>, review all supportive materials and disseminate to students and supervisors.</p> <p>Determine a communication strategy for the experience.</p> <p>Collect signed Work-Based Learning Permission forms and Service Learning Contracts.</p> <p>Have students meet with community partner and visit the service learning project site.</p> <p>Review <i>Building the Classroom Connection</i>.</p>	<p>Apply for service learning program.</p> <p>Work with your classmates to identify a need within the community that you would like to address through your service learning project.</p> <p>Agree with classmates/group on a project you would like to work on.</p> <p>Turn in all signed parent permission forms.</p> <p>Complete student self-assessment and other assignments.</p> <p>If using the <i>WBL Plan and Evaluation</i> review your handbook and begin writing learning objectives.</p> <p>Attend orientation at your organization and interview your supervisor. Ask questions related to health and safety at the project site.</p>	<p>Indicate interest in having an intern. Register service learning opportunities on PathFinder or with the Business/Education Coalition.</p> <p>Determine who will be the person working most closely with the student(s) and the teacher. Inform other staff that a service learning project and students will be at the organization.</p> <p>Review support materials provided by the teacher. These will help guide your role with students for the service learning project.</p> <p>If using the <i>WBL Plan and Evaluation</i> review your handbook to learn how to support students in writing learning objectives.</p> <p>Provide workplace orientation for student(s). Consider opportunities for student to develop workplace (SCANS) competencies and to get exposure to all aspects of your industry.</p>	
	During the First Three Weeks of the Service Learning Project	<p>If using the <i>Work-Based Learning Plan and Evaluation</i>, support students' refinement of their learning objectives through classroom activity.</p> <p>Meet with student(s) and worksite supervisor at the workplace for initial visit and to finalize the <i>Work-Based Learning Plan and Evaluation</i>.</p>	<p>If using the <i>WBL Plan and Evaluation</i>, develop learning objectives and discuss them with worksite supervisor.</p> <p>Meet with teacher and worksite supervisor to finalize <i>Work-Based Learning Plan</i>.</p>	<p>If using the <i>WBL Plan and Evaluation</i>, work with student to develop work-based learning objectives.</p> <p>Be on the lookout for opportunities at the workplace that will support the intern's academic and workplace skill development.</p>
		<p>Provide opportunities for reflection throughout the experience. See <i>Building the Classroom Connection and Standards for Service Learning for Ideas</i>.</p> <p>Coordinate and implement concurrent learning activities at school. Support students in working toward achieving learning objectives.</p> <p>Maintain ongoing communication with worksite supervisor.</p>	<p>Reflect on the connection between what is learned at school and at the workplace.</p> <p>Participate and complete reflection activities and assignments.</p> <p>Complete self-evaluation and reflection activities. Meet worksite supervisor and teacher about next steps.</p>	<p>Meet with teacher and student intern to finalize <i>WBL Plan</i> and to confirm a communication strategy.</p> <p>Communicate successes and opportunities at the worksite that the teacher can use to enhance the value of classroom connections.</p> <p>If using the <i>WBL Plan and Evaluation</i>, assist student in working toward learning objectives. When students master or complete an objective, help them to craft another.</p>
	At the End of the Service Learning Project	<p>Meet with worksite supervisor and student to discuss and complete evaluation. Incorporate discussion of the student's next step in this discussion.</p> <p>Provide classroom experiences that help students make the connection between the service learning project and their next step.</p> <p>Support students in participating in Youth Advisory Council Session.</p> <p>Encourage students to present their projects at the annual Project-Based Learning Showcase.</p> <p>Meet with students to discuss <i>WBL Evaluation</i> and students' overall grades in the course.</p> <p>Send appropriate documentation to office of Career and Technical Education c/o Susan Engelmann.</p>	<p>Complete and send thank-you letter for worksite supervisor. Update resume based on new skills and experiences gained.</p> <p>Participate in the annual Project-Based Learning Showcase.</p> <p>Meet with teacher to discuss <i>WBL Evaluation</i> and grade.</p> <p>Complete program evaluation and give to teacher.</p>	<p>Meet with teacher and student to complete final evaluation of the student. Make the connection to the student's next step.</p> <p>Complete program evaluation and send to the school.</p>

Quality Work-Based Learning Toolkit

Kansas City, Kansas Public Schools



*Building the Classroom
Connection*

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BUILDING THE CLASSROOM CONNECTION



Introduction

This *Building the Classroom Connection* guide provides suggestions for orientation activities, reflection activities and classroom experiences that support work-based learning and ideas for extending student learning beyond the work-based learning experience. It is part of the *Quality Work-Based Learning Toolkit*, which provides teachers with everything they need to create quality, safe and legal work-based learning experiences for students.

The following toolkit sections supplement this guide:

- ✓ *Creating Quality Work-Based Learning* 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.
- ✓ 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.
- ✓ 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* points to additional materials and organizations that support Quality Work-Based Learning programs.

Preparing Students for Work-Based Learning

A well structured classroom orientation lays the groundwork for a successful work-based learning experience. You can prepare students for learning in the workplace by helping them assess their own interests and skills, learn about what to expect at the workplace and build an understanding of the various aspects of the industry they'll be visiting. The activities outlined in this guide support specific work-based learning types. You may wish to adapt some of these for use with other work-based learning types.

Introducing the SCANS¹ Skills: The Personal Skills Assessment

Useful as an orientation activity for job shadow, internship and service learning.

One way for students to become familiar with the skills and attributes employers look for in employees (SCANS skills) is to complete a personal *SCANS Skills Assessment*. This assessment and the supporting classroom activities will help students to become conscious of the foundation skills and competencies they currently have and those they need to continue to develop. In addition, the assessment lays the groundwork required for students to develop learning objectives. The SCANS skills have been validated by Kansas City employers as being critical to workplace success.

Student Pre-Internship Worksheet

Useful as an orientation activity for internship and service learning.

After the students have discussed the SCANS skills and conducted a self-assessment of their competence, they should complete the *Student Pre-Internship Worksheet* to examine their own interests and needs that might be met during the experience. Students' responses to the questions about their own learning goals and the connections that can be made between academic studies and opportunities at the workplace can provide rich discussion material.

All Aspects of an Industry²

Useful as an orientation activity for workplace tours, job shadow, internship and service learning.

All Aspects of an Industry is a framework to help prepare students for their roles in the workplace. In order for young people to be successful in today's ever-changing world of work, they need to learn more than specific job skills; they need the overview or big picture of any job, career or industry. Focusing on all aspects of an industry encourages entrepreneurship and represents critical components needed for the successful operation of any organization, public or private. This framework integrates academic and vocational learning and emphasizes broad, transferable knowledge of the workplace rather than job-specific skills. Analyzing and solving the problems facing an industry and the enterprises within it draws upon both basic and advanced skills and knowledge in language arts, mathematics, science and social studies.

¹ 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.

² 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 *Tools* for a detailed list of the aspects.

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.

- 1 **Planning:** How an organization plans (include goals and objectives); type of ownership (public or private); relationship of the organization to economic, political, and social contexts; assessment of needs.
- 2 **Management:** Structure and process for effectively accomplishing the goals and operations of the organization using facilities, staff, resources, equipment, and materials.
- 3 **Finance:** Accounting and financial decision-making process, method of acquiring capital to operate, management of financial operations including payroll.
- 4 **Technical and Production Skills:** Basic skills in math, communications, computer, time management, and thinking; specific skills for production; interpersonal skills within the organization.
- 5 **Principles of Technology:** Technological systems being used in the workplace and their contributions to the product or service of the organization.
- 6 **Labor Issues:** Rights of employees and related issues; wage, benefits, and working conditions.
- 7 **Community Issues:** Impact of the company on the community, impact of the community on the organization.
- 8 **Health, Safety, and Environment:** Practices and laws affecting the employee, the surrounding community, and the environment.
- 9 **Personal Work Habits:** Non-technical skills and characteristics expected in the workplace.

Prepare Students to Maximize Learning.

Helping students develop a context for the workplace tour maximizes their learning once they are at the workplace. There are several ways to do this.

- Discuss expectations for the experience and what the students may learn beforehand.
- Discuss behavioral expectations that will allow students to make the most out of the activity.
- Discuss what students know about the company and how the industry impacts them.
- Support students in research of the company and the industry so that they can ask meaningful questions during the workplace tour.
- Have students prepare questions and individual learning objectives that they would like to accomplish during the workplace tour.

Also, introduce frameworks and materials that will help students organize what they learn at the workplace. These frameworks include the SCANS skills and All Aspects of an Industry.

Pre-Internship Worksite Supervisor Interview

Useful as an orientation activity for internships and service learning.

Prior to beginning the internship or service learning project, students should schedule a meeting with the worksite supervisor to discuss the work-based learning experience and its potential learning opportunities. During the meeting, students will interview and work with the worksite supervisor to gather the information they need to complete their learning objectives.

Using the *Pre-Internship Worksite Supervisor Interview* tool, go over the interview questions with the students to make sure they understand them. You might have students role-play interviews with one another using their experience in previous work-based learning opportunities as sources for answers to interview questions. Students can practice taking notes during an interview and transcribing them for meaning afterward. This activity will prepare students for the challenge of being involved in a meaningful conversation and having to record it simultaneously. The class can share strategies for successful note-taking as a reflection activity.

Coaching Students to Write Measurable Learning Objectives

Useful as an orientation activity for workplace tours, job shadow, internships and service learning.

When students have clear ideas about what they would like to learn, they are often more engaged in the experience. Learning objectives are useful regardless of the length of the work-based learning experience, although for workplace tours and job shadows they can be more simply stated. Prior to a job shadow, students can define one or two specific things they would like to learn in the course of the day. During a workplace tour you can have the entire class work together to develop several learning objectives from which everyone will benefit, and then ask the workplace partner to structure the tour to help students meet those objectives.

During longer experiences, such as service learning projects and internships, students will need to develop more extensive measurable learning objectives. After the students have completed their *SCANS Skills Assessment*, the *Student Pre-Internship Worksheet*, an exercise with *All Aspects of an Industry* and the *Pre-Internship Worksite Supervisor Interview*, they are ready to begin to craft their learning objectives. In the *Teacher Guide to the Work-Based Learning Plan* you will find a step-by-step guide to coaching students in writing their learning objectives. The *Workplace Partner* and *Student Guides to the Work-Based Learning Plan* outline the step-by-step process for them.



Guides

- Teacher Guide to the Work-Based Learning Plan
- Student Guide to the Work-Based Learning Plan
- Workplace Partner Guide to the Work-Based Learning Plan



Tools

- All Aspects of an Industry
- All Aspects Investigative Interview
- All Aspects Problem-Based Learning Activities
- Confirm Your Internship
- Pre-Internship Worksite Supervisor Interview
- SCANS Skills Assessment
- SCANS Skills Assessment Class Activity
- Student Job Shadow Expectations Sheet
- Student Learning Objectives Worksheet
- Student Pre-Internship Worksheet
- Work-Based Learning Plan and Evaluation Sample (WBL Plan)
- Work-Based Learning Plan and Evaluation (WBL Plan)
- Workplace Safety Curricula



Resources

- SCANS Skills Glossary and Evaluation Handbook

Supporting the Worksite Supervisor

The worksite supervisor essentially functions as an adjunct faculty member in work-based learning experiences. One role of the teacher is to ensure that the worksite supervisor is trained and prepared to support the student in their learning. Clear procedures and regular communication among all partners are vital to this support. In your planning and preparation, make sure to provide worksite supervisors with materials that they can use to help maximize student learning. Through regular phone, e-mail and personal contact, you can support the worksite supervisors so that they also grow in their understanding of and ability to make the connection between academic and workplace learning.

The *Quality Work-Based Learning Toolkit* contains several documents that can be used to support workplace partners. Do not use all of them at once! When compiling a set of materials for a worksite supervisor or other workplace partner, be mindful of their time constraints and their individual need for support. Always deliver new information and supporting documents to a worksite supervisor personally, allowing time for discussion of the content.

Tips on Delivering New Information to Worksite Supervisors

- Be mindful of the supervisor's time constraints. Call well in advance to make appointments; and keep them!
- Deliver new information in person.
- Don't overwhelm them with paper.
- Allow plenty of time for discussion of the new information.

Tips on Communicating with Worksite Supervisors

- Develop a back-up plan in case the worksite supervisor is transferred to another department or location.
- Establish a steady pattern of e-mail communication.
- Encourage supervisors to call you with any questions.
- Balance requests for time and attention with offers to help.

Tips on Meeting with Worksite Supervisors

- Understand that worksite supervisors do not follow school schedules.
- Get to know the supervisor's downtime and take advantage of it.
- Set up the next meeting before ending the present one.
- Establish objectives of the next meeting before it occurs.

Tips to Ensure a Worksite Supervisor's Good Performance

- Have strong supervisors train or orient new supervisors.
- Conduct effective orientation and check-in meetings; clarify expectations.
- Provide feedback on a consistent basis; don't wait until there is a problem.
- Be a good listener; check for signs of anxiety or confusion.
- Send supervisors thank-you notes and other tokens of appreciation.

Tips on Ways to Assess the Learning Potential of a Workplace

- Observe or shadow your students at work; see it through their eyes.
- Review job descriptions; interview the supervisor.
- Participate in mini-internships and engage in work that students will be doing.

Tools



- B-SAFE Safety Checklist
- Frequently Asked Questions about Student Internships
- Internship Orientation Checklist
- Teacher Tip Sheet
- Work-Based Learning Program Evaluation
- Workplace Partner's All Aspects Internship Planning Form
- Workplace Partner Guide to Successful Internships

Concurrent Learning Activities

As the classroom teacher, you have the opportunity to help enhance and expand students' work-based learning experiences beyond the hours they spend at the workplace. Students' experiences at the workplace should be integrated with activities inside the classroom. Classroom activities and assignments that can be completed at the workplace support the students' growing understanding of All Aspects of an Industry, SCANS skills and the connection between academic and workplace learning. *All Aspects Problem-Based Learning Activities* can help you create experiences for students.

All Aspects of an Industry can be studied in depth in the classroom, providing opportunities for students to explore workplace problems and to acquire the skills to help address them. The following situations are ideal for teachers to adapt into assignments. You might consider turning some into team-teaching situations or expanding them into project-based activities.

Organizational Chart

An interesting activity students can conduct at the workplace is to develop an agency/organization chart. This activity provides an opportunity for students to create a comprehensive view of the various roles, departments and divisions within the organization.

- Have the student create an organizational chart for the entire agency/organization and his or her division/department.
- Have the student indicate where their supervisor is on the organizational chart.
- Make sure the student lists the job title for each position and includes the names of the various people who hold the positions.
- Ask the students if they see the organization operating the way the chart suggests, i.e. whether communication and/or authority flows in the way depicted or if there are other people in the workplace who seem to have powerful responsibilities though they may not be at the top of the hierarchy.

Informational Interview

Have the student identify an individual in the organization who holds the type of position they would like to have in five to ten years and/or identify an individual in the organization who holds a position they know very little about but are interested in. Have the student conduct an informational interview with the person and present their findings to the class.

All Aspects Investigative Interview

Students can research all aspects of an industry at a workplace by interviewing workplace partners and employees about the various aspects.



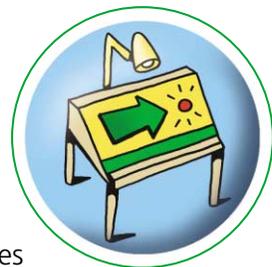
Tools

- All Aspects Investigative Interview
- All Aspects Problem-Based Learning Activities
- Informational Interview

The Importance of Reflection ³

Students involved in work-based learning should reflect both verbally and in writing on what they have experienced and learned. This helps to 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 methods of reflection. It is in the act of reflecting that a person forms understanding from the experience, extends that understanding to other situations, and comes to "own" the knowledge he/she has acquired. For example, we are bombarded with experiences and bits of information every day, most of which we ignore or attend to in a cursory way. We learn the most from experiences that draw our attention, cause us to sit up and take notice, or make us step back and think.



Learning happens through a mix of theory and practice, thought and action, observations and interaction. Reflection is the key to getting meaning from any experience, and to linking experiences with specific learning standards and with SCANS and similar skills.

Reflection is an essential part of work-based learning. Reflection activities serve a number of functions during the course of an experience. These activities can be used to:

- Help students think critically about their experiences;
- Help students make personal connections to their experiences and to their learning;
- Guide the learning process and deepen or extend the learning that takes place;
- Integrate work-based learning with academic content and learning standards;
- Cause students to think about and internalize the skills they use (such as interpersonal skills, planning skills, or other SCANS skills) in work-based learning;
- Provide a tool for students to use to self-assess (e.g., what they are learning, what they find difficult, how their group is functioning; etc); and
- Assess student learning, group process, or any other aspect of work-based learning.

Reflection Throughout the Process

It is important that students are given an opportunity to reflect before, during and after their work-based learning experience so they may shape the course of their learning and handle problems as they arise. Reflection on students' attitudes and expectations prior to the experience is especially important if students will be working in environments such as nursing homes, hospitals, hospices, animal shelters, homeless shelters and soup kitchens. All of these places can bring students face-to-face with an aspect of life that may be new and perhaps uncomfortable for them.

³ Adapted from: Close-up Foundation Online Quarterly: Reflection, March 8, 2000, and Project-Based Learning: A Strategy for Teaching and Learning, prepared by the Center for Youth Development and Education, January 1999.

It is not enough to ask students to reflect. They must also get regular feedback on their reflective responses. Unfortunately, sometimes teachers collect reflective journal responses or ask students to do a formal verbal report or a final paper only at the conclusion of the program. This approach does not allow students to learn from their mistakes, correct assumptions, become a more careful observer or learn to challenge their stereotypes. Even if an adult diligently adds notes and comments to end-of-term reflections, students are less likely to read and learn from these notes and comments.

Ideally, the teacher and/or supervisor can provide feedback to student reflections on a weekly basis. This can be difficult when a teacher has multiple students engaged in work-based learning, or when a workplace partner manages several staff members. One way for teachers to facilitate feedback on reflection is to institute peer read-around as a way of getting every paper read and helping to bring to the surface the larger questions and problems associated with work-based learning and intellectual growth. This process converts the written reflective process into an oral reflective process.

Reflection can be sorted into three types.

- Cognitive reflection helps students examine the new knowledge and skills they acquire from their experience: information, data and alternative ways of knowing or perceiving. Curriculum links are usually addressed as part of cognitive reflection.
- Affective reflection leads students to examine what they feel as a result of an experience through their emotions or attitudes. Drafting a thank-you letter to the workplace host offers an opportunity for affective reflection.
- Process reflection examines what students learn from experiencing a process: planning, consequences of one decision-making scheme versus another or working with others. The *Workplace Safety Curricula* tool points to several programs that support process reflection.

Journals are the most commonly used reflection tools, but it is important to recognize that there are several modes by which students can and should reflect. Verbal, written and performance reflections can all allow students scheduled, structured time to review, think about and analyze an experience to gain deeper understanding.⁴

Journals can be used with students for multiple purposes. What is critical when having students use a journal is that you are clear about what the expectations are for the assignment. Consider whether or not the journal is for the students' own processing or if feedback and analysis from the teacher will be expected. This will affect what the students write and how each student will utilize the feedback. Whatever model of journaling you choose for students, they will need to know whether and for what purpose you will read the entries. In the *Tools* section of this toolkit, you will find one example of an internship journal assignment.

⁴ Adapted from *Project-Based Learning: A Strategy for Teaching and Learning*, prepared by the Center for Youth Development and Education, January 1999.

Personal journals can be useful to students as a place to simply capture their experiences and responses to those experiences, without regard for mechanics or specific learning outcomes. Personal journals should be snapshots filled with sights, sounds, smells, concerns, insights, doubts, fears and critical questions about issues, people and most importantly the student him/herself. A personal journal isn't a work log of tasks, event, times and dates. In a personal journal students should write freely, grammar and spelling should not be stressed in the writing (unless and until the student turns one of the entries into a final draft for the group or teacher). Honesty is the most important ingredient to successful personal journals.

Learning journals are places for students to reflect on experiences and articulate how those personal experiences help them learn, expand, reinforce or apply specific learning standards and or SCANS skills.

Learning journals can include:

- Descriptions of the experiences, research or other tasks done in the work-based learning experience;
- Reflection on how these tasks directly or indirectly illustrate learning standards (e.g., What did I find out from my dig with the archeologist that illustrates human impact on the environment?);
- Reflection on where else the student sees evidence/applications of this learning standard;
- Thoughts about the implications of what the student has learned (e.g., What do I think archeologists will find in a thousand years based on our current impact on the environment?); and
- Reflection on the SCANS skills that were learned or used in experiences (e.g., What did I learn about interpersonal communication from interacting with the archeologist? How did I use teamwork in the experience? How well did I do as part of the team and how could I improve?).

As part of the learning journal, students can also assess themselves, their learning and their group participation, progress on work tasks, improvements to be made, places where teacher or supervisor help is needed, questions for which they need answers or clarification.

The Classroom Journal

In this exercise, students reflect upon their classmates' and teacher's journal entries. The collective experience is shared in this way without the necessity of face-to-face time. Prompt your students by writing the first entry. Then each day have a different student write an entry that reflects upon the most recent contribution before his/her own, and add new journal material for the student who gets the journal the next day to reflect upon.

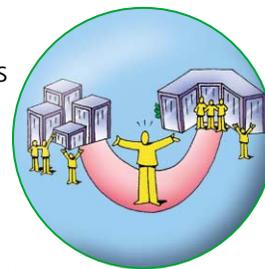


Tools

- Portfolio Rubric
- Internship Journal

Beyond the Work-Based Learning Experience

The support teachers provide students after their work-based learning experience is significant. Connecting the students' workplace experience to their next step helps keep the learning continuous and dynamic for both students and their supervisors.



Activities with Worksite Supervisors

The final visit with the worksite supervisor is a critical moment in the learning process. Take advantage of this meeting to help the student and worksite supervisor reflect together on the learning and growth that have taken place.

Have the student and the supervisor evaluate the experience using the *Work-Based Learning Program Evaluation*. These documents will help you with your program's continuous improvement process.

Send one copy of the *Work-Based Learning Plan and Evaluation*, the *Work-Based Learning Permission Form* and the *Work-Based Learning Contract* for each enrolled student to Susan Engelmann at the Office of Career and Technical Education. Phone: (913) 279-2215, E-mail: suengel@kckps.org.

Activities with Students

The following activities provide students with opportunities to take their experience to another level, making it significant to their personal career development and goals.

Connecting the Dots Between Academic and Workplace Skills

Divide students into two groups. Have one group brainstorm and list all the skills they observed being used during their work-based learning experience, and the other brainstorm and list all the skills they use at school, both academically and socially. Reconvene and have students compare lists. What skills do they use in school that are used at the workplace? What opportunities do they have in school to further develop workplace skills? Discuss how students can develop workplace skills outside of school.

Seeing is Believing

Have students reflect on their observations during their work-based learning experience and compare these with their high school experiences and/or expectations. Discuss selected topics (for example, How does workplace communication differ from that at the high school? How does the workplace dress code differ from the school's? How do employees' workspaces differ from students'—and what do students prefer? How does workplace technology differ from the school's?) Have students follow up with suggestions or an essay regarding how schools can prepare them for the transition between school and work.

Oral Presentation

Students can complete an oral presentation of their experience for their class. Presentations can include observations about the workplace or the workplace host. Students can present about occupations they observed, skills they observed that were necessary to perform work duties; additional skills identified as desirable or beneficial to this occupation. Valuable presentations also include an analysis of additional necessary training, education and experience or steps that could be taken for students to develop a career pathway for this occupation. As students identify skills for each occupation, a giant or master list of skills can be developed, on which a new skill is added when mentioned and is checked when repeated. Discuss skills that are most common, skills that are often identified as necessary and skills that are most desirable. Have students identify how they can further develop skills listed.

Student Evaluation Meeting

After the students have received their evaluations and you have met with the students and worksite supervisors to discuss them, have a meeting with each student and go over the grading and evaluation rubric and discuss the student's grade. This is important when the student has completed an internship or service learning project.

Personal Action Plan

Have students determine an action plan for their own career. Have them determine what their next steps are in developing their SCANS skills, in selecting a formal educational path and in getting exposure in the workplace to experiences that will help them progress toward their goals. Work with them to develop a timeline and benchmarks. Have them identify which activities in their plan will be helpful to them even if their career goal changes.

Interview Anecdotes

Have students get into small groups. Provide common job interview questions to each group and ask each individual to craft a sixty-second story to respond to one of the questions using an experience from their work-based learning experience to illustrate. These stories should illustrate the answer to the interview question with an anecdote. Have the students participate in interview panels and evaluate their peers according to a public speaking rubric.



Guides

- Teacher Guide to the Work-Based Learning Plan



Tools

- Work-Based Learning Contract
- Work-Based Learning Permission Form
- Work-Based Learning Program Evaluation

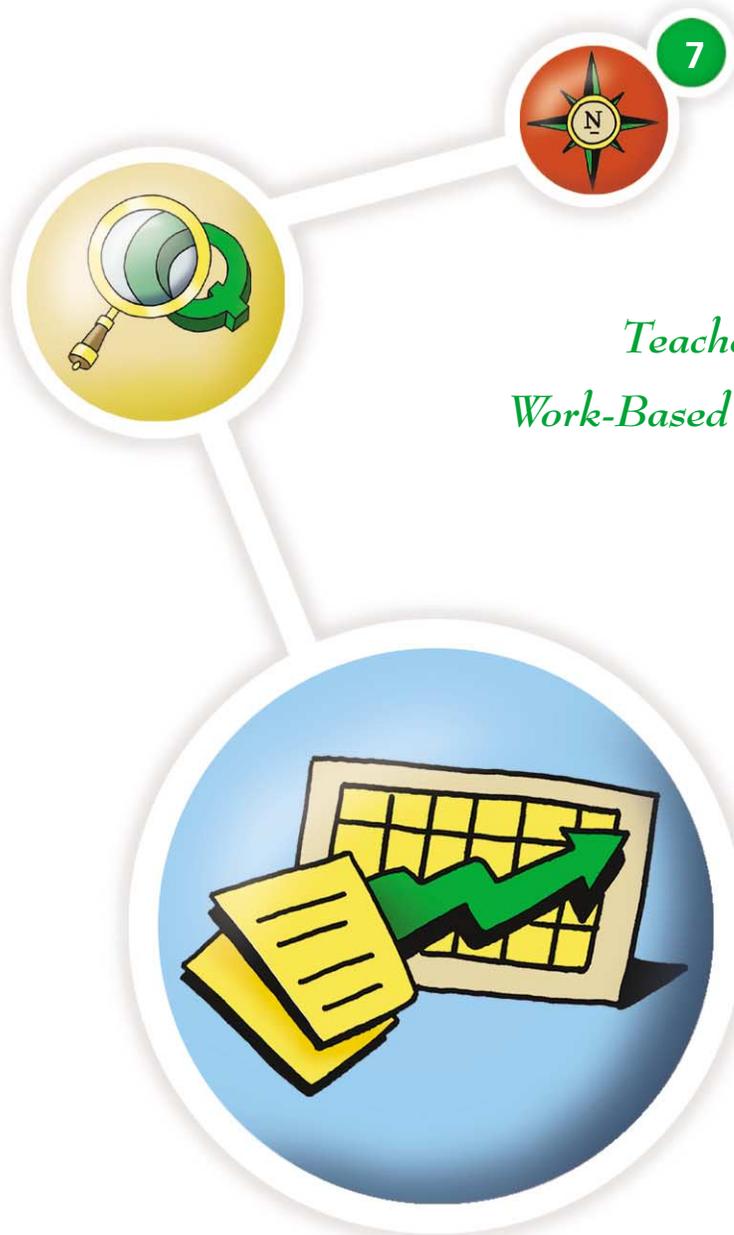
The Next Step

At the end of the work-based learning experience, it is important to support students in taking the next step. Whether in the classroom as a group activity, as part of an end-of-program presentation or in a writing assignment, students should be given an opportunity to plan their next step based on the learning they have experienced.

The classroom connection is an important component of any work-based learning program. As a teacher, you are the partner who can see the whole picture and help the students to make the most of the experience. Take advantage of the classroom environment in order to help students learn from each other's experience and support one another in their growth and development both academically and in the SCANS skills and competencies.

Quality Work-Based Learning Toolkit

Kansas City, Kansas Public Schools



*Teacher Guide to the
Work-Based Learning Plan*

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TEACHER GUIDE FOR THE WORK-BASED LEARNING PLAN

Introduction

This *Teacher Guide for the Work-Based Learning Plan* provides instructions on how to help students and workplace partners in the process of creating learning objectives, evaluating student performance, and utilizing the work-based learning plan to structure learning in the workplace. It is one guide in a series within The *Quality Work-Based Learning Toolkit*, which provides teachers with everything they need to create quality, safe and legal work-based learning experiences for students. This guide should be used with the *How-to Guides for Internships* and *Service Learning*.



The *Work-Based Learning (WBL) Plan* documents what the student will learn and do while engaged in his or her internship. 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, enhance student learning at the workplace and reinforce academic learning.

There are two parts to the plan: the learning objectives section and the workplace skills evaluation. These elements are planned and evaluated by the student and the worksite supervisor. Your role as teacher is to assist students with learning how to write good objectives, to support both the student and the worksite supervisor during the term of the internship or project through visits and calls, and to develop and deliver supplemental curriculum that will further enhance student learning at the workplace and reinforce academic learning.

The *Student* and *Workplace Partner Guides to the Work-Based Learning Plan* serve as tools to help the student and supervisor create learning objectives and consider ways in which the students' workplace skills competence can be built.

The objectives that students set will help them grow in four areas: workplace skill development, academic enrichment, career awareness and personal improvement. The student and worksite supervisor will be involved in writing the learning objectives and, throughout the internship, evaluating the student's accomplishments.

The steps to prepare students for learning at the workplace are discussed in the *How-to Guide for Internships* and the *How-to Guide for Service Learning* as well as in *Building the Classroom Connection*. Several activities are outlined in those documents, including a student self-assessment on the SCANS¹ skills and some reflection activities that help students determine what they would like to learn during their internship or service learning project.

Because you may not be able to visit the workplace of every student immediately at the start of their internship or service learning project, it is important that students are able to think about and begin to draft learning objectives without your assistance. This guide will help you prepare students for this task

¹ 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 following toolkit sections supplement this guide:

- ✓ *Creating Quality Work-Based Learning* 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.
- ✓ 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 *Workplace Partner and Student Guides to the Work-Based Learning Plan* provide instructions on writing learning objectives and evaluating student performance.
- ✓ 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.

Coaching Students to Write Measurable Learning Objectives

After the students have completed their *SCANS Skills Assessment*, *Student Pre-Internship Worksheet*, an exercise to learn about *All Aspects of an Industry* and the *Pre-Internship Worksite Supervisor Interview*, they are ready to begin to craft their learning objectives. You should guide the students in classroom activities to enhance their understanding of learning objectives. You can also assist students with completing the *Work-Based Learning Plan*.

Measurable Learning Objectives

A measurable learning objective is a statement that clearly and precisely describes what it is that the student intends to accomplish during his or her internship. Each learning objective involves new learning, expanded growth or improvement on the job, and benefits both the student and the workplace.

Internships are designed to enhance students' education. Learning objectives carefully crafted and evaluated ensure that students get the most out of their experience and assess the extent and value of classroom learning when applied to a workplace situation.

The following steps and instructions will assist you in guiding students to write their learning objectives. When writing learning objectives, students should:

- Review their own interests and skill development needs;
- Interview the worksite supervisor about learning opportunities and needs at the workplace;
- Draft learning objectives according to your guidance and the instructions in the *Learning Objectives Worksheet*;
- Refine the learning objectives with their worksite supervisor; and
- Meet with both you and their worksite supervisor within the first few weeks of the experience to finalize the work-based learning plan.



Tools

- All Aspects Problem-Based Learning Activities
- SCANS Skills Glossary and Evaluation Handbook
- SCANS Skills Assessment
- Student Guide to Developing Learning Objectives
- Student Learning Objectives Worksheet
- Work-Based Learning Plan and Evaluation Sample

BENEFITS OF LEARNING OBJECTIVES

For Students

- Creates a climate for motivation.
- Helps students understand the importance of planning.
- Enables students to plan and gain greater control over their future.
- Adds challenge and a sense of achievement to students' lives.
- Provides a means of self-evaluation.
- Makes students results-oriented so they work smarter.
- Enables students to manage time more effectively.
- Reduces the stress related to the feeling of "not getting anywhere."
- Increases students' chances of success.
- Allows students to determine if their job is compatible with their career aspirations.

For Teachers

- Ensures that student time at the workplace is learning-rich.
- Reinforces academic concepts taught at school.
- Reduces the adult-to-student ratio.
- Provides material for rich classroom discussion.
- Provides students an opportunity to direct their own learning and thus gain confidence in their ability to challenge themselves.

For Business and Community Partners

- Reduces training and recruitment costs.
- Increases productivity by students in the workplace.
- Increases employee morale and leadership skills.
- Increases opportunities for focused involvement in young people's learning.

The Work-Based Learning Plan and Evaluation Tool

The learning objectives section of the *Work-Based Learning Plan* is divided into two categories: one focused on skill development and one focused on academic enhancement, career exploration and personal improvement. For your internship program, you will need to determine the number of learning objectives required in each of these categories and convey that information clearly to the students and worksite supervisors both verbally and in writing. Keep in mind that more is not necessarily better when it comes to learning objectives. A few specific objectives can be more meaningful than too many. New learning objectives should be added only as students master their initial objectives.

Skill Development Objectives

These objectives are task- and skill-based and are designed to help students advance their abilities to perform workplace functions. They are aimed at practicing or improving a technical or interpersonal skill. Critical workplace functions, which the student needs to learn to be more effective in an internship, are appropriate objectives in this section.

Academic Enrichment, Career Exploration and Personal Improvement Objectives

These objectives are related to the connections between academic and workplace learning, and can provide students with opportunities to explore careers and their own personal improvement.

Setting Learning Objectives

A learning objective states an observable, measurable activity to be learned, a level of performance of that activity, and a given set of conditions under which that activity takes place.

Writing Learning Objectives

When coaching students in writing learning objectives, you may want to use the following examples:

- *What does the student want to learn?*

I want to learn how to write documents that help new staff members. I want to learn how to help student volunteers be more effective in the childcare center.

- *How will the student learn this?*

I will create a handbook. I will work with my supervisor to identify seven guidelines to remember, and I will write descriptions of what each guideline is and why it is important. I will use Microsoft Word to turn them into a handbook.

Each learning objective statement should contain four components.

- The activity should have a desired outcome related to the student's objective. It may be a result, skill, knowledge or behavior.
- The level of performance needs to be specified to ensure that it is challenging but attainable. The performance should be observable and measurable.
- The means of evaluation should be indicated.
- The deadline for accomplishing the objective should be stated.

- *How will the result be measured?*

My handbook will include accurate, helpful information and look professional. My supervisor will include my handbook in materials given to all new volunteers at the center.

By when will the learning have taken place?

By the end of the internship—May 14th.

- *Final Learning Objective*

I will learn to develop workplace documents by writing a short handbook with seven guidelines for new volunteers and producing it in Microsoft Word. It will be approved as a part of the new volunteer package by May 14th.

Examples of Situations that Can Guide Student Learning Objective Selection

Skill Development

Situation

The worksite supervisor has told the intern that he/she would like the student to be able to develop public speaking skills. The student does not feel comfortable speaking in public yet.

Final Learning Objective:

I will make verbal reports about community service opportunities to the production staff at monthly meetings. I will field questions with correct answers and without showing nervousness by May 13.

Academic Enrichment

Situation

The worksite supervisor has told the intern that he/she will be stocking shelves and changing displays in the bookstore. In marketing class, students will be studying how small business owners decide to display inventory. During the internship, the student's goal might be to identify how shelf space is allocated based on the balance of local consumer demand with the desire to bring in distributors' promotional fees.

Final Learning Objective:

I will create a two-page report to accurately describe how shelf space is allotted to distributors and present it to the class by June 12. My supervisor will verify its accuracy.

Career Awareness and Exploration

Situation

The worksite supervisor has told the student that he/she will be delivering inter-office mail to all departments. The student has stated that computer programming is a career interest.

Final Learning Objective:

I will interview three programmers about their jobs using the informational interview tool, write a five paragraph reflective paper on the suitability of a programming career for me, and discuss it with the head programmer by March 30.

Personal Interest and Improvement

Situation

A student's personal goal is to develop better listening skills.

Final Learning Objective:

I will create a two-page report to accurately describe how shelf space is allotted to distribute and present it to the class by June 12. My supervisor will verify it's accuracy



Guides

- Student Guide to the Work-Based Learning Plan
- Workplace Partner Guide to the Work-Based Learning Plan



Tools

- Learning Objective Worksheet



Resources

- SCANS Skills Glossary and Evaluation Handbook

Using the Work-Based Learning Plan to Record Learning Objectives

Through the *Pre-Internship Worksite Supervisor Interview*, the students have collected information about what their worksite supervisors expect them to do and think the students can learn. The students have considered what they want to learn and have evaluated their own SCANS skills using the *SCANS Skills Assessment* and the *Student Pre-Internship Worksheet*. All of this preparation will help them in developing learning objectives for their internships. The following examples illustrate how students can use the results of these activities to craft their learning objectives.

Have students draft learning objectives based on what they know about their internship. Students can use the *Learning Objectives Worksheet* for the drafts. Have students read one another's learning objectives to check that they all have the necessary components.

Work-Based Learning Plan with Sample Text

KCK PUBLIC SCHOOLS
WORK-BASED LEARNING PLAN AND EVALUATION

STUDENT Sylvia Smith **DATE ESTABLISHED** 1/18/03 **DATE EVALUATED** 5/23/03

When identifying learning objectives remember to indicate the answers to the following questions: What do I want to learn? How will I learn this? How will the result be measured? By when will the learning have taken place? See the *Guides to the Work-Based Learning Plan* for more information on how to write learning objectives.

Evaluation Instructions: Indicate level of student performance by checking the appropriate box. Refer to legend on page three for definitions of each level. Turn in or fax to teacher at each evaluation date.						
These objectives are task and skill oriented. Worksite supervisor and student determine appropriate objectives based on tasks that will support student learning.						COMMENTS
Skill Development Learning Objectives	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level	<i>Sylvia demonstrated remarkable eloquence in the delivery of reports at our monthly staff meetings. Her research was excellent; we learned a lot from what she shared with our team.</i>
<i>I will make verbal reports about community service opportunities to the production staff at monthly meetings. I will field questions with correct answers and without showing nervousness by May 13.</i>				X		
Instructions: Indicate date each objective is established and met in the appropriate box.						
These enrichment objectives are related to workplace opportunities to enhance academic learning as well as student interest. Student and worksite supervisor determine what learning opportunities are available and appropriate and set objectives.						COMMENTS
Academic Enrichment, Career Exploration, and Personal Improvement Learning Objectives	Date Established		Date Received		<i>Sylvia was eager to master new skills and to contribute more to the work environment. In demonstrating her skills, she was well organized and thorough.</i>	
<i>I will create a two-page report to accurately describe how shelf space is allotted to distributors and present it to the class.</i>	January 27		March 26			
<i>I will interview three programmers about their jobs using the informational interview tool and write a five-paragraph reflective paper on the suitability of a programming career for me and discuss it with the head programmer by March 30.</i>	January 27		February 19			
<i>I will improve my listening skills at work by taking notes, paraphrasing or summarizing key points during Wednesday staff meetings and using those notes to write meeting summaries for the staff update binder each week.</i>	February 19		April 14			

Workplace (SCANS) Skills Evaluation

The *Work-Based Learning Plan* also includes a page on which the student and his or her worksite supervisor will evaluate the student's SCANS skills. For each of the skills, the student will be evaluated on a four-point scale indicated at the bottom of the page. Students should talk to the worksite supervisor about these skills. They should find out what "entry level" means to their supervisor in each skill area so that they can plan how to improve their own performance.

WORKPLACE (SCANS) SKILLS FOR KCK STUDENTS

These skills have been determined by KCK employers as critical skills for students to master. A legend for how to evaluate the level of student progress is included at the bottom of this page. This four-point scale allows you to assess performance against a standard for entry-level employees in your organization.

	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level
Writes information in clear, logical, legible and complete manner.				x	
Receives and responds appropriately to verbal and non-verbal messages.			x		
Chooses words/manner of expression appropriate for the workplace. Reports emergencies.			x		
Learns, reasons, makes decisions and solves problems.			x		
Is punctual. Attends regularly. Informs supervisor of absences in a timely manner.					x
Demonstrates understanding of personal workplace appearance.				x	
Initiates and completes tasks independently.		x			
Can be trusted. Demonstrates integrity.				x	
Works cooperatively with others.			x		
Exhibits appropriate behavior when dealing with clients.	x				
Works well with a variety of people.			x		
Interacts appropriately in social settings.			x		

COMMENTS:

LEGEND

NOT EXPOSED: Student was not provided the opportunity to achieve this objective or demonstrate the skill.

TRAINING LEVEL: Preparing to become work-ready, but has difficulty completing tasks without prompting and repeated help. Does not readily request help. Does not attempt task before asking for or receiving assistance.

IMPROVING TOWARD ENTRY LEVEL: More work ready. Has difficulty completing some tasks. May attempt task before asking for help, needs prompting or assistance.

ENTRY LEVEL: Meets and demonstrates the skills at a level equal to what is expected of any employee in a similar position. Completes tasks and work projects with and without help. Improves work using team or supervisor feedback. Meets quality standards.

EXCEEDS ENTRY: Demonstrates mastery of skills at a level above what is expected of any employee in a similar position. Uses information generated personally and by others to improve work quality. Identifies problems before they arise and makes adjustments accordingly. Exceeds work expectations for quality and attends to detail in the development of projects and assignments.



Guides

- Workplace Partner Guide to the Work-Based Learning Plan
- Student Guide to the Work-Based Learning Plan



Tools

- All Aspects of An Industry
- SCANS Skills Assessment
- SCANS Skills Assessment Class Activity
- SCANS Skills Glossary and Evaluation Handbook
- Learning Objectives Worksheet
- Work-Based Learning Plan and Evaluation Sample
- Work-Based Learning Plan and Evaluation Form

Summary

Because students will bring their draft learning objectives to their worksite supervisor to finalize, the support you provide students in the classroom is important preparation. The more support they receive in the classroom, the more effectively they will communicate when they get to the workplace. Student learning at the workplace ideally supports academic goals and workplace skill development. Learning objectives help students stay focused and remember the connection between their internship and school experience.

Quality Work-Based Learning Toolkit

Kansas City, Kansas Public Schools



*Workplace Partner Guide to the
Work-Based Learning Plan*

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WORKPLACE PARTNER GUIDE TO THE WORK-BASED LEARNING PLAN

Introduction

The *Work-Based Learning Plan and Evaluation* tool is the document used in the Kansas City, Kansas Public Schools to plan and measure student learning in the workplace. Students enrolled in internships or participating in service learning projects use this as a guide in connecting their learning at work to their learning at school.



This *Workplace Partner Guide to the Work-Based Learning Plan* provides instructions for workplace partners on how to help students involved in internships or service learning projects write learning objectives. It also provides guidance on how to evaluate student performance based on those objectives.

The *Work-Based Learning (WBL) Plan* documents what the student will learn and do while engaged in his or her internship. It serves as a guide for you and the student and as an evaluation tool to measure what students have accomplished at the workplace during the experience.

There are two parts to the plan: the learning objectives section and the workplace skills (called SCANS¹) evaluation. These elements are planned and evaluated by you and the student. The teacher's role is to assist students with learning how to write good objectives and to support both the student and you during the term of the internship or service learning project through visits and calls. The teacher will also develop and deliver supplemental curriculum that will further enhance student learning at the workplace and support academic learning.

The objectives that students set will help them grow in four areas: workplace skill development, academic enrichment, career awareness and personal improvement. You and the student will be involved in reviewing the learning objectives developed by the student and, throughout the internship, evaluating the students' accomplishments against those objectives. The teacher will be on hand to guide you throughout the process.

Student Preparation for Writing Learning Objectives

Students will have participated in several activities in the classroom to prepare them for learning at the workplace. These include a self-assessment on the SCANS skills and some reflection activities that help them determine what they would like to learn during their internship or service learning experience. Now they are ready to begin to craft their learning objectives.

The teacher's role in this process is to guide the students in classroom activities to support their understanding and construction of learning objectives. The classroom teacher can also support students with completing the *Work-Based Learning Plan*. Students will then draft learning objectives on the *Learning Objectives Worksheet* according to the instructions in the *Student Guide to the Work-Based Learning Plan*.

¹ 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.

At this point, the student will bring you their learning objectives and ask you to review them and assist him/her in their refinement. Within the first few weeks of the experience, you will be asked to meet with both the student and their teacher to finalize the *Work-Based Learning Plan*.

Measurable Learning Objectives

A measurable learning objective is a statement that clearly and precisely describes what it is that the student intends to accomplish during his or her internship or service learning project. Each learning objective involves new learning, expanded growth or improvement on the job and benefits both the student and the workplace.

Internships and service learning projects are designed to enhance students' education. Learning objectives carefully crafted and evaluated ensure that students get the most out of their experience and understand the value of classroom learning when applied to a workplace situation.

BENEFITS OF LEARNING OBJECTIVES

For Business and Community Partners

- Reduces training and recruitment costs.
- Increases productivity by students in the workplace.
- Increases employee morale and leadership skills.
- Increases opportunities for focused involvement in young people's learning.

For Students

- Creates a climate for motivation.
- Helps students understand the importance of planning.
- Enables students to plan and gain greater control over their future.
- Adds challenge and a sense of achievement to students' lives.
- Provides a means of self-evaluation.
- Makes students results-oriented so they work smarter.
- Enables students to manage time more effectively.
- Reduces the stress related to the feeling of "not getting anywhere."
- Increases students' chances of success.
- Allows students to determine if their job is compatible with their career aspirations.

For Teachers

- Ensures that student time at the workplace is learning-rich.
- Reinforces academic concepts taught at school.
- Reduces the adult-to-student ratio.
- Provides material for rich classroom discussion.
- Provides students an opportunity to direct their own learning and thus gain confidence in their ability to challenge themselves.

The Work-Based Learning Plan and Evaluation Tool

The learning objectives section of the *Work-Based Learning Plan* is divided into two categories: one focused on skill development and one focused on academic enhancement, career exploration and personal improvement. Each internship program requires a set number of learning objectives required in each of these categories. The teacher will inform the student and you of how many are required in each category. The student should add new learning objectives as he/she masters his or her initial objectives.

Skill Development Objectives

These objectives are task and skill-based and are designed to help students advance their abilities to perform workplace functions. They are aimed at practicing or improving a technical or interpersonal skill. Critical workplace functions, which the student needs to learn to be more effective in an internship, are appropriate objectives in this section.

You already have activities in mind that the student will be engaged in at the workplace. These activities provide a logical base from which the student can build learning opportunities.

Academic Enrichment, Career Exploration and Personal Improvement Objectives

These objectives are related to the connections between academic and workplace learning, and can provide students with opportunities to explore careers and their own personal improvement.

Setting Learning Objectives

A learning objective states an observable, measurable activity to be learned, a level of performance of that activity and a given set of conditions under which that activity takes place.

Writing Learning Objectives

When coaching students in writing learning objectives, you may want to use the following examples which illustrate how situations that exist at the workplace and for the student personally can contribute to learning objectives:

Skill Development Objectives

Situation

You would like the student to be able to develop public speaking skills. The student does not feel comfortable speaking in public yet.

Final Learning Objective:

I will make verbal reports about community service opportunities to the production staff at monthly meetings. I will field questions with correct answers and without showing nervousness by May 13.

Each learning objective statement should contain four components.

- The activity should have a desired outcome related to the student's objective. It may be a result, skill, knowledge or behavior.
- The level of performance needs to be specified to ensure that it is challenging but attainable. The performance should be observable and measurable.
- The means of evaluation should be indicated.
- The deadline for accomplishing the objective should be stated.

Academic Enrichment

Situation

You have told the student that he/she will be stocking shelves and changing displays in the bookstore. In marketing class, the student will be studying how small business owners decide to display inventory. During the internship, the student's goal might be to identify how shelf space is allocated based on the balance of local consumer demand with the desire to bring in distributors' promotional fees.

Final Learning Objective:

I will create a two-page report to accurately describe how shelf space is allotted to distributors and present it to the class by June 12. My supervisor will verify its accuracy.

Career Awareness and Exploration

Situation

You have told the student that he/she will be delivering inter-office mail to all departments. The student has indicated that computer programming is a career interest.

Final Learning Objective:

I will meet and interview three programmers about their jobs using the informational interview tool, write a five paragraph reflective paper on whether a programming career is right for me and discuss it with the head programmer by March 30.

Personal Interest and Improvement

Situation

The student's personal goal is to develop better listening skills.

Final Learning Objective:

I will improve my listening skills at work by taking notes, paraphrasing or summarizing key points during Wednesday staff meetings and using those notes to write meeting summaries for the staff update binder each week.

Using the Work-Based Learning Plan to Record Learning Objectives

Through the *Pre-Internship Worksite Supervisor Interview*, the students have collected information about what their worksite supervisors expect them to do and think the students can learn. The students have considered what they want to learn and have evaluated their own SCANS skills using the *SCANS Skills Assessment* and the *Student Pre-Internship Worksheet*. All of this preparation will help them in developing learning objectives for their internships. Sample sections from the *Work-Based Learning Plan* are included below. The teacher can provide you with a sample of the full *Work-Based Learning Plan* upon your request.

Have students draft learning objectives based on what they know about their internship. Students can use the *Learning Objectives Worksheet* for the drafts. Have students read one another's learning objectives to check that they all have the necessary components.

Work-Based Learning Plan with Sample Text

KCK PUBLIC SCHOOLS
WORK-BASED LEARNING PLAN AND EVALUATION

STUDENT Sylvia Smith **DATE ESTABLISHED** 1/18/03 **DATE EVALUATED** 5/23/03

When identifying learning objectives remember to indicate the answers to the following questions: What do I want to learn? How will I learn this? How will the result be measured? By when will the learning have taken place? See the *Guides to the Work-Based Learning Plan* for more information on how to write learning objectives.

Evaluation Instructions: Indicate level of student performance by checking the appropriate box. Refer to legend on page three for definitions of each level. Turn in or fax to teacher at each evaluation date.

Skill Development Learning Objectives	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level	COMMENTS <i>Sylvia demonstrated remarkable eloquence in the delivery of reports at our monthly staff meetings. Her research was excellent; we learned a lot from what she shared with our team.</i>
<i>I will make verbal reports about community service opportunities to the production staff at monthly meetings. I will field questions with correct answers and without showing nervousness by May 13.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Instructions: Indicate date each objective is established and met in the appropriate box.

Academic Enrichment, Career Exploration, and Personal Improvement Learning Objectives	Date Established	Date Received	COMMENTS <i>Sylvia was eager to master new skills and to contribute more to the work environment. In demonstrating her skills, she was well organized and thorough.</i>
<i>I will create a two-page report to accurately describe how shelf space is allotted to distributors and present it to the class.</i>	January 27	March 26	
<i>I will interview three programmers about their jobs using the informational interview tool and write a five-paragraph reflective paper on the suitability of a programming career for me and discuss it with the head programmer by March 30.</i>	January 27	February 19	
<i>I will improve my listening skills at work by taking notes, paraphrasing or summarizing key points during Wednesday staff meetings and using those notes to write meeting summaries for the staff update binder each week.</i>	February 19	April 14	

Workplace (SCANS) Skills Evaluation

The *Work-Based Learning Plan* also includes a page on which the student and his or her worksite supervisor will evaluate the student's SCANS skills. For each of the skills, the student will be evaluated on a four-point scale indicated at the bottom of the page. Students should talk to the worksite supervisor about these skills. They should find out what "entry level" means to their supervisor in each skill area so that they can plan how to improve their own performance.

WORKPLACE (SCANS) SKILLS FOR KCK STUDENTS

These skills have been determined by KCK employers as critical skills for students to master. A legend for how to evaluate the level of student progress is included at the bottom of this page. This four-point scale allows you to assess performance against a standard for entry-level employees in your organization.

	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level
Writes information in clear, logical, legible and complete manner.				X	
Receives and responds appropriately to verbal and non-verbal messages.			X		
Chooses words/manner of expression appropriate for the workplace. Reports emergencies.			X		
Learns, reasons, makes decisions and solves problems.			X		
Is punctual. Attends regularly. Informs supervisor of absences in a timely manner.					X
Demonstrates understanding of personal workplace appearance.				X	
Initiates and completes tasks independently.		X			
Can be trusted. Demonstrates integrity.				X	
Works cooperatively with others.			X		
Exhibits appropriate behavior when dealing with clients.	X				
Works well with a variety of people.			X		
Interacts appropriately in social settings.			X		

COMMENTS:

LEGEND

NOT EXPOSED: Student was not provided the opportunity to achieve this objective or demonstrate the skill.

TRAINING LEVEL: Preparing to become work-ready, but has difficulty completing tasks without prompting and repeated help. Does not readily request help. Does not attempt task before asking for or receiving assistance.

IMPROVING TOWARD ENTRY LEVEL: More work ready. Has difficulty completing some tasks. May attempt task before asking for help, needs prompting or assistance.

ENTRY LEVEL: Meets and demonstrates the skills at a level equal to what is expected of any employee in a similar position. Completes tasks and work projects with and without help. Improves work using team or supervisor feedback. Meets quality standards.

EXCEEDS ENTRY: Demonstrates mastery of skills at a level above what is expected of any employee in a similar position. Uses information generated personally and by others to improve work quality. Identifies problems before they arise and makes adjustments accordingly. Exceeds work expectations for quality and attends to detail in the development of projects and assignments.

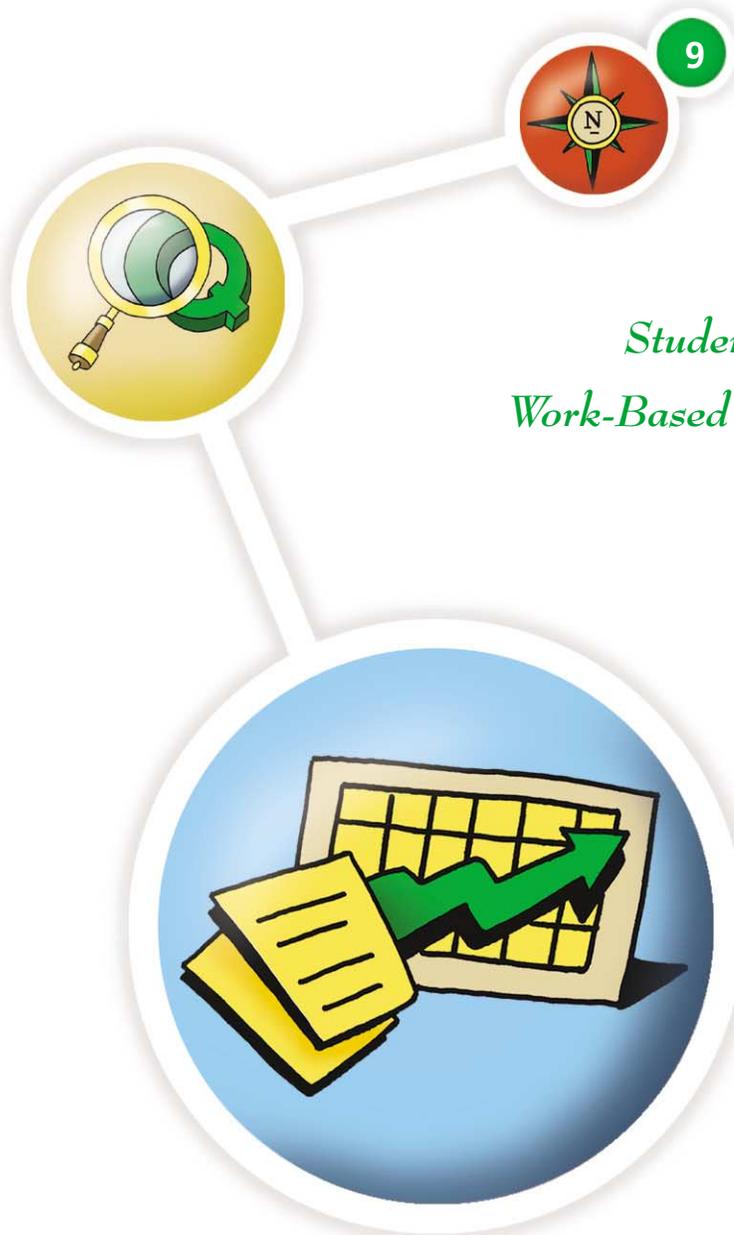
Summary

Students will receive help in the classroom with drafting their learning objectives. Student learning at the workplace ideally supports both workplace skill development and academic goals. Learning objectives help students stay focused and remember the connection between their work-based learning and their school experience. Your contribution to the process of development and evaluation of students' learning objectives is critical to making sure the objectives are attainable and appropriate to the opportunities the experience provides. In addition, your evaluation validates the skills students are learning both at school and at the workplace. The classroom teacher is on hand to help you and the student with the development of these objectives and can support you in other ways as well.



Quality Work-Based Learning Toolkit

Kansas City, Kansas Public Schools



*Student Guide to the
Work-Based Learning Plan*

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STUDENT GUIDE TO THE WORK-BASED LEARNING PLAN

Introduction

The Kansas City, Kansas Public Schools are committed to providing every student the opportunity to learn, perform and be recognized. Your *Work-Based Learning (WBL) Plan* ensures that these goals will be accomplished even when your learning takes place outside of school.



The *Work-Based Learning Plan and Evaluation* tool was designed to help you plan and keep track of your internship or service learning experience. You can use this as a guide to help you connect what you do and learn at the workplace to your academic classes. The plan also documents your internship or service learning activities, which will help measure what you have accomplished during the experience. It serves as a guide for you and your worksite supervisor and as an evaluation tool when you complete your internship.

This *Student Guide to the Work-Based Learning Plan* provides instructions for writing learning objectives that describe what you hope to learn through your internship or service learning experience. It will also show you how to evaluate your performance based on those objectives. Learning objectives will help you make sure that you and your worksite supervisor are on the same track for planning your activities and projects at the workplace.

There are two parts to the Work-Based Learning Plan: the learning objectives section and the SCANS¹ skills evaluation, which measures your progress in the development of workplace skills. Your teacher will assist you with learning how to write good learning objectives, which you will have your worksite supervisor review. The objectives you set will help you grow in four areas: workplace skill development, academic enrichment, career awareness and personal improvement. Your learning objectives will be used by you and your worksite supervisor to continuously evaluate your activities and performance. Your teacher will meet with you and your worksite supervisor to discuss your progress throughout the internship or service learning project.

To prepare for your internship or service learning project, you will participate in several activities in the classroom that will support your learning at the workplace. These include a self-assessment on the SCANS skills and some reflection activities that will help you determine what you would like to learn during your internship or service learning project.

Because your teacher may not be able to visit the workplace of every student immediately at the start of your internship or service learning projects, it is important that you think about and begin to develop learning objectives for your worksite supervisor to review. This guide will help you prepare for this task.

¹ 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.

Measurable Learning Objectives

What are learning objectives?

A measurable learning objective is a statement that clearly and precisely describes what it is that you intend to accomplish during your internship. Each learning objective involves new learning, expanded growth or improvement on the job and benefits both you and the workplace.

Why are learning objectives important?

Internships and service learning projects are designed to enhance your education. When learning objectives are carefully crafted and evaluated you get the most out of your experience. They help you connect what you learn in school to the skills you observe and practice at the workplace.

How do I write learning objectives?

The first step in preparing for your internship or service learning project is to think about what you would like to learn and be able to do as a result of this experience. The checklist below can help you to organize, prepare and write learning objectives that will work for both you and your workplace.



- Complete the *SCANS Skills Assessment* to measure your skills.
- Complete the *Student Pre-Internship Worksheet* to identify your interests.
- Learn about All Aspects of an Industry to understand more about the workplace.
- Conduct a *Pre-Internship Worksite Supervisor Interview* with your worksite supervisor to discover learning opportunities and requirements at the workplace.
- Draft your learning objectives using the *Learning Objectives Worksheet*.
- Review your learning objectives with your worksite supervisor.
- Use the *Work-Based Learning Plan* to record your learning objectives. Meet with your worksite supervisor and teacher to finalize your *Work-Based Learning Plan*.

Complete the SCANS Skills Assessment

One way for you to become familiar with the skills and attributes employers look for in employees (otherwise known as SCANS skills) is to complete a *SCANS Skills Assessment*. This assessment and other classroom activities will help you measure your interpersonal skills and determine what you want to work on or develop. It will also help you shape your learning objectives according to the skills you want to master.

Complete the Student Pre-Internship Worksheet

Identifying your interests before the experience will help you clearly communicate what you want to do with your supervisor, so that he/she can try to plan your activities accordingly. If you are not clear about what you want to learn and do at the workplace, it will be difficult for your worksite supervisor to guess which activities will best suit your needs and interests. After you have discussed your *SCANS Skills Assessment* results with your teacher, you will fill out the *Student Pre-Internship Worksheet* to define your interests and what you would like to explore during your internship or service learning experience.

Learn about All Aspects of an Industry

In each individual workplace or organization, there are multiple roles and skills necessary to operate day-to-day functions. Individuals in different departments have different skills and roles in the workplace. During your internship, it will benefit you to learn as much as possible about the variety of employee positions and duties. Your worksite supervisor should support you in learning as much about the entire organization as possible.

All Aspects of an Industry is a framework to help prepare you for your roles in the workplace. By understanding the big picture of organizational structure, you will be able to make informed decisions about your future career path. This framework will also help you to see how specific jobs within a career field are interconnected, which may help you plan for job mobility in the future. You will need to think about and use the All Aspects of an Industry framework several times throughout the semester. Your teacher will guide you in some classroom activities that will help you become more familiar with the aspects.

All Aspects of an Industry identifies nine aspects that are common to any enterprise. Students should gain experience and understanding of the associated concepts and skills to be successful. The questions below can help you to think in new ways about the industry where your internship or service learning experience takes place.

All Aspects of An Industry

1. Planning

- How does the organization plan the service or product it will produce and set goals to achieve its plan?
- What type of ownership does the organization have? Is it a non-profit, public service or private company? What is the difference between the types?
- How does the organization influence the community's economic, political and social contexts? How is it influenced by those contexts?
- How does the organization identify the needs of people and other influences that determine their goals and plans?

2. Management

- How do people manage the work environment and the staff to achieve the mission and goals of the organization?
- How is the work environment structured in order to achieve the mission? What are the different jobs and roles people have in the organization, and how do they all fit together to work toward the same goals?
- How are facilities, resources, equipment and materials used and organized to meet the needs and goals of the organization?

3. Finance

- How is the organization funded? Is it a non-profit or a for-profit? Does it rely on customers purchasing its products or services or does it rely on grants or other competitive funding?
- Who is responsible for making financial decisions for the organization?
- What methods are used to raise money to run business/organization and to pay employees?

4. Technical and Production Skills

- What are the basic skills necessary for working in the organization?
- Which specific skills in math, communications, computers and time management are needed for an entry-level position in this organization?
- What kinds of thinking and interpersonal skills are needed to run this organization?

5. Principles of Technology

- What kind of technology is used in the organization?
- How is technology used to develop products or services for the organization?

6. Labor Issues

- What are the rights and laws protecting employees regarding: wage, benefits, workers compensation, health and safety and working conditions?
- How do labor issues affect the way the organization makes decisions?

7. Community Issues

- What kind of impact does the company have on the community? Does it provide competition to other agencies? What needed services does the company provide to the community? What kind of impact does this company have on community's infrastructure?
- What kind of impact does the community have on the organization? Does it put restrictions on structures, or limitations on the services or products the organization can provide?

8. Health, Safety and Environment

- What are the health and safety laws for employees? How does the organization ensure they are being met?
- What are the community, state and federal regulations that protect the rights of workers?
- What are the environmental regulations that impact this organization and how are they being met?

9. Personal Work Habits

- What other skills (non-technical) and characteristics are expected in the workplace?
- What kind of interpersonal skills make a person effective in this organization?

Conduct a Pre-Internship Worksite Supervisor Interview

After you have thought about your interests and what you want to learn, and have evaluated your SCANS skills using the *SCANS Skills Assessment* and the *Student Pre-Internship Worksheet*, you will be ready to interview your supervisor. During the interview, you will collect information about what your supervisor expects you to do and wants you to learn during your internship or service learning project. This meeting will allow you to get to know your supervisor and to gather the information you will need to complete your learning objectives. The *Pre-Internship Worksite Supervisor Interview* form will guide you through the interview with important questions and topics to cover with your supervisor. Before the interview, review the questions to make sure you understand them, and identify any other relevant questions missing that you would still like to ask. All of this preparation will guide you in developing your learning objectives.

Draft Your Learning Objectives

After you have collected information about what your worksite supervisor expects you to do and would like you to learn, you will develop learning objectives for your internship or service learning project. You will finalize the *Work-Based Learning Plan* with your final learning objectives when you meet in person with both your supervisor and teacher within the first three weeks of starting your program.

Talk to Your Supervisor About the Workplace (SCANS) Skills Evaluation

The *Work-Based Learning Plan* includes a page on which you and your worksite supervisor will evaluate your workplace or SCANS skills. These skills have been validated by Kansas City employers as being critical to workplace success. For each of the skills, you will be evaluated by your worksite supervisor on a four-point scale. When you begin your internship you should talk to the worksite supervisor about these skills. Find out what "entry level" means to your supervisor in each skill area so that you can plan how to improve your performance.

Use the *Work-Based Learning Plan* to Record Learning Objectives

Use the *Learning Objectives Worksheet* to record your draft learning objectives. When you meet with your worksite supervisor to finalize the objectives, you will transfer them onto the *Work-Based Learning Plan*. Your final objectives will be measured and evaluated by your supervisor upon completion of the internship or service learning project. Later in this guide you will find a sample of how a learning objective might be worded in each of the areas.

The Work-Based Learning Plan and Evaluation Tool

The learning objectives section of the *Work-Based Learning Plan* is divided into two categories: the skill development section and the section for academic enhancement, career exploration and personal improvement (defined below). Your teacher will inform you how many learning objectives are required in each category. You will continue to add new learning objectives as you master the initial objectives.

Skill Development Objectives

These objectives are task and skill-based, and are designed to help you advance your abilities to perform workplace functions. They are aimed at practicing or improving a technical or interpersonal skill in the workplace. Writing objectives that relate to skills that you need to get the job done at the workplace is appropriate for this section.

Academic Enrichment, Career Exploration and Personal Improvement Objectives

These objectives are related to the connections between academic and workplace learning, and can provide you with opportunities to explore careers as well as your own personal improvement. Writing objectives that connect something you are learning in school to something you are doing in the workplace is appropriate for this section.

Writing Learning Objectives

The following example illustrates the process that will help you build your objectives:

- *What do I want to learn?*
I will create a handbook. I will work with my supervisor to identify seven guidelines to remember, and I will write descriptions of what each guideline is and why it is important. I will use Microsoft Word to turn them into a handbook.
- *How will the result be measured?*
My handbook will include accurate, helpful information and look professional. My supervisor will include my handbook in materials given to all new volunteers at the center.
By when will the learning have taken place?
By the end of the internship—May 14.
- *Final Learning Objective*
I will learn to develop workplace documents by writing a short handbook with seven guidelines for new volunteers. It will be produced in Microsoft Word and will be approved as a part of the new volunteer package by May 14.

For each of your learning objective statements, it is important to address the following four components:

- **Measurable:** Choose activities that have a desired outcome related to your interest. This may be a result (a project you complete), skill (a skill you will learn or use at the workplace), knowledge (ideas or information you learn at the workplace) or behavior (a personal characteristic or attitude you practice or change).
- **Level of Performance:** The activity you choose should suit your interests but also be challenging.
- **The Means of Evaluation:** Your objective should clearly state how your activity will be reviewed/observed.
- **Specific Conditions:** Finally, you need to identify the time period and specific deadline for accomplishing the objective.

Learning Objective Examples

The following examples illustrate how you can use situations that exist for you personally and at the workplace to craft your learning objectives:

Skill Development

Situation

The worksite supervisor has told you that s/he would like you to be able to develop public speaking skills. You do not feel comfortable speaking in public yet.

Final Learning Objective:

I will make verbal reports about community service opportunities to the production staff at monthly meetings. I will field questions with correct answers and without showing nervousness by May 13.

Academic Enrichment

Situation

The worksite supervisor has told you that you will be stocking shelves and changing displays in the bookstore. In marketing class, you will be studying how small business owners decide to display inventory. During the internship, your goal might be to identify how shelf space is allocated based on the balance of local consumer demand with the desire to bring in distributors' promotional fees.

Final Learning Objective:

I will create a two-page report to accurately describe how shelf space is allotted to distributors and present it to the class by June 12. My supervisor will verify its accuracy.

Career Awareness and Exploration

Situation

The worksite supervisor has told you that you will be delivering inter-office mail to all departments. You have indicated that computer programming is a career interest.

Final Learning Objective:

I will meet and interview three programmers about their jobs using the informational interview tool, write a five paragraph reflective paper on whether a programming career is right for me and discuss it with the head programmer by March 30.

Personal Interest and Improvement

Situation

Your personal goal is to develop better listening skills.

Final Learning Objective:

I will improve my listening skills at work by taking notes, paraphrasing or summarizing key points during Wednesday staff meetings and using those notes to write meeting summaries for the staff update binder each week.

As you can see in the examples above, developing learning objectives can help connect your interests directly to tasks at the workplace. Activities that may at first seem irrelevant to your personal goals can be expanded to include opportunities that are particularly meaningful to you.

The time and effort you devote to creating your objectives, coupled with clear discussion with your worksite supervisor about your interests will help to ensure that your experience is relevant to both your needs and the needs of the workplace.

WORK BASED LEARNING PLAN WITH SAMPLE TEXT

KCK PUBLIC SCHOOLS WORK-BASED LEARNING PLAN AND EVALUATION

STUDENT Sylvia Smith **DATE ESTABLISHED** 1/18/03 **DATE EVALUATED** 5/23/03

When identifying learning objectives remember to indicate the answers to the following questions: What do I want to learn? How will I learn this? How will the result be measured? By when will the learning have taken place? See the *Guides to the Work-Based Learning Plan* for more information on how to write learning objectives.

Evaluation Instructions: Indicate level of student performance by checking the appropriate box. Refer to legend on page three for definitions of each level. Turn in or fax to teacher at each evaluation date.

These objectives are task and skill oriented. Worksite supervisor and student determine appropriate objectives based on tasks that will support student learning.						COMMENTS
Skill Development Learning Objectives	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level	
<i>I will make verbal reports about community service opportunities to the production staff at monthly meetings. I will field questions with correct answers and without showing nervousness by May 13.</i>				X		<i>Sylvia demonstrated remarkable eloquence in the delivery of reports at our monthly staff meetings. Her research was excellent; we learned a lot from what she shared with our team.</i>

Instructions: Indicate date each objective is established and met in the appropriate box.

These enrichment objectives are related to workplace opportunities to enhance academic learning as well as student interest. Student and worksite supervisor determine what learning opportunities are available and appropriate and set objectives.			COMMENTS
Academic Enrichment, Career Exploration, and Personal Improvement Learning Objectives	Date Established	Date Received	
<i>I will create a two-page report to accurately describe how shelf space is allotted to distributors and present it to the class.</i>	January 27	March 26	<i>Sylvia was eager to master new skills and to contribute more to the work environment. In demonstrating her skills, she was well organized and thorough.</i>
<i>I will interview three programmers about their jobs using the informational interview tool and write a five-paragraph reflective paper on the suitability of a programming career for me and discuss it with the head programmer by March 30.</i>	January 27	February 19	
<i>I will improve my listening skills at work by taking notes, paraphrasing or summarizing key points during Wednesday staff meetings and using those notes to write meeting summaries for the staff update binder each week.</i>	February 19	April 14	

WORKPLACE (SCANS) SKILLS EVALUATION

In addition to evaluating you in your performance in meeting learning objectives, your worksite supervisor will evaluate you on critical skills identified by employers as necessary for advancement in the workplace. Remember to discuss with your supervisor how he/she defines each level, so that you are clear about what you are striving for.

WORKPLACE (SCANS) SKILLS FOR KCK STUDENTS

These skills have been determined by KCK employers as critical skills for students to master. A legend for how to evaluate the level of student progress is included at the bottom of this page. This four-point scale allows you to assess performance against a standard for entry-level employees in your organization.

	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level
Writes information in clear, logical, legible and complete manner.				X	
Receives and responds appropriately to verbal and non-verbal messages.			X		
Chooses words/manner of expression appropriate for the workplace. Reports emergencies.			X		
Learns, reasons, makes decisions and solves problems.			X		
Is punctual. Attends regularly. Informs supervisor of absences in a timely manner.					X
Demonstrates understanding of personal workplace appearance.				X	
Initiates and completes tasks independently.		X			
Can be trusted. Demonstrates integrity.				X	
Works cooperatively with others.			X		
Exhibits appropriate behavior when dealing with clients.	X				
Works well with a variety of people.			X		
Interacts appropriately in social settings.			X		

COMMENTS:

LEGEND

NOT EXPOSED: Student was not provided the opportunity to achieve this objective or demonstrate the skill.

TRAINING LEVEL: Preparing to become work-ready, but has difficulty completing tasks without prompting and repeated help. Does not readily request help. Does not attempt task before asking for or receiving assistance.

IMPROVING TOWARD ENTRY LEVEL: More work ready. Has difficulty completing some tasks. May attempt task before asking for help, needs prompting or assistance.

ENTRY LEVEL: Meets and demonstrates the skills at a level equal to what is expected of any employee in a similar position. Completes tasks and work projects with and without help. Improves work using team or supervisor feedback. Meets quality standards.

EXCEEDS ENTRY: Demonstrates mastery of skills at a level above what is expected of any employee in a similar position. Uses information generated personally and by others to improve work quality. Identifies problems before they arise and makes adjustments accordingly. Exceeds work expectations for quality and attends to detail in the development of projects and assignments.

INTERNSHIP ACTIVITY MATRIX

Internships are experiences that require ongoing commitments from several people. The chart below briefly outlines the roles and responsibilities of the partners and the general timing for the activities. (Remember to discuss with your supervisor how s/he defines each level, so that you are clear about what you are striving for.)

	TEACHERS	STUDENTS	WORKPLACE PARTNERS
Before the Internship Begins	<p>Identify interested and qualified students.</p> <p>Secure placement for students. If a placement is needed, contact New Century Connections or Learning Exchange for assistance (See <i>PathFinder</i> and <i>BEC Factsheets</i>).</p> <p>Distribute <i>Work-Based Learning Permission Form</i> and <i>Work-Based Learning Contract</i>.</p> <p>Coordinate and implement orientation activities for students.</p> <p>Meet with students to clarify grading standards using <i>Internship Grading Rubric</i>.</p> <p>Collect signed <i>Work-Based Learning Permission</i> forms and transportation form and <i>Work-Based Learning Contracts</i>.</p> <p>Determine a communication strategy for the internship.</p> <p>Review <i>Building the Classroom Connection</i> and <i>Teacher Guide for the Work-Based Learning Plan</i>.</p> <p>Prepare students to write learning objectives.</p>	<p>Apply for internship program.</p> <p>If you need help finding an internship placement, let your teacher know.</p> <p>Let teacher know when you have secured a placement.</p> <p>Turn in all signed parent permission forms.</p> <p>Complete student self-assessment and other assignments.</p> <p>Provide any contact information for your worksite supervisor that you can to your teacher.</p> <p>Attend workplace orientation and interview your worksite supervisor. Based on your interview, begin to draft learning objectives, using your <i>Student Guide to the Work-Based Learning Plan</i>.</p>	<p>Indicate interest in having an intern.</p> <p>Register internship and employment opportunities on PathFinder or with the Business/Education Coalition.</p> <p>Interview and select or hire student intern.</p> <p>Determine who will be the person working most closely with the student and the teacher. Inform other staff that a student intern will be at the workplace.</p> <p>Provide workplace orientation for student intern. Review informational packet provided to you by the teacher.</p> <p>Consider opportunities for the student to develop workplace (SCANS) competencies and to get exposure to all aspects of your industry. Review your <i>Workplace Partner Guide to the Work-Based Learning Plan</i>.</p>
During the First Three Weeks of the Internship	<p>Support students' refinement of their learning objectives through classroom activity.</p> <p>Meet with student and worksite supervisor at the workplace for initial visit. Agree to a communication strategy. Finalize the <i>Work-Based Learning Plan</i>.</p>	<p>Develop learning objectives and discuss them with your worksite supervisor.</p> <p>Meet with your teacher and worksite supervisor to finalize the <i>Work-Based Learning Plan</i>.</p>	<p>Work with student to develop work-based learning objectives.</p> <p>Be on the lookout for opportunities at the workplace that will support the student's academic and workplace skill development.</p> <p>Meet with teacher and student intern to finalize <i>WBL Plan</i> and communication strategy.</p>
During the Internship	<p>Coordinate and implement concurrent learning activities at school. Support students in working toward workplace learning objectives.</p> <p>Maintain ongoing communication with worksite supervisor.</p>	<p>Participate in ongoing reflection activities and skill building classroom assignments.</p> <p>Reflect on the connection between what is learned at school and at the workplace.</p> <p>Work toward learning objectives. When you have mastered an objective, create a new one.</p>	<p>Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections.</p> <p>Assist student in working toward learning objectives. When students master or complete an objective, help them to craft another.</p>
At the End of the Internship	<p>Meet with worksite supervisor and student to discuss and complete <i>Work-Based Learning Plan</i> evaluation. Incorporate discussion of the student's next step in this discussion.</p> <p>Provide classroom experiences that help students make the connection between this internship and their next step.</p> <p>Meet with students to discuss <i>WBL Evaluation</i> and students' overall grades in the course.</p> <p>Send appropriate documentation to office of Career and Technical Education c/o Susan Engemann.</p>	<p>Complete self-evaluation and reflection activities. Meet with your worksite supervisor and teacher to discuss your next steps.</p> <p>Complete and send a thank-you letter to your worksite supervisor. Update resume based on new skills and experiences gained.</p>	<p>Meet with teacher and student to complete final evaluation of the student. Make the connection to the student's next step.</p> <p>Complete program evaluation and send to district office to support continuous improvement efforts.</p>

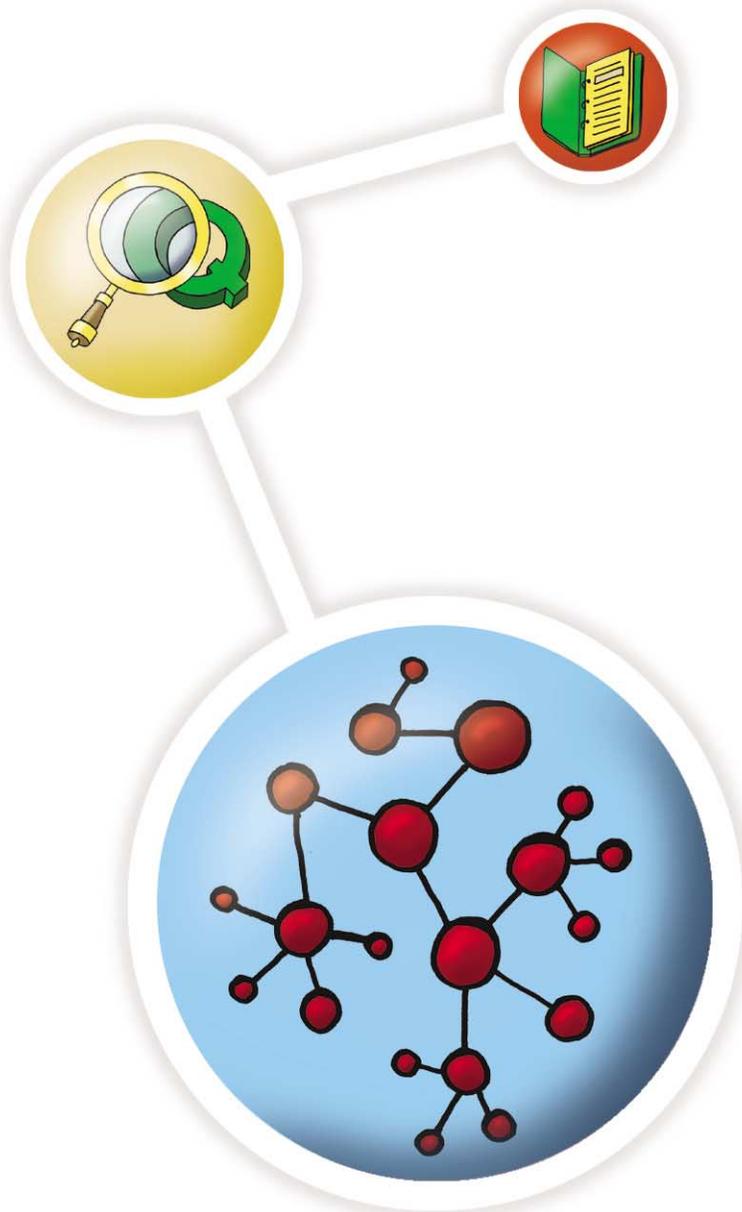
Summary

Once you have drafted your learning objectives, you will meet with your teacher and worksite supervisor to finalize them. You will then record them on your *Work-Based Learning Plan*. Throughout your internship, your supervisor will observe your progress in meeting your learning objectives. As you complete each intended objective, you will work with your supervisor to craft new ones. At the end of the program, your supervisor will evaluate your progress and will evaluate your level of performance and add comments. These documents will help your teacher determine your grade.



Quality Work-Based Learning Toolkit

Kansas City, Kansas Public Schools



Tools

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ALL ASPECTS INVESTIGATIVE INTERVIEW

All Aspects of an Industry identifies nine aspects that are common to any enterprise. Students should gain experience and understanding of the associated concepts and skills to be successful. Students can research these aspects by conducting interviews at the workplace.

Planning:

- Does the organization have a strategic plan (long/short-term)?
- Who leads the planning process?
- What should an organization consider when planning to sell its service or product?

Management:

- Does the organization have a mission statement? If so, why?
- What is the management structure of the organization?
- How does the organization form departments and why?

Finance:

- How does the organization acquire capital (money) to operate?
- Why is accounting important to an organization?
- How do paycheck deductions affect an employee?

Technical and Production Skills:

- What basic skills are needed (such as reading, writing, speaking, listening, science and math)?
- Is a person expected to be a team member?
- Does a person need to be able to manage time effectively? Why?

ALL ASPECTS INVESTIGATIVE INTERVIEW

Underlying Principles of Technology:

- What technology is used in the workplace?
- Do people have to continuously upgrade their job skills? Who pays for additional training?
- Does the organization require cross-training?

Labor Issues:

- Are there written job descriptions? If so, why?
- Is this an organized labor organization?
- Is cultural sensitivity important in the workplace?

Community Issues:

- Does the organization participate in community projects?
- How does the organization maintain a good public image?

Health, Safety, and Environment:

- Are there federal regulations that apply to this organization?
- Are there job-specific health threats?
- Is there basic safety training?

Personal Work Habits:

- Is quality of work emphasized?
- What are the expectations regarding attitude, appearance and fitness?
- Is all work valued in this organization?



ALL ASPECTS OF AN INDUSTRY

All Aspects of an Industry identifies nine aspects that are common to any enterprise. Students should gain experience and understanding of the associated concepts and skills to be successful.

1. **Planning:** How an organization plans (including goals and objectives); type of ownership (public or private); relationship of the organization to economic, political and social contexts; assessment of needs.
 - Strategic planning
 - Goals/objectives
 - Assessment
2. **Management:** Structure and process for effectively accomplishing the goals and operations of the organization using facilities, staff, resources, equipment and materials.
 - Organizational structure
 - Corporate culture
 - Mission statement
3. **Finance:** Accounting and financial decision-making process, method of acquiring capital to operate, management of financial operations including payroll.
 - Capital acquisitions
 - Financial operations
4. **Technical and Production Skills:** Basic skills in math, communications, computer, time management and thinking; specific skills for production; interpersonal skills within the organization.
 - Basic academic skills
 - Team player skills
 - Specific production skills
5. **Underlying Principles of Technology:** Technological systems used in the workplace and their contributions to the product or service of the organization.
 - Technology in the workplace
 - Continued professional training
 - Community activities and issues
 - Organization's involvement in the community
 - Workplace safety
6. **Labor Issues:** Rights of employees and related issues; wages, benefits and working conditions.
 - Job descriptions
 - Employees' rights and responsibilities
 - Role of labor organizations

ALL ASPECTS OF AN INDUSTRY

7. **Community Issues:** Impact of the company on the community, impact of the community on the organization.
 - Community activities and issues
 - Organization's involvement in the community

8. **Health, Safety, and Environment:** Practices and laws affecting the employee, the surrounding community and the environment.
 - Regulatory issues
 - Workplace safety

9. **Personal Work Habits:** Non-technical skills and characteristics expected in the workplace.
 - Positive attitude
 - Personal fitness and appearance
 - Readiness to work



ALL ASPECTS OF AN INDUSTRY INTERNSHIP PLANNING FORM

This document is intended to assist you in designing a learning-rich internship experience. Once you have thought about how you would like to structure the internship, what skills or projects the intern might focus on, and how those skills and projects are connected to *All Aspects of an Industry* or *SCANS Skills* concepts, you will review the student's learning objectives and the teacher will meet with you to finalize them. The teacher will set up a schedule to visit you and the student at the workplace early in the internship experience.

Consider how the student will complete projects or learn job skills that are connected to the following aspects of industry. The *All Aspects of an Industry* tool identifies nine aspects that are common to every enterprise. Learners should gain experience and understanding of the associated concepts and skills to be successful. Jot down some ideas about how the student can learn about these aspects.

1. **Planning:** How an organization plans (including goals and objectives); type of ownership (public or private) relationship of the organization to economic, political and social contexts; assessment of needs.

Ideas:

2. **Management:** Structure and process for effectively accomplishing the goals and operations of the organization using facilities, staff, resources, equipment and materials.

Ideas:

3. **Finance:** Accounting and financial decision-making process, method of acquiring capital to operate, management of financial operations including payroll.

Ideas:

4. **Technical and Production Skills:** Basic skills in math, communications, computer, time management and thinking; specific skills for production; interpersonal skills within the organization.

Ideas:

5. **Underlying Principles of Technology:** Technological systems being used in the workplace and their contributions to the product or service of the organization.

Ideas:

ALL ASPECTS OF AN INDUSTRY INTERNSHIP PLANNING FORM

6. **Labor Issues:** Rights of employees and related issues; wages, benefits and working conditions.

Ideas:

7. **Community Issues:** Impact of the company on the community, impact of the community on the organization.

Ideas:

8. **Health, Safety and Environment:** Practices and laws affecting the employee, the surrounding community and the environment.

Ideas:

9. **Personal Work Habits:** Non-technical skills and characteristics expected in the workplace.

Ideas:



Problem-Based Situations Relating to the Aspect of Planning

1. You are planning to open a small business (an auto repair shop, for example). Although you have saved some of your own money for this enterprise, you need additional funds to buy up-to-date equipment (such as diagnostic machines). Prepare a business plan that will convince the bank that you are a good business risk and that it should lend you the money. (Students could use this activity for any business or career path.)
2. As the manager of your department, you are aware of the various difficulties that your department faces when 25 more computers and 10 laser printers are added to the existing laboratory of 55 computers. You are in charge of locating a new area that has the proper amount of space, utilities, electrical outlets, ventilation and comfort. Develop a plan that sets up an ideal location for this laboratory. Design a floor plan for the department using drawings or use appropriate magazines and other sources to suggest a layout. (The instructor could include an assessment of needs with this assignment.)
3. As a graduate with a major in child care (or as a member of a team interested in establishing on-site child care for the company), you plan a child care center. Develop a business plan and find the necessary funding for the facility. You would like to open the center in three months. Contact the Small Business Administration (or appropriate agency) in your area to find out more about funding sources. Include a timeline in the business plan to achieve your goal.
4. Select a local business/organization (perhaps your school business partner) and arrange to meet with the director or manager to learn the goals and objectives for hiring staff. How many employees are required to run the organization? If the business/organization has more than one shift, how many supervisors are required? Arrange to attend a staff meeting and observe interactions between staff and managers. Note what issues are discussed and how conflicts are resolved.

¹ Adapted from All Aspects of the Business/Organization: Connecting the Classroom and the Workplace, Instructional Materials Laboratory, Columbia, Missouri, 1998.

ALL ASPECTS PROBLEM-BASED LEARNING ACTIVITIES

Problem-Based Situations Relating to the Aspect of Management

1. A large bank that is merging with a savings and loan bank has hired you. You have been asked to prepare a brochure about how the merger will affect customers' accounts. Design a pamphlet. Try to anticipate all the questions that nervous customers will pose.
2. You are the manager of a toy store. Your best-selling toy is sold out. It is near Christmas and many customers are demanding this popular item. Develop a strategy to both appease the customers and to obtain this toy.
3. You work for a chemical plant that has developed the reputation of being unresponsive to the community. You have been appointed to a team that is responsible for improving the company's public image. Develop a plan that will alleviate the community's concerns while costing the company no money. Include specific timelines and guidelines.
4. Select a local business/organization and gather information including (1) the number of people working there, (2) the number of hours the facility operates, (3) the job classifications of employees, (4) the qualifications for each job classification, and (5) the range of employee wages. (Students may revise or add to the data collected depending on the specific enterprise chosen.)

ALL ASPECTS PROBLEM-BASED LEARNING ACTIVITIES

Problem-Based Situations Relating to the Aspect of Finance

1. Many products sold in the United States are made in other parts of the world. Select 10 different items found in your home or community that were manufactured abroad. After identifying the country where each item was made, prepare a report indicating the type of government, the state of the economy, and the quality of the educational system in that country. Indicate why these goods need to be imported rather than made in the United States. Tell how the global economy influences world trade. (This idea could be developed as a team assignment or class project.)
2. You have just graduated from high school and have found a great job. You must have a car, however, to get to work. Your friend has just purchased a foreign car and wants you to do the same. Your parents want you to buy an American car. You want to make a logical decision. Choose an American-made car and an imported car to compare. Investigate the advantages and disadvantages of the two cars including the costs of ownership (i.e., insurance, gas, and registration, as well as the price of the car), safety, repair, maintenance, and depreciation records, as well as gas mileage. Create a table in which you compare the two so that your friend and parents will know that you arrived at your decision logically.
3. Your class is studying finance. As an assignment, you must interview an officer in a local investment company to determine how the company gets data, the number of people in a market segment, and their investment preferences. Determine the institution's overall marketing strategy. Develop a pre-interview questionnaire of at least 10 to 15 questions on how the company gathers data and how this data affects its advertising and products. (This could serve as a team assignment with various interview techniques used by students.)
4. Since you have come to the end of your three-month probationary period in the company for which you are working, you are required to make some decisions about payroll deductions. The following can be deducted from your paycheck: stock options, annuities, charitable deductions, deferred compensation, health insurance, life insurance, retirement savings, saving bonds and the typical deductions required by law. Investigate each of these deductions and decide which are important to you and why. Develop a plan to provide for your future.
5. Choose a local insurance agency and investigate how a claim is processed. Is the payment processed manually or online? How is the insured billed for a co-payment or amount not covered by the policy? How many claims are processed by the insurance agency on a weekly, monthly, or annual basis? How many different types of claims are processed by the agency? Process a mock insurance claim either manually or with a computer. Submit the form to the local insurance agent for feedback to make sure the form is completed correctly.

ALL ASPECTS PROBLEM-BASED LEARNING ACTIVITIES

Problem-Based Situations Relating to the Aspect of Technical and Production Skills

1. You employ 11 bakers in the bakery that you own and manage. You have just signed a contract with a major food chain to supply them with 5,000 holiday cakes over and above their regular order. These cakes will be delivered during the four weeks between Thanksgiving and Christmas. To fill this order, you need extra labor. The salary of each baker is \$8.00 an hour. When they work overtime, the bakers earn time-and-a-half. One person can bake 10 cakes per hour. Each cake retails at \$9.50 and uses \$4.50 worth of ingredients. Gas for the oven costs another \$8.25 per batch of 10 cakes. You need to decide whether you should hire additional employees or run overtime shifts. Make a plan for getting the labor that you need while maximizing your profits.
2. Your manufacturing company has just lost a major contract. You have more personnel and equipment than current orders require. The board of directors has mentioned downsizing and layoffs. You have been asked to find a way of saving jobs and increasing sales. Suggest a plan to save jobs.
3. Your class decides to prepare a unique cookbook—one that can be used to prepare a meal for a few people (such as a small group) or for as many as 90 people. Have each student bring a favorite recipe and create a cookbook with quarter, half, regular, and double recipes. The class could select a format and collect all recipes to share with others.
4. Your team leader wants to expedite communication among all the sales personnel in your firm. He/she has given you the task of setting up a conference for the 30 national and 10 international sales representatives. Your team leader wishes to introduce all of them to new product lines. Design two conferences that are both time and cost effective. Make a budget for each one.

ALL ASPECTS PROBLEM-BASED LEARNING ACTIVITIES

Problem-Based Situations Relating to the Aspect of Principles of Technology

1. The plant in which you are working is undergoing a radical change in procedure. Management is introducing progressive automation and new technology throughout the plant. You are one of the union representatives. The workers are nervous for a number of reasons. They do not know how to use the new technology and they are afraid that machines will replace them. Create a plan to receive questions from the employees and to communicate management's answers to these questions.
2. You are the team leader for designing a communication system that will meet the needs of your growing company for the next 10 years. To do this, you must investigate the applicable state and federal laws. You must also research the current and emerging technologies. Then you must develop a recommendation along with timelines and a cost analysis to present to the board of directors.
3. You work in the public relations department of your company. A recent study indicated that your company's advertisement in the yellow pages is inadequate. Customers seldom use it because it does not clearly specify what products or services your company provides. You are in charge of designing a new advertisement that will be used in the phone book and in several trade publications. Design one that is both attractive and clear. It should specify what products or services your company offers and be readable at a glance. Your report should include a written statement and a visual exhibition so that you can present it to the board of directors. (The instructor may provide information about products or services or students may brainstorm to develop this information. This activity could include the development of a home page for the Internet.)
4. You are a member of the quality control team in a medium-sized production plant. Production has been declining on a daily basis this month. Management wants to bring up production levels to meet and exceed those of last month. Production was recently interrupted for several days while new computer equipment was installed. Several employees have expressed concerns about increasing production while adapting to the new technology. Develop a plan to address the problems and to improve the production level.

ALL ASPECTS PROBLEM-BASED LEARNING ACTIVITIES

Problem-Based Situations Relating to the Aspect of Labor Issues

1. You are the manager of a local small business. You are pleased with your salary and benefits. You have a flexible schedule, health insurance and investment opportunities. You would like to advance in the company; however, you see no room for growth. You begin to consider investing in your own franchise. Research the pros and cons of opening your own franchise comparing at least three different types. Develop a plan that will allow you to select the best franchise for your needs.
2. As an employee of the regional office of the U.S. Department of Labor, one of your duties is to increase apprenticeship programs between local industries or other businesses and local schools. To do this, you decide to develop a brochure that highlights the benefits of apprenticeship programs to the student, the industry or business and to the community itself.
3. A television production team from a major news station has been filming in your school. They are doing a series called "Learning and the 21st Century." You find their work particularly interesting. Your teacher asks you to identify the job titles and duties of all of the people involved in the production company and to create a plan to pursue a career in one of these areas.
4. Research an industry in your area and determine which unions are active. Note if there are any employees not covered by a union. Investigate the benefits and drawbacks of a union. Prepare for a class discussion or presentation to include such information as (1) whether you get what you pay for as a union member and (2) how unions have changed working conditions and wages through the years. Cite examples of these in your report.

ALL ASPECTS PROBLEM-BASED LEARNING ACTIVITIES

Problem-Based Situations Relating to the Aspect of Community Issues

1. You are a member of a community committee that is responding to the mayor's suggestion that a sports complex be constructed in your neighborhood. People in this neighborhood are very concerned that this sports complex will cause a lot of additional problems, including increased traffic, crime and noise. On the other hand, many neighbors see that this facility would have a positive economic effect. You have been elected to prepare a report listing alternative suggestions to help alleviate the fears of the community. You are to present this report at a community meeting next month.
2. You are a member of a community team that has been trying to increase the number of residents in the trade unions. To enter many trades, passing a state test is required. The computerized tests are offered at a regional center. Devise a plan to help more community residents take and pass these tests. Report on the economic impact to your community if more members were earning union wages.
3. Residents in your community have been greatly upset by the presence of an obnoxious odor that emanates from a small stream that runs through an empty lot. As a community service project, your class has offered to assist the community in finding the source of this problem and in alleviating it if possible. You are in charge of developing two plans: a short-range one with which you and other classmates can help and a long-range plan that can be implemented by the community. Present your plans to the principal, superintendent and school council.
4. Make arrangements to meet with the public relations or marketing manager of a local enterprise. Find out why the business/organization has a public relations department and what community activities it supports. Investigate how the enterprise impacts the local area and how the neighborhood impacts the business/organization. Ask the public relations or marketing manager to cite an example of a public relations issue.

ALL ASPECTS PROBLEM-BASED LEARNING ACTIVITIES

Problem-Based Situations Relating to the Aspect of Health, Safety, and Environment

1. You work the night shift at a local business. One evening when the nurse has left for the day, a member of your staff injures his/her hand. Neither a first aid kit nor emergency health instructions could be found. Upon hearing of this incident, your supervisor became very upset. He/she asks you and your coworkers to develop a set of instructions for medical emergencies. You will present this report to your department and to the company owners for final approval.
2. As an employee of your city, you are appointed to serve on the recycling promotion committee. The committee has decided to have an Earth Day Fair to promote conservation, particularly the recycling of paper, aluminum products and glass. Develop a plan for the fair that will incorporate education, fun and the importance of recycling. Include the local schools and community in your plan.
3. You work with the Environmental Protection Agency. There has been a toxic chemical spill in your area. Your supervisor asks you to find out if other hazardous spills have occurred in your state/region within the last two years. Your supervisor asks you to investigate the cause and the economic impact upon the state/region. You are to devise and present a plan that will help to avoid such incidents in the future.
4. Question the manager of a local business/organization to find out how the company handles and disposes of waste. Find out what precautions are taken to make the building and surrounding parking lots safe at night. Investigate what can happen when waste is disposed improperly—where does it go, who handles the removal, how much does it cost? What environmental regulations exist to ensure a safe workplace?

ALL ASPECTS PROBLEM-BASED LEARNING ACTIVITIES

Problem-Based Situations Relating to the Aspect of Personal Work Habits

1. Many employees report late for work each day. This is true at all levels of the organization, including salaried, managerial and hourly workers. As an employee in the human resources section of the company, your manager has asked you to prepare a report that addresses this problem. She/he asked you to think of several ways to reduce the tardiness of employees. You must present your findings to groups of employees. Prepare a report including three or four ideas that might encourage employees to come to work on time.
2. You work in the office of a nationwide chain store. Your supervisor spends about half of the time in the office and half on the floor directly supervising operations. You enjoy your job, but when the manager is in the office you feel uncomfortable and have difficulty getting much work done. The supervisor constantly makes comments about your age, gender and/or ethnic background. What are your options? Research and discuss (1) the laws that prohibit such behavior, (2) the policy and grievance procedures that many organizations have to protect workers, (3) solutions that could include constructive feedback, a technique that enables workers to deal with sensitive situations. Develop a strategy to deal with this and similar situations.
3. Simulate an American businessperson doing business in a foreign country. Develop solutions for solving a problem at work. Demonstrate acceptable and unacceptable behaviors, gift-giving situations and discrepancies in acceptable punctuality standards.

Personal Work Habits* is a component not found in the School-to-Work legislation, but employers have stressed there is a critical need for employees to understand what is expected in the workplace and how important it is to be ready to work. Being ready to work includes:

- Reliability, critical thinking and problem solving;
- Understanding personal accountability;
- Being a team player and self-starter;
- Appropriate appearance and fitness for the workplace;
- Producing quality and effective work;
- Showing respect for all work;
- Displaying a positive attitude; and
- Respecting multicultural backgrounds of co-workers.

*Adapted from : Close-up Foundation Online Quarterly: Reflection, March 8, 2000, and Project-Based Learning: A Strategy for Teaching and Learning, prepared by the Center for Youth Development and Education, January 1999.



B-SAFE SAFETY CHECKLIST

Thank you for working with Kansas City, Kansas schools and providing a work-based learning opportunity for students. The safety of each student is extremely important. Please complete the safety checklist below and review safety procedures with each student.

	YES	NO	N/A
Housekeeping – Are work areas clean? Is trash removed at least daily? Is combustible trash in approved containers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Floors/Aisles – Are floor surfaces smooth? Are aisles clear of tripping hazards? Are minimum-width aisles maintained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stairs/Ramps – Is sufficient lighting provided and functioning? Are handrails provided and properly secured? Are ramps and inclines provided with non-slip surfaces?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ladders – Are steps and rungs free of cracks or breaks? Are spreaders and hinges working properly? Are safety feet in use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Storage – Is the area sufficiently laid out? Do corners have unobstructed views? Are products piled in an orderly and stable manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Machines/Equipment – Are standard guards provided and used? Are machines and equipment in safe operating condition and maintained per manufacturer's recommendations? Are warning signs against unauthorized use secured to machines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Material Handling – Is material handling equipment provided and used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hand Tools – Are hand tools in safe condition, free of wear and well-maintained? Are the right tools being used for the job? For hand-held power tools, are hazard warning signs securely fixed to tools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electrical – Are machines and power equipment properly grounded? Is a lockout system being used for maintenance of machines? Are extension cords free of cracks or breaks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lighting – Is sufficient lighting provided and functioning? Is emergency lighting provided, tested and functional?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Protective Equipment (PPE) – Is PPE provided and used where needed? Is it maintained in good and sanitary condition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Aid – Are individuals identified and trained to provide first aid? Are first aid facilities provided? Are first aid supplies properly stocked and clean? Are emergency response procedures posted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fire Extinguishers – Are types of extinguishers clearly marked and accessible? Are extinguishers in working order and with current service tag?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exits – Are exits identified, clearly marked and accessible? Are evacuation routes posted for employees to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boilers/Pressure Vessels – Are certificates of inspection (if required) current? Are safety devices regularly tested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employee Training – Are all employees trained in proper safety techniques? Are all employees trained in use of safety equipment? Are all employees trained in hazards or hazardous materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General – Is a file maintained on inspection reports of outside agencies? Are files documented and confirmed that recommendations of those agencies are completed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



CONFIRM YOUR INTERVIEW

Name _____ School _____

Duration of Internship (dates) _____ Hours of Internship _____

Type of Internship _____

Name of Business/Organization _____ Type of Business _____

Phone _____ Email _____

Address _____

Name of Internship Site Supervisor _____

Title of Internship Site Supervisor _____

- Congratulations! You have a placement interview for the above internship. The person listed above has agreed to interview you for your placement.

Your interview is scheduled for _____ at _____ am/pm.

OR

- Your supervisor is expecting a call from you to schedule an interview and to confirm details.

_____ 1) *Call, and keep calling back until you make real live contact.* Identify who you are, and tell them that you are calling to confirm your internship interview.

Example: "Hi, I am _____, a student at _____ High School.

_____ called you to set up a possible internship for me on _____.

I am calling to confirm that and to confirm the time I will be coming in for an interview."

_____ 2) Arrange your interview

Date _____ Time: From _____ To _____

Place to meet _____

_____ 3) If you are not sure, ask what the appropriate dress is for employees of the company.

_____ 4) Make your own travel plans. Unless pre-arranged, internship interviews must take place outside of school time.

_____ 5) Participate in the interview and then speak to your teacher about the outcome.

_____ 6) If you have any questions or problems setting up your interview, call _____.



THE DIFFERENCE BETWEEN JOBS AND INTERNSHIPS

Thank you for working with us to provide learning-rich internship experiences for Kansas City students. The chart below outlines some of the differences between jobs and quality work experiences or internships. The support that both you and the student receive when engaged in an internship can help your student worker become more productive, more motivated and better prepared for advancement.

Issue	Jobs	Internships
Skill Development	Training is entirely up to the employer. Youth are not active in programs and courses that support work readiness or career awareness.	Students are participating in a work readiness, career academy or another specialized program that focuses on your industry and/or preparing them to be successful at the workplace. Each student is connected to an industry-based program that provides a teacher to help fill in the gaps.
Supportive Context	Students may have no knowledge of the industry and lack supportive context to shape their work.	Students complete assignments to help them learn more about your company or industry, making them more valuable employees.
Supervisor Support	In a work situation, the students who work for you are solely your responsibility and/or that of your staff.	With internships, you are not alone in monitoring and supervising students. The teacher takes a role as support staff for you, assisting you with any issues that may arise and adding additional support for the student at your workplace.
Learning Objectives	Students work for pay, without external support for learning and growth.	Students begin their internships with learning objectives for their experience. They work with you to refine those learning objectives so that they fit with your goals for the job and the student's growth on the job.
Support for Advancement	Students often miss the connection between employment and their next step towards a career.	Through classroom assignments and activities students reflect on the value their current job provides to their own career building.
Evaluation	Students see positive workplace evaluation as a means to a raise.	Evaluation based on learning objectives and SCANS skills contribute to the students' grades in school. Evaluation is not only on their job performance, but on their learning and growth.



FREQUENTLY ASKED QUESTIONS ABOUT STUDENT INTERSHIPS

Will the student be able to handle the job?

Many students have had previous work experience, but some will be on the job for the first time. Students bring enthusiasm for work, and the ability to learn and follow directions. The teacher will be able to tell you specifically about the characteristics and skills of your intern. You will also have the opportunity to interview the intern before he/she is placed at your site.

What can I expect an intern to do?

- Fulfill the responsibilities and tasks assigned while learning about the workplace and gaining important job skills.
- Listen to constructive feedback and learn from successes and challenges.
- Succeed in the internship through a combination of appropriate job tasks, support and flexibility.

What can I NOT expect an intern to do?

- Know how to do everything right away! Interns are neither temp- workers nor regular paid adult employees. They are students who are learning what it means to hold a job.
- Repetitive, boring assignments for prolonged periods of time in isolation or without understanding why the work is important.
- High-profile work that is crucial to your department right from the beginning. By the end of the internship, the intern may be ready for more difficult work, but he/she should not be set up for failure.
- Everything perfectly all the time. Interns need to be given a chance to understand what they do wrong so they can learn from their mistakes.

How much experience will the student have?

Again, this varies depending on the student's background.

How are students prepared for the workplace?

Many students are participating in a work readiness, academy or another specialized program that focuses on preparing them to be successful at the workplace and has a teacher support person.

What is my liability?

All child labor laws must be followed as outlined and all work performed must comply with state and federal laws.

FREQUENTLY ASKED QUESTIONS ABOUT STUDENT INTERNSHIPS

How do I handle discipline problems?

You should handle the student as you would your own employees. This is an opportunity for a student to learn to resolve problems and work within company policies. If a situation cannot be resolved, you should contact the teacher. When the teacher comes for a meeting, the situation should be reflected upon and discussed.

What if the student wants to quit?

We want every student to be successful; so if this situation occurs, please contact the teacher immediately.

What if a situation occurs where the student needs to be terminated from the internship?

Again, we want every student to be successful. Please contact the teacher before discipline problems get to the point of resulting in termination. This person can help clarify expectations between you and your intern or assist in resolving other issues.



INFORMATIONAL INTERVIEW

Using the questions below, conduct an interview with an employee at your work-based learning site. Record his or her responses in the spaces provided.

1. What do you do during a typical day?
2. What is most enjoyable about your work?
3. What do you like least?
4. How did you get started in this occupation? What are the opportunities for advancement?
5. What education do you need for this job?
6. What is the salary range for this job? What are the salary ranges for this industry, entry level on up?
7. How does technology affect your job?

INFORMATIONAL INTERVIEW

8. What area of education from high school do you use most in the day-to-day tasks of your job?

9. What changes do you expect to see in this field in the next five years? The next ten?

10. In what ways are the following work habits important for this job?

- Following directions:
- Being accurate:
- Participating as a team member:
- Working independently:
- Time management:
- Ability to solve problems:
- Ability to analyze information:

11. If you were starting your career all over again, what would you do differently?

12. Ask questions about a topic that interests you. Typically, the best questions can't be answered with a yes or no.

Other questions you might have:



INTERNSHIP APPLICATION

Instructions:

This application should be filled out completely by the student with the assistance of a parent or guardian. Application must include parent's signature of approval.

Student's Name: _____

Return to: _____
Teacher's Name *Room #*

- **Business OJT Internship:** Internships in this program include: office related jobs, accounting positions, computer related or administrative assistant positions.
- **Marketing OJT Internship:** Internships in this program include: marketing, distribution and retail.
- **Other Internships:** Internships available through Small Learning Communities (SLC) include those in health careers, technology, education, precision production, hospitality, drafting and other career areas related to the SLC program.

INTERNSHIP APPLICATION

Please fill out completely in ink with the help of your parent/guardian. When completed, please attach a resume with employment and education information included. If you have questions, please see the On the Job Training Coordinator in your SLC.

Student Information

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone #: _____ Email Address: _____

Social Security #: _____ Birthdate: _____

Why do you want to enroll in this program? _____

List two careers you would like to pursue: (1) _____

(2) _____

Name two places you would like to work:

1. _____ 2. _____

Will you need help finding an internship placement? Yes _____ No _____

If no, where will you be employed?

Name of Company/Organization: _____

Address: _____

Supervisor's Name: _____ Wages: _____ Weekly Hours: _____

Does your supervisor know the details of the internship program? Yes _____ No _____

Please list all software you have learned to operate, either on the job or at school:

Do you have any physical limitations and/or chronic ailments? Yes _____ No _____

If yes, please explain: _____

What are your hobbies? _____

INTERNSHIP APPLICATION

List the names of high school teachers we may contact for references:

1. _____ 2. _____
3. _____

Transportation

What means of transportation will you use to get to and from your internship?

Own car _____ Parent's will drive & pick up _____

Parent's car _____ Other (please explain) _____

Parent/Guardian Information

Parent/Guardian Name: _____

Address (if different from student): _____

City: _____ State: _____ Zip: _____

Phone #: _____ Email: _____

What is the best time to contact you at home? Day: _____ or Evening: _____ & Time: _____

I approve of the above transportation plan that will enable my son/daughter to participate in the internship program.

Parent/Guardian Signature: _____ Date: _____



INTERNSHIP GRADING RUBRIC

This tool documents the relative weight of each evaluation component.

STUDENT _____ DATE ESTABLISHED _____ DATE EVALUATED _____

Percentage of grade	In this work-based learning placement, the student's grade will be based on the following factors:	
	Learning Objectives (Evaluated by worksite supervisor)	These objectives are related to the tasks assigned at the placement, appropriate connections between opportunities at the worksite and academic learning, and the student's career development and personal improvement.
	Workplace (SCANS) Skills (Evaluated by worksite supervisor)	These basic skills and competencies have been validated by employers and educators as vital to success in school and work and will be evaluated at the worksite.
	Work-Based Learning Portfolio (Evaluated by teacher, vocational counselor or work-based learning coordinator)	These assignments are critical to the connection between learning at the worksite and learning at school.
	Paperwork	These other elements are factored into student's class grade by the teacher.
	Rules and Procedures	
100%		

Scoring Rubric: Student will be scored according to these standards.

	Needs Improvement	Competent	Proficient	Advanced
Learning Objectives (Evaluated by worksite supervisor)	Student showing no progress toward meeting objectives.	All original objectives met or student making notable progress toward meeting them. Student able to do tasks with supervision.	All original objectives met. Student able to do tasks with minimal supervision.	All original objectives met and additional objectives established. Student able to teach tasks to others.
Workplace (SCANS) Skills (Evaluated by worksite supervisor)	Training level in all areas. No growth evidenced.	Improving toward Entry Level or better scores in all areas. Growth in one or two areas.	Entry level in all areas. Growth in most areas.	Growth in all areas. Exceeds entry level in all areas.
Portfolio (Evaluated by teacher)	Has not completed assignments.	Completes all assignments.	Responds to assignments with keen observations and reflection.	Shows deep understanding of personal growth and the connections between the workplace, the self and the greater world. Reflects beyond what is expected.

The following are also critical to student success.

Paperwork	Deadlines not met. Paperwork inaccurate or incomplete. Does not assess work, errors left unattended.	Deadlines met. Few missing areas of information. Assesses work, but fails to recognize errors.	Deadlines met. Paperwork filled out completely and accurately. Seeks assistance from teacher when help is needed in correcting errors.	Deadlines met. Paperwork filled out completely and accurately. Seeks assistance from teacher when help is needed in correcting errors.
Rules and Procedures	Unwillingness to follow school and/or worksite regulations. Unwilling to follow policies and rules.	Recognizes policies, but finds some difficult to follow.	Follows guidelines as stated in How to Guides. Recognizes rules, guidelines and policies and follows them.	Sets an example for adhering to policies and rules and understands their importance.



INTERNSHIP JOURNAL

The journal provides an opportunity for you to write about your learning experience. There are several ways that you can use your journal to examine your internship experience. Some of its uses are to examine new knowledge and skills, to discover what you feel as a result of experiences in your internship, and to reflect on your own learning. In your journal you can reflect on successes or problems, as well as anxieties or other feelings you have about your class or your internship. You may record your responses to difficulties that come up during the course of your internship. In addition, you may record personal reactions to teachers, internship coordinators, supervisors or co-workers or groups you take part in. You may use the journal to record any problems you are having that interfere with your learning experience.

You may write about anything that relates to your experience in school or at the internship or about experiences outside school that relate to the "you" which comes to school and learning. If you choose, you may use any of the ideas listed below as starting points for your journal entry. You may wish to use them once only, or to repeat the topic if it seems useful or important.

You will be asked to share some of your reflections in classroom discussion, so consider the journal an opportunity to remind yourself of situations on which you would like some input.

This journal is specifically designed to help you process the learning that happens as a result of your internship, though *it is not a private journal*. Your teacher will collect and check your journal periodically, providing you with feedback on your entries.

Basic Guidelines

- Keep your journal in a separate notebook or file folder.
- Write a journal entry at least once per week during the course of your internship.
- All entries should be numbered and dated.
- Each entry should be a minimum of 75 words.
- Content should be thoughtful, detailed and honest.
- Writing should be legible and written in standard English.
- You may address other issues not prompted below as they come up.

INTERNSHIP JOURNAL

Journal Prompts

- Some questions I have about my internship (today's lesson, my project, the article I read) are...
- Write a letter in which you talk about a need that you have at the workplace that needs to be addressed.
- Discuss changes or additions you would like to make to your internship objectives.
- Describe one job, person or department at your workplace that you would like to know more about. Why?
- Who at the workplace would you like to know more about? What do you need to ask that person to understand who he/she is as a person, or how he/she got to hold this job. Write down the questions you would ask this person.
- Discuss the academic knowledge that you are receiving in school and how it is useful to you in your internship experience.
- Write about something that you learned about one aspect of the industry in which you are working.
- How does it feel to be in a new place?
- Write about a conflict, success or disappointment you're experiencing through your internship.
- Write a dialogue between yourself and someone at your workplace that deals with a personal conflict
- What do you need to know about what your company does? What don't you need to know? What have you found out and what do you still need to know?
- Describe the expectations you had of this internship when you chose it and whether those expectations have been met or changed as a result of the actual experience.
- Describe the process of completing your internship objectives or project through this internship. How do you feel about doing it? What parts do you enjoy? What parts do you need help with?
- To what extent do the learning objectives in your WBL plan reflect what you have learned at this internship?
- Describe in detail your internship site...the site, the location, the general surroundings. What are your duties and responsibilities? Approximately how much time was spent during the week on the various activities?
- What is the expected dress, work ethic and general behavior for professionals in your workplace? Do these vary according to the day's duties? If so, how?



INTERNSHIP ORIENTATION CHECKLIST

Intern _____ Date _____

Supervisor _____

Welcome and Introduction

- Company philosophy, goals and purpose

Tour of Workplace

- A tour of the workplace
- An overview of the company safety plan
- Introductions to co-workers

Tour of Employee Facilities

- Rest rooms
- Lunch room
- Where to store personal belongings
- Other _____

About the Company

- Discuss company organizational structure
- Review type of business, products, services
- Overview of who the customers are
- Other _____

Department/Position Specifics

- Explanation of work schedule
- Review of dress and conduct code
- Review of hours, breaks and lunch policies
- Location of time clock or sign-in
- Attendance requirements, including procedures for calling in when absent
- Relationship to working with other departments or co-workers

Job Specifics

- How to use the phones and office equipment
- Supplies, paper, pens, etc.
- Job description, Work-Based Learning Plan and evaluation process

INTERNSHIP ORIENTATION CHECKLIST

Safety Training

- Safety plan
- Special hazards
- Accident prevention

Supervisor Expectations

- Dress code including clothing, hair and jewelry
- Work performance including productivity and work habits
- Company culture

Materials

- Copy of personnel handbook
- Organizational charts
- Telephone directory
- Security procedures

In general, supervisors should

- Clearly define expected outcomes and timelines upon commencement of internship.
- Use the Work-Based Learning Plan as a guide for the internship.
- Provide frequent, honest feedback to the intern, as this is a learning experience, as well as a job.
- Present opportunities for students to develop skills necessary for success in your industry, providing any initial instruction or information as required for skill development.
- Communicate regularly with the student's teacher.

INTERNSHIP PROGRAMS MATRIX

	Career and Technical Education Internships				Small Learning Community Internships	Special Education Vocational Internships
Year	Marketing On-the-job Training Senior	Business On-the-job Training Senior	World Of Work In Hospitality Senior	Health Careers Exploration II Senior	Career Development Internships Senior	Work Sample Junior/Senior +
Schools where offered	Harmon, Schlagle, Washington, Wyandotte	Harmon, Schlagle, Washington, Wyandotte	Wyandotte-Hospitality	Schlagle, Washington, Wyandotte	Harmon, Schlagle, Washington, Wyandotte	All
Classroom Prerequisites	Application Business Life Skills Marketing I	Application Business Life Skills Plus any two: Accounting I, Accounting II, Work Processing- Windows, Spreadsheet Applications	Application Business Life Skills And Introduction to Hospitality And Travel and Tourism	Application Business Life Skills Intro to Health Careers Health Careers Exploration	Application Interview	IEP Based
Workplace Prerequisites	Depends upon placement.	Depends upon placement.	Employer approval of application.	Part of Health Careers Exploration	None	None (available)
Student hours on the site	165 – 180 per semester	165 – 180 per semester	90 - 180 per semester	90 Extended Job Shadow every other 3-4 weeks	90 - 180 per semester	Varies
Concurrent courses or # Classroom support hours	Marketing Education	Office Technology	4 th block Wednesday	90 Alternating 3 week blocks	None; Monthly seminars How many?	Varies
Type of work during Internship	Marketing/Retail	Clerical, Accounting or Computer related	Hospitality, Travel and Tourism	Health rotations	Student interest driven	All
# And type of Learning Objectives	As indicated on WBL Plan	As indicated on WBL Plan	As indicated on WBL Plan	Based on competencies	Complete career research paper & project Learning Objectives as indicated on WBL Plan.	IEP Based
Paid or unpaid	Paid	Paid	Paid	Unpaid (See FSLA Regulations on Factsheet) Alternate 3 weeks	Unpaid (See FSLA Regulations on Factsheet) Varies (yes)	Both
School release time	Released last 2 blocks	Last class period(s) of the day	3rd and 4th block every day but Wednesday	One year Alternate 3 week periods on worksite.	Unpaid (See FSLA Regulations on Factsheet) Varies (yes)	Varies (yes)
Length of internship	One year	One semester or One year	One year	Student secures with teacher collaboration.	IEP Based	IEP Based
Source of Internship	Student secures own job. Teacher assists when necessary.	Student secures own job. Teacher assists when necessary.	Two site visits per quarter.	Teacher is on site with groups of students throughout the 3 week work-based blocks.	Student secures with teacher collaboration.	Vocational counselors secure placement.
# and kind of teacher contacts (in person/ phone)	Quarterly	Quarterly	Quarterly	Quarterly	Monthly	Monthly
Evaluation	Quarterly	Quarterly	Quarterly	Quarterly	Monthly	Monthly
Credit awarded	1 or 2 credits	1 per semester	1 or 2 credits	1 credit	Varies	Varies



JOB SHADOW ACTIVITIES FOR STUDENTS¹

Job shadows are most successful when the following parameters are met:

- Students learn by doing. Be sure your students are engaged in an activity with you.
- Choose activities that highlight the skills needed to do your job.
- Select activities that show your career in a positive light.
- Be sure that students cannot inadvertently disrupt or damage your work.
- Be ready to adjust the level of difficulty of the task depending on the students' abilities.

Here are some suggestions for demonstrating workplace skills to students.

Telephone Skills

Demonstrate the correct procedure for answering the phone and instruct the students on what is appropriate. If your job entails a significant amount of phone work, demonstrate communication skills by allowing the students to listen to a few calls on the speakerphone. Before each call, explain to the student what you hope to accomplish. Be sure to introduce your student to the caller and let the caller know that you have a "shadow." Prepare ahead a list of calls that you can make that will help the student understand your job. At the end of each call, review the results you achieved, positive or negative. In addition, you may wish to review the skills you used on the phone.

Computer Skills

Word processing: Dictate a memo or letter to your "shadow." Explain the reason you need to write the memo, and ask the student's opinion on how to express some thoughts.

Spreadsheets: Copy a spreadsheet into a new file and have the student input or manipulate data. Have the student change some parameters and notice how the entire spreadsheet changes. Have the student think about how long it used to take to change the rows and columns by hand.

E-mail: Dictate to the student an e-mail message and have him/her send it.

Graphic software: Copy a file and have the student help you design something for a current project.

CAD: Copy a file, then discuss your design parameters. Ask your student for input on a design change you are working on and have him/her make the change.

Skills/Equipment

Adding machines: Prepare some calculations for the student to complete.

Fax: Have the student send faxes for you throughout the day.

Other: Have the student experiment with other equipment that is safe for him/her to use, such as the postal meter or copy machine.

¹ Adapted from Activities and Materials for Employers, www.jobshadow.org.

JOB SHADOW ACTIVITIES FOR STUDENTS

Client/Customer Contact

If your job requires client or customer contact, have the student observe the exchange.

Attending a Meeting

Having a student attend a meeting with you is a fine idea. Before the meeting, give the student some background information so he/she better understands the conversation. It is recommended that meetings last no longer than an hour.

Prepare a Presentation

Show the student a presentation you are working on. Have the student critique your presentation. Then have the student add ideas of his/her own. Ask the student for suggestions on how to modernize the project or how to market more effectively to people his/her age. Encourage all the student's ideas.



LEARNING OBJECTIVES WORKSHEET

Refer to the *Student Guide to the Work-Based Learning Plan* for more guidance on how to build objectives.

Kind of Learning Objective	<input type="checkbox"/> Skill Development	<input type="checkbox"/> Academic Enrichment	<input type="checkbox"/> Career Development	<input type="checkbox"/> Personal improvement
What do I want to learn?				
How will I learn this?				
How with the result be measured?				
By when will the learning have taken place?				
Final Learning Objective				

Kind of Learning Objective	<input type="checkbox"/> Skill Development	<input type="checkbox"/> Academic Enrichment	<input type="checkbox"/> Career Development	<input type="checkbox"/> Personal improvement
What do I want to learn?				
How will I learn this?				
How with the result be measured?				
By when will the learning have taken place?				
Final Learning Objective				



PORTFOLIO RUBRIC

This rubric is used at Harmon High School to evaluate student portfolios. Evidence from work-based learning activities are ideal in student portfolios.

Technology - your work shows that you:					
No evidence; not observed.	Are aware of electronic media; can use simple equipment if set up ahead of time; use the computer merely for word processing; main source of information is word of mouth.	Are knowledgeable of electronic media & use a variety of technological tools to interact with others including word processing & e-mail, recognizes the need to modify equipment or applications and can do so with instruction; begin to match equipment or application to the project independently; uses printed & electronic media to acquire new information.	Are knowledgeable of electronic media & use a variety of technological tools to interact with others including word processing & e-mail, recognizes the need to modify equipment or applications and can do so with instruction; begin to match equipment or application to the project independently; uses printed & electronic media to acquire new information.	Make appropriate modifications on a variety of equipment applications to fit the project; begin to troubleshoot own problems with a variety of equipment or applications including the use of technical manuals.	Set up, maintain, write programs; use a variety of technological tools effectively and appropriately to create multimedia programs & web sites; desktop publishing; can assist others.
Set up equipment for others to use, work as a tutor; troubleshoot & resolve technical problems.					
Collaboration — your work shows that you:					
No evidence; not observed.	Are present in the group; appear concerned with personal goals; are aware of group roles.	Work in groups to achieve personal goals; contribute something to the group.	Work well enough with others to help get the task done; contribute to the group positively in some way.	Demonstrate leadership skills; promote group work to achieve a common goal.	Work well within a group; demonstrate leadership; help to get a task done in an effective manner.
Excel as a group member, demonstrating outstanding leadership, reinforcing other social interaction skills; group completed the task with effectiveness and quality.					

PORTFOLIO RUBRIC

Thinking — your work shows that you:						
No evidence not observed.	Are literal thinkers; are able to repeat information or copy what you have seen.	Comprehend information at its basic level; can paraphrase information.	Are able to make some inferences or draw basic conclusions from information or work of art.	Appropriately question & analyze statements for validity or inconsistency.	Are able to analyze information & draw personal meaning from information or work of art; are able to combine facts to draw accurate conclusions.	Excel in analyzing information & evaluating it to meet your needs; are able to judge the worth of information or works of art.
Communication — your work shows that you:						
No evidence not observed.	Write/speak to repeat the ideas of others; use some rules of language; comprehend at a literal level; use pencil & paper.	Write/speak to express your thoughts, use the rules of language with some success; comprehend messages well enough to paraphrase them; use word processor.	Communicate appropriately in some ways. Use the rules of language with success; are aware of reading/writing processes; comprehend at an inferential level, use telecommunications tools.	Communicate clearly & use the rules of language well; demonstrate knowledge application of reading/writing process, interpret the work of others to gain personal meaning; use linguistic/artistic tools to elaborate an idea.	Respond clearly & use the rules of language well; demonstrate knowledge application of reading/writing process, interpret the work of others to gain personal meaning; use linguistic/artistic tools to elaborate an idea.	Excel as a reader, writer, listener, speaker; use the rules of language appropriately; can evaluate the work of others; use/comprehend/interpret a variety of linguistic/artistic tools to elaborate an idea.
Self-Expression — your work shows that you						
No evidence not observed.	Repeat the ideas & thoughts of others.	Can express your thoughts, ideas & feelings somewhat; use a form of media.	Can express your thoughts, ideas & feelings using media selected by the teacher.	Can express your thoughts, ideas, & feelings using a single piece of media effectively.	Can express your thoughts, ideas & feelings using a variety of media effectively.	Can express your thoughts, ideas & feelings using a variety of media in original & skillful ways.
Problem Solving — your work shows that you						
No evidence not observed.	Are aware that a problem exists; are unsure of the task.	Work to find an appropriate strategy(s); are aware of the components of different problems.	Understand the task well enough to attempt it; strategize to resolve problems.	Attempt a strategy and identify the components of problems, find solutions.	Use an appropriate strategy(s) & carry them out to appropriate conclusions.	Excel in resolving problems; take appropriate risks; devise creative solutions to problems; explain thought process used in resolving problems.



PRE-INTERNSHIP WORKSITE SUPERVISOR INTERVIEW

Before you begin your internship, set up a meeting with your worksite supervisor to discuss the learning opportunities that are available at the workplace. Interview your worksite supervisor and use the response to draft learning objectives for the *Work-Based Learning Plan*. Make sure to bring a copy of the *SCANS Skills Glossary and All Aspects of an Industry* with you to the meeting.

What is the main goal of this business?

Who are your customers?

What are the tasks that I will be doing during my internship?

What do you consider to be the most important things for me to learn as soon as I start working here?

What are some things you hope I will learn later, when I am ready?

Which of the SCANS skills do you think are most necessary for me to develop for this position?

Which items from the *All Aspects of an Industry* list do you think I'll be able to learn about during this experience?



SAMPLE JOB SHADOW DAY SCHEDULE

This sample schedule can provide you with ideas of how to structure a job shadow day where several students shadow several employees within a larger organization.

9:00–9:10

Orientation Session

Students arrive and are settled in a comfortable meeting place.

Introduction of senior leadership personnel to discuss:

- Mission of workplace, or what they do
- Purpose of workplace, or why they do it
- Personal note, or why my job is important to me
- Reason they're involved in job shadowing
- Why I'm glad you've joined us today

9:10–9:30

Workplace Coordinator Introduction

- Conducts workplace tour
- Passes out organizational chart (simplified, if necessary) to students
- Engages in brief discussion of different departmental functions

9:30–9:45

Match students with hosts.

9:50–10:00

Go to work area and give overview of typical day.

10:00–10:20

Tour of work area or department; introduction to peers.

10:20–10:30

Break

10:30–11:30

Hands-on work (appropriate as determined by you) and observation.

11:30–12:15

Lunch/break

12:15–1:00

Interviews

1:00–1:30

Reflections, questions and answers.

1:30

Departure



SCANS SKILLS ASSESSMENT

STUDENT NAME _____ DATE _____

This SCANS¹ *Skills Self-Assessment* lists the individual skills and talents that employers value. Read the list and assess your own strengths. Mark each box that best describes your level of skill.

Skills for Basic Job Performance

(1=needs development; 2=competent; 3=proficient; 4=advanced)

BASIC SKILLS				
<i>You can read, write, speak and listen well. You know your arithmetic.</i>				
	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Speaking	<input type="checkbox"/> Learning to speak clearly, audibly and courteously.	<input type="checkbox"/> Speak clearly and use language appropriate to the environment.	<input type="checkbox"/> Express complex ideas in an organized and concise manner.	<input type="checkbox"/> Present effectively to a group using well-organized format, concise language and clear enunciation.
Listening	<input type="checkbox"/> Developing listening skills; working to make eye contact and confirm understanding.	<input type="checkbox"/> Listen attentively; make eye contact; repeat instruction to confirm understanding.	<input type="checkbox"/> Listen attentively and demonstrate understanding through relevant responses and questions.	<input type="checkbox"/> Retain complex information over time and apply it to later work
Reading	<input type="checkbox"/> Read written directions and workplace documents with assistance.	<input type="checkbox"/> Read written directions and workplace documents independently.	<input type="checkbox"/> Read and understand written materials, including technical documents, independently; ask questions where appropriate.	<input type="checkbox"/> Read complex written materials and execute related tasks independently.
Writing	<input type="checkbox"/> Learning to write clearly with correct grammar.	<input type="checkbox"/> Write information in clear, logical, legible and grammatically correct manner.	<input type="checkbox"/> Write clearly using work-related terminology.	<input type="checkbox"/> Write and develop professional material such as newsletters and marketing brochures.
Mathematics	<input type="checkbox"/> Able to perform basic computation with supervision.	<input type="checkbox"/> Able to perform basic computation independently.	<input type="checkbox"/> Able to interpret and apply basic computations and uses tables, graphs, diagrams and charts as needed.	<input type="checkbox"/> Able to construct, apply and present logical applications for mathematics using tables, graphs, diagrams or charts.

¹ 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.

SCANS SKILLS ASSESSMENT

THINKING SKILLS

You can think creatively. You can make decisions and solve problems. You know how to learn.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Combining Ideas or Information in New Ways	<input type="checkbox"/> Make connections with help from supervisor.	<input type="checkbox"/> Make connections with occasional help from supervisor.	<input type="checkbox"/> Make connections independently.	<input type="checkbox"/> Generate new ideas. Think abstractly.
Making Decisions	<input type="checkbox"/> Make decisions with help from supervisor.	<input type="checkbox"/> Make decisions with occasional help from supervisor.	<input type="checkbox"/> Make decisions independently.	<input type="checkbox"/> Make multiple decisions weighing risks and benefits to organization.
Exercising Leadership to Identify and Solve Problems	<input type="checkbox"/> Identify problems with help from supervisor.	<input type="checkbox"/> Identify and solve problems independently.	<input type="checkbox"/> Explore cause of problems and options with team when solving problems.	<input type="checkbox"/> Demonstrate leadership, develop creative solutions and systemic change, including preventive action.

FOUNDATION SKILL: Personal Qualities

You can take personal responsibility. You think highly of yourself. You are also honest.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Attendance and Appearance	<input type="checkbox"/> Maintain consistent attendance, punctuality, and appropriate dress with supervision.	<input type="checkbox"/> Demonstrate understanding of appropriate workplace appearance, attendance and punctuality.	<input type="checkbox"/> A model of excellent attendance and dress; attend events beyond those required.	<input type="checkbox"/> Represent the organization at meetings and events.
Self Management	<input type="checkbox"/> Complete tasks and projects as assigned with supervision.	<input type="checkbox"/> Complete tasks and projects as assigned.	<input type="checkbox"/> Initiate and complete projects independently.	<input type="checkbox"/> Deliver high-quality results on schedule.
Accepting Direction and Criticism	<input type="checkbox"/> Learning to accept direction.	<input type="checkbox"/> Accept direction with positive attitude.	<input type="checkbox"/> Accept constructive criticism with positive attitude.	<input type="checkbox"/> Accept and apply constructive criticism to improve performance.
Integrity, Honesty, and Confidentiality	<input type="checkbox"/> Maintain appropriate confidentiality with supervision.	<input type="checkbox"/> Maintain appropriate confidentiality with occasional supervision.	<input type="checkbox"/> Can be trusted. Demonstrate integrity and understand why certain information must remain confidential.	<input type="checkbox"/> Model good discretion and honesty for others.

SCANS SKILLS ASSESSMENT

COMPETENCY: Resource Management

Time, money and materials are resources. You can manage them well.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Manages Time	<input type="checkbox"/> Meet assigned deadlines with supervision.	<input type="checkbox"/> Meet assigned deadlines independently.	<input type="checkbox"/> Set priorities and deadlines independently.	<input type="checkbox"/> Manage multiple tasks and projects effectively.
Manages Money	<input type="checkbox"/> Manage established program budget with supervision.	<input type="checkbox"/> Manage established program budget independently.	<input type="checkbox"/> Help establish project budget and operates effectively within it.	<input type="checkbox"/> Determine and manages budget efficiently.

COMPETENCY: Interpersonal Skills

Time, money, and materials are resources. You can manage them well.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Interacting with Co-workers	<input type="checkbox"/> Developing basic interaction skills. Respond when others initiate conversations.	<input type="checkbox"/> Interact appropriately in social settings.	<input type="checkbox"/> Initiate positive interactions with co-workers and participate constructively as part of a team.	<input type="checkbox"/> Lead teams of co-workers to complete projects in an effective and timely manner.
Interacting with Customers	<input type="checkbox"/> Developing skills necessary to deal with difficult customers/clients and situations.	<input type="checkbox"/> Appropriately request assistance when dealing with difficult customers/clients and situations.	<input type="checkbox"/> Resolve customer/client problems independently where appropriate.	<input type="checkbox"/> Proactively handle stress of difficult customers/clients and situations.
Clients Respecting Diversity	<input type="checkbox"/> Developing an understanding of diversity.	<input type="checkbox"/> Understand diversities and similarities.	<input type="checkbox"/> Demonstrate ability to work with people different from myself.	<input type="checkbox"/> Seek out opportunities to work with people different from myself.

COMPETENCY: Information Management

You can find, interpret and communicate information. You can organize and maintain files. You can also use a computer and process information.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Collecting and Organizing Information	<input type="checkbox"/> Developing ability to collect and organize information and materials needed for a task.	<input type="checkbox"/> Effectively compile information and resources in a clear, logical and legible manner.	<input type="checkbox"/> Effectively organize and evaluate the relevance and accuracy of information.	<input type="checkbox"/> Identify and obtain missing information based on mastery of subject.
Interprets and Communicates Information	<input type="checkbox"/> Able to select pertinent information with occasional assistance.	<input type="checkbox"/> Analyze information in an organized manner.	<input type="checkbox"/> Effectively organize information and communicate results in a concise manner.	<input type="checkbox"/> Present effectively to a group using a well-organized format, concise language and clear enunciation.

SCANS SKILLS ASSESSMENT

COMPETENCY: Systems

A system is the way things are done or organized. You understand social and business systems. You can check and correct your own business performance. You can make suggestions on how to improve the way things are done.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Understanding the Structure and Dynamics of the Entire Organization	<input type="checkbox"/> Am aware of my role within the department.	<input type="checkbox"/> Demonstrate working knowledge of the department's role in the organization and how it relates to other departments.	<input type="checkbox"/> Understand and negotiate the communication and workflow between departments.	<input type="checkbox"/> Understand the role of the organization in the industry and the economy.
Recognizing Health and Safety Issues	<input type="checkbox"/> Practice appropriate health and safety protocol at the workplace with assistance.	<input type="checkbox"/> Practice appropriate health and safety protocol independently and recognize their importance. Report emergencies in an appropriate manner.	<input type="checkbox"/> Understand the implication of health and safety principles and apply them to new situations.	<input type="checkbox"/> Model good health and safety practices and help others to understand their importance.
Understanding Personnel Policy and Relevant Labor Laws	<input type="checkbox"/> Developing an understanding of personnel policy and, where appropriate, relevant labor laws.	<input type="checkbox"/> Understand personnel policy and, where appropriate, relevant labor laws.	<input type="checkbox"/> Adhere to personnel policy and understands its impact on individuals.	<input type="checkbox"/> Understand personnel policy and its impact on the organization; contribute to a positive work culture.

COMPETENCY: Technology

You can find and use the right tools for the job.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Selecting Tools and Procedures	<input type="checkbox"/> Able to use procedures, tools and machines with supervision.	<input type="checkbox"/> Able to use procedures, tools and machines with occasional supervision.	<input type="checkbox"/> Able to use procedures, tools and machines without supervision.	<input type="checkbox"/> Able to determine which procedures, tools and machines to use at appropriate times.
Applying Technology to Task	<input type="checkbox"/> Can identify problem as it relates to technology with supervision.	<input type="checkbox"/> Can identify a problem as it relates to technology without supervision.	<input type="checkbox"/> Identify appropriate technology and use it to prevent problems.	<input type="checkbox"/> Use technology appropriately to identify, prevent and solve problems.

SCANS SKILLS ASSESSMENT: CLASSROOM ACTIVITY

This activity introduces students to the *SCANS*¹ *Skills* and provides them with a self assessment opportunity.

Explain to the students that while participating in their work-based learning opportunity they will learn about the job duties and associated skills needed to be successful. Next, ask the students what kinds of skills they think employers might want their employees to have. You might receive such answers as excellent reading and math skills, punctuality, neat appearance and honesty. List all responses on the board.

Explain to students that today's workplace requires a new type of employee, one who has excellent communication skills, actively engages in teamwork, has problem-solving abilities and continues to learn new ideas and technology. Make it clear that in order to be successful, they need to acquire the new skill sets that today's employers are seeking.

Tell the students that there are basic skills and qualities employers want their employees to have. Stress that their potential earning power is related to their knowledge and skills. Tell them that they are now going to determine what kinds of skills and qualities they already have by conducting a self-study. Distribute the *SCANS Skills Assessment*. Read the instructions aloud, then give the students about twenty minutes to complete the exercise. Students may use the *SCANS Glossary* for a more detailed description of each of the skills.

After the students have finished the *SCANS Skills Assessment*, ask how many of them had a range of skills (i.e., high in technology but low in systems). Explain that everyone has strengths in different areas. To get a good job, they will need to have at least a three (which is average), in all of the basic job performance skills. Their chances of being hired increases with additional threes and fours. Challenge them to look for these skills when visiting the work site.

Lead the students in a discussion about the SCANS skills.

Questions for discussion

- What about your responses was a surprise to you? What stands out as a need you have?
- Where did you build the skills and competencies that you believe you have?
- Were you aware that you were building this skill or competency as it was happening?
- Which skills and competencies does school help you develop?
- If you are currently employed, which skills and competencies seem most important to your performance on the job?
- Which skills and competencies seem most important for success in school?

¹ 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.



SERVICE LEARNING CONTRACT FOR KANSAS CITY, KANSAS PUBLIC SCHOOLS

Name _____ School _____

Duration of Internship (dates) _____ Hours of Internship _____

Type of Internship _____

Name of Business/Organization _____ Type of Business _____

Phone _____ Email _____

Address _____

Name of Internship Site Supervisor _____

Title of Internship Site Supervisor _____

Responsibilities of the Student

1. The student learner will keep regular attendance, both in school and at the site, and cannot work on any school day that he/she fails to attend school; he/she will notify the school and employer if unable to report. (The student's service learning agreement will be terminated if he/she does not remain in school.)
2. The student will show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, good dress and a willingness to learn.
3. The student will consult the teacher/coordinator about any difficulties arising at the site.
4. The student will conform to the rules and regulations of the site.
5. The student will furnish the teacher/coordinator with all necessary information and complete all necessary reports and assignments.

Responsibilities of the Parents/Guardians

1. The parent/guardian(s) will encourage the student to effectively carry out duties and responsibilities.
2. The parent/guardian(s) will share the responsibility for the conduct of the student while training in the program.
3. The parent/guardian(s) will be responsible for the safety and conduct of the student while traveling to and from the school, the site and home.

Responsibilities of the Worksite Supervisor

1. The worksite supervisor will endeavor to host the student for the agreed-upon number of hours each week for the entire service learning experience.
2. The worksite supervisor will adhere to all federal and state regulations regarding employment, child labor laws, minimum wages and other applicable regulations.
3. The worksite supervisor will ensure that the student is afforded continual learning opportunities through their assignment.
4. The worksite supervisor will consult the teacher/coordinator about any difficulties arising at the site.
5. The worksite supervisor will review learning objectives and evaluate the student using the *Work-based Learning Plan and Evaluation*.
6. The worksite supervisor will provide time for consultation with the teacher/coordinator concerning the student.

Responsibilities of the Teacher/Coordinator

1. The teacher/coordinator will see that the necessary related classroom instruction is provided to prepare the student for the service learning experience.
2. The teacher/coordinator will make appointments to visit the site to consult with the site partner.
3. The teacher/coordinator will evaluate the student.
4. The teacher/coordinator will provide support and assistance to the site partner as requested.
5. The teacher/coordinator will communicate all pertinent information to site partner, student and parent/guardian(s).

This agreement may be terminated by mutual consent of the site partner and the teacher/coordinator. It is understood the parties participating in this agreement will not discriminate in employment opportunities on the basis of race, religion, color, sex or national origin.

Student Signature _____ Worksite Supervisor Signature _____
(Date) (Date)

Parent/Guardian Signature _____ Teacher/Coordinator Signature _____
(Date) (Date)



SERVICE LEARNING PROJECT PLANNING WORKSHEET

Project _____

Planning Team _____

Management _____

1. Who will be the key contact person for this project? _____

2. Which individual or organization has management responsibility? School

Agency?

Student(s)?

Other? _____

3. What commitments are participating agencies making to the project?

4. Which students are involved in managing the project?

5. What transportation arrangements need to be made? _____

6. Other:

Youth Involvement

1. What has been done to make sure youth "buy in" to this project?

2. How many students will be involved in the project? _____

3. Will they work: individually? in small groups? in large groups?

Number per group _____

SERVICE LEARNING PROJECT PLANNING WORKSHEET

Service Components

1. What are the key service objectives for the project?
2. Students will:
 - Conduct needs-assessment and planning.
 - Work directly with people.
 - Provide institutional support.
 - Participate in issue-oriented advocacy.
 - Other _____
3. Is this project part of an existing project, or is it new? Existing New
4. What is the duration of this project? _____ days/weeks/months
5. Where will the work take place? _____
6. What kind of supervision will be in place?

Learning Components

1. What are key learning objectives for the project?
2. Will students individually complete the *Work-Based Learning Plan*, or will the project group be evaluated together?
3. What academic subject area(s) will be tied to the service?
4. What kinds of reflection will be part of the project?

SERVICE LEARNING PROJECT PLANNING WORKSHEET

Community Support and Involvement

1. Does this project have the support of the community? Yes No
2. Have consumers of the service been part of the planning process? Yes No
3. Do parents/guardians/family members support this project? Yes No
4. How can parents/guardians/family members become involved in this project?
5. What other support and involvement do you have?
6. Do you anticipate any opposition to this project? Yes No
7. If so, how will you respond to it?

Resources

1. Who are some people who can be resources in this project?
2. What funding could you pursue for this project?
3. What other resources will you seek (donations, etc.)?



Seven Simple Guidelines

Guideline 1: Plan and Prepare for Successful Experiences

- Provide a thorough orientation for both students and workplace partners.
- Promote a shared understanding of the expectations of the experience.
- Coach students in setting personal goals and establishing learning objectives.
- Treat students as regular employees.

Guideline 2: Maximize Learning

- Expose students to all aspects of the industry.
- Make ties to the classroom.
- Involve students in setting expectations.
- Provide opportunities for reflection.
- Document and measure the learning.

Guideline 3: Provide Effective Supervision

- Provide an overview of the workplace.
- Conduct orientations, training and support sessions for supervisors in the workplace.
- Help the supervisor teach new skills.
- Encourage ongoing evaluation.
- Assist the supervisor with coaching students.

Guideline 4: Promote Safety

- Design experiences that work for students and the workplace and that meet safety standards.
- Provide training on legal, safety and health issues.
- Prepare students to be safety and health conscious.
- Promote and support a safe work environment.
- Train and supervise the student.

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

- Develop a time management plan with students.
- Inform education and workplace partners about the appropriate hours for students.

Guideline 6: Pay When Required

- Determine if pay is required for the experience.
- Encourage payment of fair and comparable wages.

Guideline 7: Provide Ongoing Support

- Make regular visits to the workplace.
- Provide the communications link.
- Be a resource to the workplace.



STUDENT JOB SHADOW EXPECTATION SHEET

A job shadow is a great opportunity to learn about the world of work. You may be wondering what you will discover. Without a doubt, you will be exposed to a wide variety of experiences and information; some information may be more valuable to you than other information.

Take Action!

Holding a job requires a lot of independent thought and decision-making. Below is a checklist of what you can expect to learn on your job shadow. Read through the list and check off what interests you and the goals for the day that are most important to you. Your interests do not have to be prioritized. Additional space is provided if you would like to learn something that is not listed.

What I Can Expect on Job Shadow Day?

- To see how the knowledge I am gaining in school is used on the job
- To see what people do all day on the job
- To understand what skills I need to get a good job
- To learn what employees receive besides a paycheck
- To find out more about the workplace I am visiting
- To see how technology is used on the job
- To explore some new career ideas for myself
- To learn how much education I will need to get the job that I want
- To understand how learning and earning are connected

What Are My Personal Goals?



STUDENT PRE-INTERNSHIP WORKSHEET

1. What technical or workplace skills would you like to acquire or improve during this internship?
2. In what ways can your experience in the workplace help you improve your academic skills?
3. Is there a concept you are learning in class that could be reinforced at the worksite? What is it?
4. What career areas would you like to learn more about during this internship? How do these areas of interest relate to your long-term career goals?
5. What interpersonal skills would you like to improve or learn more about during this internship?
6. What skills or traits do you see as weaknesses that you would like to work on, and what are your plans for improving these areas?



TEACHER NOTES AND EVALUATION WORKSHEET

Use this form to record visits to the worksite and evaluate student achievement in internships.

Student _____ School/Organization _____

Student No. _____ Small Learning Community _____

Company _____ Supervisor _____

EMPLOYER/WORK SITE VISITS

Dates: _____

Notes: _____

Dates: _____

Notes: _____

STUDENT CONTACTS

Dates: _____

Notes: _____

Dates: _____

Notes: _____

	Needs Improvement	Competent	Proficient	Advanced	Weight	Score
Objectives (Evaluated by worksite supervisor)	Student showing no progress toward meeting objectives.	All original objectives met or student making notable progress toward meeting them. Student able to do tasks with supervision.	All original objectives met.	All original objectives met and additional objectives established. Student able to teach tasks to others.		
Workplace (SCANS) Skills (Evaluated by worksite supervisor)	Training level in all areas. No growth evidenced.	Improving toward entry level or better scores in all areas. Growth in one or two areas.	Entry level in all areas. Growth in most areas.	Growth in all areas. Exceeds entry level in all areas.		
Portfolio (Evaluated by teacher)	Has not completed assignments.	Completes all assignments.	Responds to assignments with keen observations and reflection.	Shows deep understanding of personal growth and the connections between the workplace, the self and the greater world. Reflects beyond what is expected.		
Paperwork (Evaluated by teacher)	Deadlines not met. Paperwork inaccurate or incomplete. Does not assess work, errors left unattended.	Deadlines met. Few missing areas of information. Assesses work, but fails to recognize errors.	Deadlines met. Paperwork filled out completely and accurately. Seeks assistance from teacher when help is needed in correcting errors.	All deadlines met. Paperwork filled out completely and accurately. Seeks assistance from teacher when help is needed in correcting errors.		
Rules and Procedures (Evaluated by teacher)	Unwillingness to follow school and/or worksite regulations. Unwilling to follow policies and rules.	Recognizes policies, but finds some difficult to follow.	Follows guidelines as stated in <i>How to Guides</i> . Recognizes rules, guidelines and policies and follows them.	Sets an example for adhering to policies and rules and understands their importance.		
Total					100%	



TEACHER TIP SHEET

Tips on Delivering New Information to Worksite Supervisors

- Be mindful of the supervisor's time constraints. Call well in advance to make appointments and keep them!
- Deliver new information in person.
- Don't overwhelm them with paper.
- Allow plenty of time for discussion of the new information.

Tips on Communicating With Worksite Supervisors

- Develop a back-up plan in case worksite supervisor is transferred to another department or location.
- Establish a steady pattern of e-mail communication.
- Encourage supervisors to call you with any questions.
- Balance requests for time and attention with offers to help.

Tips on Meeting with Worksite Supervisors

- Understand that worksite supervisors do not follow school schedules.
- Get to know the supervisor's downtime and take advantage of it.
- Set up the next meeting before ending the present one.
- Establish objectives of the next meeting before it occurs.

Tips to Ensure a Worksite Supervisor's Good Performance

- Have strong supervisors train or orient new supervisors.
- Conduct effective orientation and check-in meetings; clarify expectations.
- Provide feedback on a consistent basis; don't wait until there is a problem.
- Be a good listener; check for signs of anxiety or confusion.
- Send supervisors thank-you notes and other tokens of appreciation.

Tips on Ways to Assess the Learning Potential of a Workplace

- Observe or shadow your students at work; see it through their eyes.
- Review job descriptions; interview the supervisor.
- Participate in mini-internships and engage in work that students will be doing.



WORK-BASED LEARNING CONTRACT FOR KANSAS CITY, KANSAS PUBLIC SCHOOLS

Student Name _____ Birth Date _____ Grade and Age _____
Address _____ Telephone _____
Name of Workplace _____
Name of Worksite Supervisor _____ Position _____
Starting average number of hours per week in the WBL experience _____ Starting pay (if applicable) _____

Responsibilities of the Student

1. The student learner will keep regular attendance, both in school and at the worksite, and cannot work on any school day that he/she fails to attend school; he/she will notify the school and employer if unable to report. (The student's work-based learning agreement will be terminated if he/she does not remain in school.)
2. The student will show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, good dress and a willingness to learn.
3. The student will consult the teacher/coordinator about any difficulties arising at the work site.
4. The student will conform to the rules and regulations of the work site.
5. The student will furnish the teacher/coordinator with all necessary information and complete all necessary reports and assignments.

Responsibilities of the Parent/Guardians

1. The parent/guardian(s) will encourage the student to effectively carry out duties and responsibilities.
2. The parent/guardian(s) will share the responsibility for the conduct of the student while enrolled in the work-based learning experience.
3. The parent/guardian(s) will be responsible for the safety and conduct of the student while traveling to and from the school, the work-site and home.

Responsibilities of the Worksite Supervisor

1. The worksite supervisor will endeavor to employ the student for the agreed-upon number of hours each week for the entire work-based learning experience.
2. The worksite supervisor will adhere to all federal and state regulations regarding employment, child labor laws, minimum wages and other applicable regulations.
3. The worksite supervisor will ensure that the student is afforded continual learning opportunities through their assignment.
4. The worksite supervisor will consult the teacher/coordinator about any difficulties arising at the worksite.
5. The worksite supervisor will review learning objectives and evaluate the student using the *Work-Based Learning Plan and Evaluation*.
6. The worksite supervisor will provide time for consultation with the teacher/coordinator concerning the student.

Responsibilities of the Teacher/Coordinator

1. The teacher/coordinator will see that the necessary related classroom instruction is provided to prepare the student for the service learning experience.
2. The teacher/coordinator will make appointments to visit the site to consult with the site partner.
3. The teacher/coordinator will evaluate the student.
4. The teacher/coordinator will provide support and assistance to the site partner as requested.
5. The teacher/coordinator will communicate all pertinent information to site partner, student and parents/guardians.

This agreement may be terminated by mutual consent of the worksite supervisor and the teacher/coordinator. It is understood the parties participating in this agreement will not discriminate in employment opportunities on the basis of race, religion, color, sex, or national origin.

Student Signature _____ Worksite Supervisor Signature _____
(Date) (Date)

Parent/Guardian Signature _____ Teacher/Coordinator Signature _____
(Date) (Date)



**WORK-BASED LEARNING PERMISSION FORM
FOR KANSAS CITY, KANSAS PUBLIC SCHOOLS**

I hereby give permission for _____ to attend the _____

work-based learning activity from (dates) _____ to _____ (times) _____ a.m. p.m. to _____ a.m. p.m.

I understand this work-based learning activity is sponsored by the Small Learning Community _____

at _____ high school.

Transportation will be (check one):

on a school bus

by private auto

by rented vehicle

other

I realize that neither the school nor the faculty members are to be responsible or liable for any accidents that may occur.

Signature of Parent/Guardian _____
(date)

Printed Name of Parent/Guardian _____

Emergency Phone Number _____



WORK-BASED LEARNING PLAN AND EVALUATION (WBL PLAN) KCK PUBLIC SCHOOLS

STUDENT _____

Phone _____ Email _____

SEMESTER/QUARTER _____ SLC _____

SCHOOL Wyandotte Wahington Schlagle Harmon Sumner

TEACHER/WBL COORDINATOR _____

Phone _____ Fax _____ Email _____

WORK-SITE SUPERVISOR _____

Phone _____ Fax _____ Email _____

Company _____

- On-the-Job Training Internship _____ (indicate program)
- SCL Career Development Internship Work-Sample Work-Study Extended Job Shadow
- Other _____

PLANNED REVIEW DATES: (1) Beginning _____ (2) Mid-term _____ (3) Final _____

Agreement: The undersigned supervisor, student, and teacher agree with the validity of the objectives listed below. The supervisor and school agree to provide necessary supervision, training and counseling to insure maximum educational benefits to the student. The supervisor agrees to comply with employment regulations without regard to race, color, national origin, sex or handicap as required by law. The student agrees to abide by OJT/VJT and/or KCK District guidelines.

Student _____ Date _____

Supervisor _____ Date _____

Teacher _____ Date _____

WORK-BASED LEARNING HOURS DURING THIS PERIOD *(To Be Completed at the End of the Work Based Learning Experience)*

From _____ To _____ Total Hours _____ Supervisor's Initials _____
(Date) (Date)

Student _____ Date _____

Supervisor _____ Date _____

Teacher _____ Date _____

KCK PUBLIC SCHOOLS WORK-BASED LEARNING PLAN AND EVALUATION

STUDENT _____ **DATE ESTABLISHED** _____ **DATE EVALUATED** _____

When identifying learning objectives remember to indicate the answers to the following questions: What do I want to learn? How will I learn this? How will the result be measured? By when will the learning have taken place? See the *Guides to the Work-Based Learning Plan* for more information on how to write learning objectives.

Evaluation Instructions: Indicate level of student performance by checking the appropriate box. Refer to legend on page three for definitions of each level. Turn in or fax to teacher at each evaluation date.						
These objectives are task and skill oriented. Worksite supervisor and student determine appropriate objectives based on tasks that will support student learning.						COMMENTS
Skill Development Learning Objectives	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level	
Instructions: Indicate date each objective is established and met in the appropriate box.						
These enrichment objectives are related to workplace opportunities to enhance academic learning as well as student interest. Student and worksite supervisor determine what learning opportunities are available and appropriate and set objectives.						COMMENTS
Academic Enrichment, Career Exploration, and Personal Improvement Learning Objectives	Date Established		Date Received			

WORKPLACE (SCANS) SKILLS FOR KCK STUDENTS

These skills have been determined by KCK employers as critical skills for students to master. A legend for how to evaluate the level of student progress is included at the bottom of this page. This four-point scale allows you to assess performance against a standard for entry-level employees in your organization.

	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level
Writes information in clear, logical, legible and complete manner.					
Receives and responds appropriately to verbal and non-verbal messages.					
Chooses words/manner of expression appropriate for the workplace. Reports emergencies.					
Learns, reasons, makes decisions and solves problems.					
Is punctual. Attends regularly. Informs supervisor of absences in a timely manner.					
Demonstrates understanding of personal workplace appearance.					
Initiates and completes tasks independently.					
Can be trusted. Demonstrates integrity.					
Works cooperatively with others.					
Exhibits appropriate behavior when dealing with clients.					
Works well with a variety of people.					
Interacts appropriately in social settings.					

COMMENTS:

LEGEND

NOT EXPOSED: Student was not provided the opportunity to achieve this objective or demonstrate the skill.

TRAINING LEVEL: Preparing to become work-ready, but has difficulty completing tasks without prompting and repeated help. Does not readily request help. Does not attempt task before asking for or receiving assistance.

IMPROVING TOWARD ENTRY LEVEL: More work ready. Has difficulty completing some tasks. May attempt task before asking for help, needs prompting or assistance.

ENTRY LEVEL: Meets and demonstrates the skills at a level equal to what is expected of any employee in a similar position. Completes tasks and work projects with and without help. Improves work using team or supervisor feedback. Meets quality standards.

EXCEEDS ENTRY: Demonstrates mastery of skills at a level above what is expected of any employee in a similar position. Uses information generated personally and by others to improve work quality. Identifies problems before they arise and makes adjustments accordingly. Exceeds work expectations for quality and attends to detail in the development of projects and assignments.



WORK-BASED LEARNING PLAN AND EVALUATION (WBL PLAN) KCK PUBLIC SCHOOLS

STUDENT Sylvia Smith

Phone (913) 555-1212 **Email** smith@yahoo.net

SEMESTER/QUARTER 2nd Semester **SLC** Business Academy

SCHOOL Wyandotte Wahington Schlagle Harmon Sumner

TEACHER/WBL COORDINATOR Mr. Brown

Phone (913) 555-1212 **Fax** (913) 555-1212 **Email** mbrown@aol.net

WORK-SITE SUPERVISOR Ms. Francesca Franklin

Phone (913) 555-1212 **Fax** (913) 555-1212 **Email** gff208@yahoo.net

Company WONDER WORLD, INC

<input checked="" type="checkbox"/> On-the-Job Training Internship <u>Business on the Job Training</u> (indicate program) <input type="checkbox"/> SCL Career Development Internship <input type="checkbox"/> Work-Sample <input type="checkbox"/> Work-Study <input type="checkbox"/> Extended Job Shadow <input type="checkbox"/> Other _____

PLANNED REVIEW DATES: (1) Beginning 1/27/03 (2) Mid-term 3/14/03 (3) Final 5/23/03

Agreement: The undersigned supervisor, student, and teacher agree with the validity of the objectives listed below. The supervisor and school agree to provide necessary supervision, training and counseling to insure maximum educational benefits to the student. The supervisor agrees to comply with employment regulations without regard to race, color, national origin, sex or handicap as required by law. The student agrees to abide by OJT/VJT and/or KCK District guidelines.

Student _____ *Signatures* **Date** 1/27/03

Supervisor _____ *Signatures* **Date** 1/27/03

Teacher _____ *Signatures* **Date** 1/27/03

WORK-BASED LEARNING HOURS DURING THIS PERIOD (To Be Completed at the End of the Work Based Learning Experience)

From 1/18/03 To 5/23/03 Total Hours 180 Supervisor's Initials sign initials
(Date) (Date)

Student _____ *Signatures* **Date** 5/23/03

Supervisor _____ *Signatures* **Date** 5/23/03

Teacher _____ *Signatures* **Date** 5/23/03

KCK PUBLIC SCHOOLS WORK-BASED LEARNING PLAN AND EVALUATION

STUDENT Sylvia Smith **DATE ESTABLISHED** 1/18/03 **DATE EVALUATED** 5/23/03

When identifying learning objectives remember to indicate the answers to the following questions: What do I want to learn? How will I learn this? How will the result be measured? By when will the learning have taken place? See the *Guides to the Work-Based Learning Plan* for more information on how to write learning objectives.

Evaluation Instructions: Indicate level of student performance by checking the appropriate box. Refer to legend on page three for definitions of each level. Turn in or fax to teacher at each evaluation date.						
These objectives are task and skill oriented. Worksite supervisor and student determine appropriate objectives based on tasks that will support student learning.						COMMENTS
Skill Development Learning Objectives	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level	<i>Sylvia demonstrated remarkable eloquence in the delivery of reports at our monthly staff meetings. Her research was excellent; we learned a lot from what she shared with our team.</i>
<i>I will make verbal reports about community service opportunities to the production staff at monthly meetings. I will field questions with correct answers and without showing nervousness by May 13.</i>				X		
Instructions: Indicate date each objective is established and met in the appropriate box.						
These enrichment objectives are related to workplace opportunities to enhance academic learning as well as student interest. Student and worksite supervisor determine what learning opportunities are available and appropriate and set objectives.						COMMENTS
Academic Enrichment, Career Exploration, and Personal Improvement Learning Objectives	Date Established		Date Received		<i>Sylvia was eager to master new skills and to contribute more to the work environment. In demonstrating her skills, she was well organized and thorough.</i>	
<i>I will create a two-page report to accurately describe how shelf space is allotted to distributors and present it to the class.</i>	January 27		March 26			
<i>I will interview three programmers about their jobs using the informational interview tool and write a five-paragraph reflective paper on the suitability of a programming career for me and discuss it with the head programmer by March 30.</i>	January 27		February 19			
<i>I will improve my listening skills at work by taking notes, paraphrasing or summarizing key points during Wednesday staff meetings and using those notes to write meeting summaries for the staff update binder each week.</i>	February 19		April 14			

WORKPLACE (SCANS) SKILLS FOR KCK STUDENTS

These skills have been determined by KCK employers as critical skills for students to master. A legend for how to evaluate the level of student progress is included at the bottom of this page. This four-point scale allows you to assess performance against a standard for entry-level employees in your organization.

	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level
Writes information in clear, logical, legible and complete manner.				X	
Receives and responds appropriately to verbal and non-verbal messages.			X		
Chooses words/manner of expression appropriate for the workplace. Reports emergencies.			X		
Learns, reasons, makes decisions and solves problems.			X		
Is punctual. Attends regularly. Informs supervisor of absences in a timely manner.					X
Demonstrates understanding of personal workplace appearance.				X	
Initiates and completes tasks independently.		X			
Can be trusted. Demonstrates integrity.				X	
Works cooperatively with others.			X		
Exhibits appropriate behavior when dealing with clients.	X				
Works well with a variety of people.			X		
Interacts appropriately in social settings.			X		

COMMENTS:

LEGEND

NOT EXPOSED: Student was not provided the opportunity to achieve this objective or demonstrate the skill.

TRAINING LEVEL: Preparing to become work-ready, but has difficulty completing tasks without prompting and repeated help. Does not readily request help. Does not attempt task before asking for or receiving assistance.

IMPROVING TOWARD ENTRY LEVEL: More work ready. Has difficulty completing some tasks. May attempt task before asking for help, needs prompting or assistance.

ENTRY LEVEL: Meets and demonstrates the skills at a level equal to what is expected of any employee in a similar position. Completes tasks and work projects with and without help. Improves work using team or supervisor feedback. Meets quality standards.

EXCEEDS ENTRY: Demonstrates mastery of skills at a level above what is expected of any employee in a similar position. Uses information generated personally and by others to improve work quality. Identifies problems before they arise and makes adjustments accordingly. Exceeds work expectations for quality and attends to detail in the development of projects and assignments.



WORK-BASED LEARNING PROGRAM EVALUATION

Kansas City, Kansas Public Schools appreciates your feedback and reflection on your work-based learning experience. This evaluation is designed for all partners in the work-based learning experience. Please select N/A for any question that is not applicable to you or the type of work-based learning experience you participated in.

Name: _____ School or Organization: _____

I am a: Student Teacher/Coordinator Workplace Partner/Supervisor

This was a: Job Shadow Internship Service Learning Other _____

Please rate the following: 1 = Strongly disagree; 2 = Disagree; 3 = Agree; 4 = Strongly agree

The work-based learning materials I received were helpful for preparing and supporting the work-based learning experiences.	1	2	3	4	N/A
The <i>How-to Guides</i> were helpful in planning and coordinating this experience.	1	2	3	4	N/A
I understand what SCANS Skills are.	1	2	3	4	N/A
I found the SCANS Skills worksheets and activities helpful in guiding my work.	1	2	3	4	N/A
My <i>Guide for Developing Learning Objectives</i> was helpful in shaping this WBL experience.	1	2	3	4	N/A
The learning objectives were refined by the worksite supervisor and student to meet the needs of the student and the workplace.	1	2	3	4	N/A
I understand how academics connects to activities experienced at the workplace.	1	2	3	4	N/A
All partners (student, teacher and worksite supervisor) met together in person a least once.	1	2	3	4	N/A
Program materials in the toolkit were helpful for preparing and supporting worksite supervisors/partners.	1	2	3	4	N/A
I understood my role in working with the teacher.	1	2	3	4	N/A
I understood my role in working with the worksite supervisor.	1	2	3	4	N/A
I understood my role in working with the student.	1	2	3	4	N/A
I received adequate support from the teacher.	1	2	3	4	N/A
I received adequate support from the supervisor.	1	2	3	4	N/A
I was able to meet regularly with student, teacher and/or supervisor.	1	2	3	4	N/A
I was successful in managing my time in all aspects of this work-based learning experience.	1	2	3	4	N/A
The classroom was used to support reflection of workplace experiences through activities and supportive lessons.	1	2	3	4	N/A
Activities at the workplace were interesting and challenging.	1	2	3	4	N/A
I enjoyed this experience and would like to offer/participate in work-based learning again.	1	2	3	4	N/A

Please list the tools, guides, activities and/or lessons that were particularly helpful:

Additional Comments:

Send completed evaluation to:

Susan Engelmann, Coordinator of Career and Technical Programs, Phone: (913) 279-2215 Email: suengel@kckps.org



WORKPLACE PARTNER GUIDE TO SUCCESSFUL INTERNSHIPS

Introduction

Thank you for participating in the Kansas City, Kansas Public Schools' internship programs. Great opportunities for learning exist in your workplace. This guide will help you understand the details of working with our students. This *Workplace Partner Guide to Successful Internships* is one tool included in The *Quality Work-Based Learning Toolkit*, which provides teachers with everything they need to create quality, safe and legal work-based learning experiences for students. Other documents in the toolkit related to this topic include the *Internship Factsheet*, which outlines the structure of internships generally, and more specific *Program Factsheets* for each of the internship programs in the district.

Workplace Partner Checklist for Internship Development

This guide will provide you with supporting information about how to accomplish each of the following steps to developing internships. Use this checklist as a quick reference to ensure you have taken all the steps.

Before the Internship

- Register internship and employment opportunities on PathFinder or with the Business/Education Coalition. Interview and select or hire student intern.
- Determine who will be working most closely with the student and the teacher. Inform other employees that a student intern will be at the workplace.
- Provide students an orientation to your workplace as you would any employee. Prepare students to be safety and health conscious.
- Meet with teacher for program orientation. S/he is there to assist you.
- Sign the *Work-Based Learning Contract* and review the *How-to Guide for the Work-Based Learning Plan*.
- Design activities to develop workplace (SCANS) competencies and to provide student exposure to all aspects of your industry.
- Review student's learning objectives. Incorporate learning opportunities from the job description into the *Work-Based Learning Plan*.

During the Internship

- Participate in ongoing meetings with student and teacher.
- Provide support for student learning during the experience.
- Communicate student successes and opportunities at the workplace to the teacher.
- Meet with teacher and student to complete final evaluation of the student. Make the connection to the student's next step.

After the Internship

- Complete *Work-Based Learning Program Evaluation* and send it to the school.

Before the Internship

Successful internships involve several steps that workplace partners can take. The following suggestions and resources are provided to ensure that the experience is successful for you, the student and the teacher.

Register internship and employment opportunities on PathFinder or with the Business/Education Coalition.

Employers can use PathFinder to register opportunities for internships, employment and other career development activities. You can register your organization's opportunities with PathFinder by going to <http://kansascity.communityos.org> or www.be2.org.

The Business/Education Coalition is operated by the Kansas City, Kansas Area Chamber of Commerce to bring together the resources of business and education to improve our future workforce. The coalition links hundreds of businesses with schools each year. While the coalition has a strong foundation of chamber members and Wyandotte County businesses, participation is not limited to these groups. Information on accessing any of these services can be found on the coalition web site at www.kckchamber.com/bec. Phone: (913) 371-3070; fax: (913) 371-3732; e-mail: bec@kckchamber.com.

Interview and select or hire student intern.

The student selection process is an important part of the work-based learning experience. Students can learn a great deal from both successful and unsuccessful interviews. Discuss the interview with the student, letting them know what worked about their interview and what they can improve so that they can increase their interviewing abilities.

Determine who will be the person working most closely with the student and the teacher. Inform other employees that a student intern will be at the workplace.

Internships are most successful when communication is clear and there is one point of contact at the workplace. The student's worksite supervisor will need to be available to speak with the teacher and make plans for site visits. Other employees at the workplace can be valuable supports to the student. It is important for them to know that the student is an intern and what kinds of goals the organization has for the intern and the program. Make sure that there is a back-up plan in place for situations like a worksite supervisor being transferred to another division or office.

Provide students an orientation to your workplace as you would any employee. Prepare students to be safety and health conscious.

The key to a successful internship is to develop clear expectations: identifying skills to be mastered and projects or tasks to be accomplished. Just like new employees, student interns benefit greatly from a thorough orientation of the workplace. Your student's teacher can provide you with an *Internship Orientation Checklist* that you may choose to use. The student's orientation should take place on the first day and be clear and specific. The more information you cover, the more successful the internship will be. Student orientation to health and safety issues at the workplace is a critical part of this activity. The teacher will also provide you with the *B-Safe Safety Checklist* to assist you with a thorough presentation. After a general orientation of the organization is completed, a more specific orientation to the position the student will hold should follow.

Meet with the teacher for a program orientation.

The coordinating teacher from the student's school will schedule a time to meet with you and the student at your workplace to provide you with an orientation to the internship program. The goal of this orientation is to establish expectations for the student, finalize learning objectives and review the performance evaluation. If you have previously hosted an intern, it will be up to you and the teacher to determine if a face-to-face meeting is necessary or if a phone orientation will suffice.

Develop a documentation and communication plan.

Each student should have a *Work-Based Learning Contract* on file, signed by you, the student, their teacher and their parent or guardian. This contract outlines the responsibilities and expectations of all parties during the experience.

The *Work-Based Learning Plan and Evaluation* document is where the student's learning objectives will be recorded and evaluated. You will receive a copy of this to review with the student. Instructions for writing learning objectives and completing the evaluation are included in the *Workplace Partners Guide to the Work-Based Learning Plan*. The student will be assisted by the teacher in developing his/her learning objectives; you will help with final review.

Your contact information as well as the teacher's and the student's will be listed on the *Work-Based Learning Plan*. Communication is key to a successful experience for you and for the student. When you meet with the teacher, develop a plan for communication and a schedule so that everyone knows when and how meetings will be arranged to discuss the internship or project.

Design activities to expose students to all aspects of the industry and to build their SCANS skills.

All Aspects of an Industry is a framework to help prepare students for their roles in the workplace. In order for young people to be successful in today's ever-changing world of work, they need to learn more than specific job skills; they need the big picture of any job, career or industry. This framework is an approach to work-based learning that emphasizes broad, transferable knowledge of the workplace rather than solely job-specific skills. When possible, provide student interns the opportunity to gain experience or exposure to each of these aspects.

All Aspects of an Industry identifies nine aspects that are common to any enterprise. Students should gain experience and understanding of the associated concepts and skills to be successful.

1. Planning—How an organization plans (including goals and objectives), type of ownership (public or private), relationship of the organization to economic, political and social contexts, assessment of needs.
2. Management—Structure and process for effectively accomplishing the goals and operations of the organization using facilities, staff, resources, equipment and materials.
3. Finance—Accounting and financial decision-making process, method of acquiring capital to operate, management of financial operations including payroll.
4. Technical and Production Skills—Basic skills in math, communications, computer, time management and thinking; specific skills for production; interpersonal skills within the organization.
5. Principles of Technology—Technological systems being used in the workplace and their contributions to the product or service of the organization.
6. Labor Issues—Rights of employees and related issues; wage, benefits and working conditions.

7. Community Issues—Impact of the company on the community, impact of the community on the organization.
8. Health, Safety, and Environment—Practices and laws affecting the employee, the surrounding community and the environment
9. Personal Work Habits—Non-technical skills and characteristics expected in the workplace.

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the U.S. Secretary of Labor to identify the skills young people need to succeed in the world of work, especially in a high-performance workplace. SCANS Competencies and Skills are both a locally and nationally validated, and identifies the skills required that are transferable from job to job and occupation to occupation across industries. The commission identified three Foundation Skill areas and five Workplace Competencies that all workers need to be successful. These skills and competencies are evaluated on the *Work-Based Learning Plan and Evaluation*.

SCANS FOUNDATION SKILLS

Competent workers in a high-performance workplace need:

Basic Skills —The ability to demonstrate reading, writing, arithmetic and mathematics, speaking and listening

Thinking Skills—The ability to learn, reason, think creatively, make decisions and solve problems.

Personal Qualities —The ability to demonstrate individual responsibility, self-esteem and self-management, sociability and integrity.

WORKPLACE COMPETENCIES

Effective workers can productively use:

Resources —they know how to allocate time, money, materials, space and staff.

Interpersonal Skills—they can work on teams, teach others, serve customers, lead, negotiate and work well with people from culturally diverse backgrounds.

Information—they know how to acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.

Systems—they understand social, organizational and technological systems; they can monitor and correct performance; and they can design or improve systems.

Technology—they can select equipment and tools, apply technology to specific tasks and maintain and troubleshoot equipment. When designing experiences for student interns, be mindful of the SCANS skills that students can develop as they complete tasks and projects.

Review student's learning objectives. Incorporate learning opportunities from the job description into the Work-Based Learning Plan.

During the internship, it is essential to have a clear, concise job description that outlines the tasks or projects that the student will be responsible for. A clear job description can be used as a tool to help develop the student's *Work-Based Learning Plan* on which the intern's performance, skills and knowledge will be evaluated.

Internships are different from work experience in that they provide opportunities for students to learn and grow beyond the scope of the job description. *The Workplace Partner Guide to the Work-Based Learning Plan* will help you to think about how to maximize student learning at your workplace.

Students will be working in the classroom to prepare themselves for optimal learning at the workplace. They will complete a self-assessment of their SCANS¹ skills and will develop questions to ask you about learning opportunities at the workplace. The students will participate in classroom activities designed to support their learning at the workplace throughout the course of the internship or project. After an initial meeting with you, students will begin to draft their learning objectives. Within the two weeks of the internship or project, you and the student should meet to discuss those objectives and refine them.

After you have had time to consider how students can be exposed to all aspects of the industry and develop SCANS skills, you will work with the student to refine the learning objectives that the student will pursue during the course of the internship.

During the Internship

Participate in ongoing meetings with the teacher and student.

All students enrolled in internships are supported by teachers from their schools. You and the student's teacher will arrange a plan for communication and set up dates for site visits and phone calls at the beginning of the internship or service learning experience.

The best possible meetings involve you, the student and the teacher. During these meetings you will discuss the student's progress toward accomplishing his/her learning objectives, and together you can develop new objectives as the student meets his or her initial ones. You can discuss the classroom support that would help the student perform better at the workplace and the teacher can let you know about related classroom lessons that are planned. These meetings are an opportunity for the student to work with both of you on any areas that need discussion. It is also a great time for both you and the teacher to let the student know how well they are doing and to encourage them to keep it up.

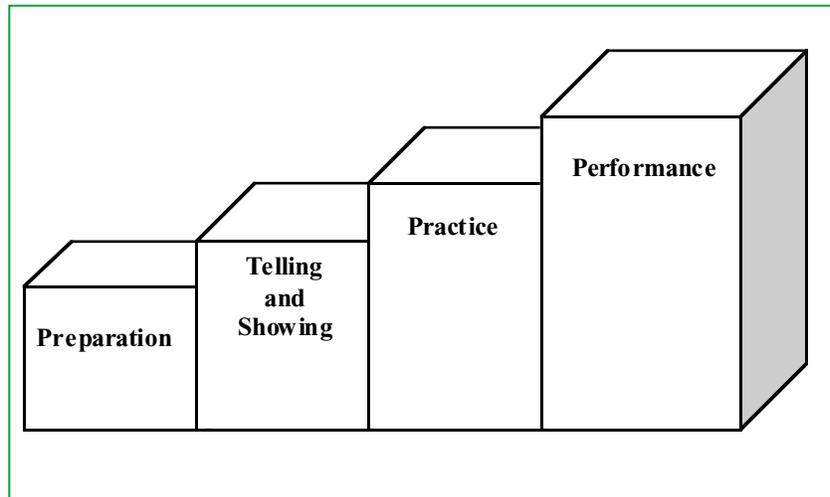
Provide support for student learning during the experience.

Effective training is an important part of an internship experience. Most people learn by doing, but each person learns differently. Keep in mind different approaches to teaching students new skills and tasks.

¹ 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.

Supporting Interns' Growth¹

The following list outlines one method of supporting student interns' growth.



Preparation

- Develop a training plan listing the tasks and skills required for a job.
- Decide when and how training will be accomplished.
- Decide who will conduct the training.

Telling and Showing

- Describe what should be done.
- Demonstrate how to do the task.
- Ask questions.
- Check for understanding.

Practice

- Allow intern to do the task.
- Correct errors.
- Ask interns to describe what they are doing.

Performance

- Allow interns to work on their own.
- Designate someone to go to for help.
- Check frequently for progress.
- Ask questions.
- Provide feedback on performance.

¹ Adapted from the Sonoma County School-to-Career Partnership, Work-Based Learning Toolkit

Demonstrate how to perform assigned tasks for the student. Clarify the purpose of each task and its relation to the overall goals. Help the student understand how his or her work fits into the organization as a whole. As interns begin to perform tasks on their own, they will likely need some feedback but not necessarily direct intervention. As a worksite supervisor, at this point you become more of a coach who stands back and monitors the student's progress, suggesting alternatives when appropriate and encouraging the student to take on more responsibility. Through this diminishing support, or "scaffolding," you encourage the student to ask more questions and take on more tasks.

As the intern becomes self-sufficient, refrain from giving feedback until the student completes a task. Ask the intern to assess his/her success. Building on the student's own evaluation, making additional comments as appropriate. You and the intern should meet regularly to discuss progress and set goals. These meetings help students understand that real-world work is evaluated against standards of quality and that setting goals is essential to workplace success and lifelong learning. The teacher will meet with you and the student several times during the semester to see the student's progress and assist with new objectives when the student masters his or her initial ones.

Communicate successes and opportunities at the workplace.

During ongoing meetings with the teacher you have the opportunity to share student successes with the teacher. Let the teacher know how the student is progressing on the learning objectives. If there are challenges or opportunities for further learning that could be supported in the classroom, let the teacher know. The teacher may be able to incorporate curriculum in the classroom that will better prepare the student for learning at the workplace.

Meet with teacher and student for final evaluation.

A final meeting with the student and teacher to review the experience provides an opportunity for learning-rich reflection, in which each person can benefit from hearing how the experience was for others. It will also be valuable to incorporate into the discussion the student's next step—asking students to reflect on how this experience has shaped their future goals and impacted their perspective.

After the Internship

Complete program evaluation and submit it.

The teacher will provide you with a copy of the *Work-Based Learning Program Evaluation* so that you can provide feedback on the process and help the teacher and other school staff know how to modify the structure or timeline in the future.

Your participation in the important work of preparing Kansas City, Kansas students for their future education and employment is greatly appreciated by students and teachers alike. Thank you for your commitment to the young people of our community.



WORKPLACE PARTNER INTERNSHIP COVER LETTER (SAMPLE)

(Print on School Letterhead)

(Date here)

Dear *(Workplace Partner)*:

Thank you for offering to host a student in an internship opportunity. We appreciate your willingness to help us in our efforts to make education in Kansas City, Kansas both more rigorous and more relevant.

This packet and the guidelines that it provides are intended as helpful tools that you may use if you need them. The outline of suggested activities is not intended to be prescriptive, but is just a suggestion of one way to organize the internship experience.

Included in this packet is a copy of the *SCANS Skills Glossary* and a handout describing a list of aspects typically found in all industries. The SCANS skills have been identified as those that every student needs to develop in order to be successful in the world of work. If you are able to, please talk to the students about how the SCANS skills are used in your workplace and how each aspect is represented in your business.

Please share with the student the various kinds of opportunities that are available in your industry, and the type of education needed to become successfully employed at each level.

You will receive *Work-Based Learning Contract* that all worksite supervisors, parents and students involved in internships must sign. Please sign this contract and give it to the student to return to school. When all signatures have been collected, you will receive a final copy.

Over the next couple of weeks, you and the student will develop a work-based learning plan to which the teacher, you and the student will agree. You will also agree to an evaluation schedule and the dates on which the teacher will meet with you and the student to discuss progress.

Again, thank you for agreeing to host our students.

Sincerely,



WORKPLACE SAFETY CURRICULA

The Labor and Occupational Health Program (LOHP) has tools available to help high school teachers introduce students to health and safety on the job. Their curricula and factsheets (some available in Spanish) teach teens the basics in an interactive and interesting way. Although this curriculum was developed for California, the lessons can be easily adapted (if necessary) to other areas. All of the job hazards covered in the lessons address federal child labor laws. The following curricula can help you to maximize learning and support safety of your students in work-based learning experiences.

Work Safe! A Curriculum for Youth Employment Programs

Designed to help job training programs and work experience educators teach teens about health and safety on the job in a fun and interesting way. Includes four main units and four alternative units intended for youth with cognitive disabilities. Each unit has learning objectives, teaching instructions, visual aides and student handouts. The curriculum includes a ten-minute videotape, "Teens: The Hazards We Face in the Workplace."

Three-ring binder, 186 pages, with ten-minute video.

Teens, Work, and Safety: A Curriculum for High School Students

Includes separate lesson plans for use with three academic subjects—English, science and U.S. government, as well as lesson plans for use in any class. Each unit has learning objectives, teaching instructions, visual aides and student handouts. These units provide a way to present health and safety information while building academic skills appropriate to those particular subject areas.

Three-ring binder, 350 pages, with twelve-minute video.

Teens Working in Agriculture: An ESL Curriculum for High School Students.

Includes six lessons for use in ESL classes. Materials are similar to Teens, Work, and Safety (listed above) but present farm health and safety information while building language skills. Covers basic agricultural health and safety concepts, designed to be incorporated into high school intermediate level ESL classes in rural communities. Materials include seven-minute videotape, "Teens Working in Agriculture", learning objectives, vocabulary lists, teaching instructions, overheads and student handouts.

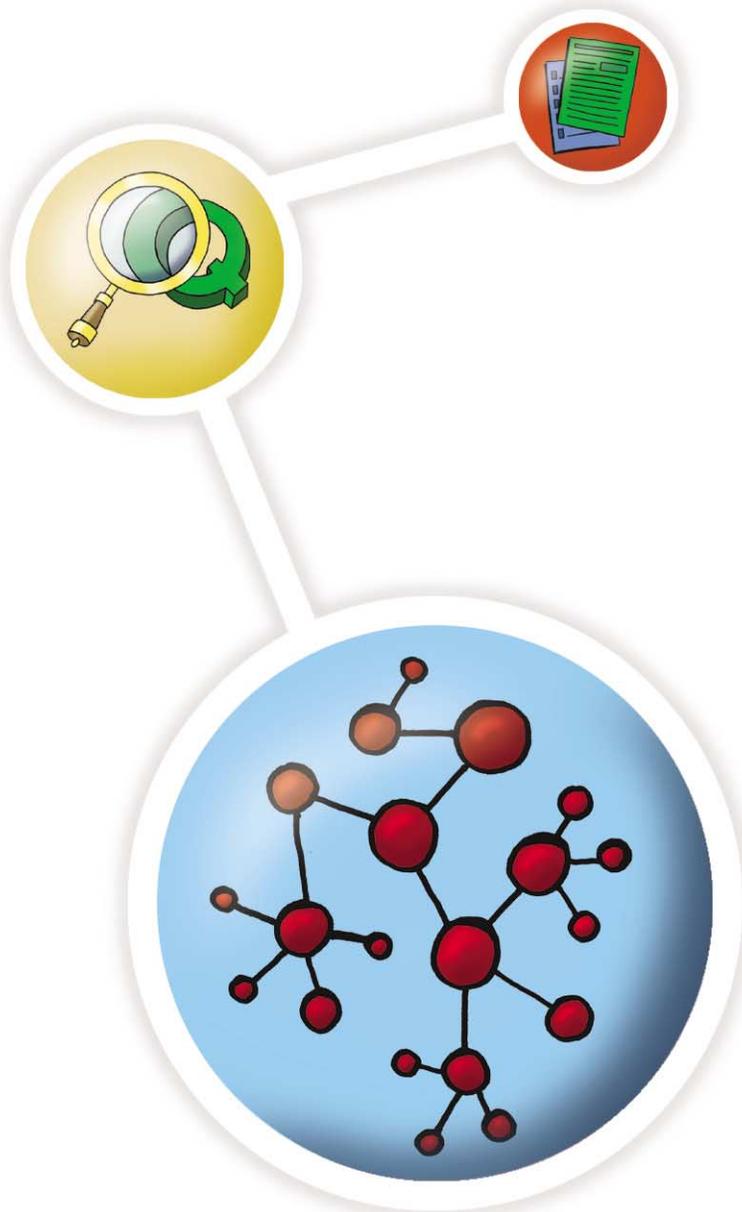
Three-ring binder, 120 pages, with seven-minute video.

The above information on health and safety in the workplace was provided by the Labor Occupational Health Program. The Labor Occupational Health Program (LOHP) is a community outreach program at the University of California, Berkeley. The LOHP's work addresses today's health and safety needs in nearly every industry, from healthcare to agriculture to construction.

For further information on these programs, contact the LOHP at (510) 642-5507, or write to them at Labor Occupational Health Program, University of California, 2223 Fulton Street, 4th Floor, Berkeley, CA 94720-5120. You can also visit their website at <http://socrates.berkeley.edu/~safejobs/links/index.html>.

Quality Work-Based Learning Toolkit

Kansas City, Kansas Public Schools



Factsheets

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APPRENTICESHIP

Apprenticeship is 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.

State and federal registered apprenticeship programs are work-based education partnerships between industry, labor, education and government. Apprenticeship is industry driven and provides an effective balance between on-the-job training and classroom/laboratory instruction needed to develop marketable knowledge and skills in one of the 37,000 programs sponsored nationally. There is a broad span of occupations from low tech to high tech in fields including medical, trades, crafts and technology. Apprenticeships can be in almost any occupation in which an employer wants to have thoroughly knowledgeable and skilled employees who desire to climb the career ladder via the earn-and-learn apprenticeship model.

Registered apprenticeships ensure quality learning by combining on-the-job training with theoretical and practical classroom instructions to prepare exceptional workers. Classroom and laboratory instruction is required in all registered apprenticeship programs. This factsheet focuses on the registered apprenticeship programs wherein the apprentice is trained, paid and receives benefits according to state and federal apprenticeship laws.

Apprenticeships are designed to promote:

- Competence in industry-based skill standards and the ability to obtain a meaningful job that provides a family with a sustainable wage and benefits package;
- Portability across the United States, allowing a journeyman certificate to be fully recognized by employers; and
- Advancement on the career ladder into positions in supervision, management and company ownership.

The terms "apprenticeship" and "apprentices" refer to those programs and individuals registered as approved by individual state standards or the United States Department of Labor's Bureau of Apprenticeship and Training. Registered apprentices fall into two categories of time spent each year in on-the-job training, part-time and full-time as follows.

Part-Time Apprenticeship Training

The part-time apprenticeship training category is for apprentices who are primarily involved in studying a career pathway at a high school or community college and work as an apprentice up to half-time during the school year. They may work full-time as an apprentice during the summer.

Full-Time Apprenticeship Training

The full-time apprenticeship training category is for apprentices who are involved in full-time on-the-job training and are enrolled part-time in the employer-selected, apprenticeship-related and supplemental instruction classes, which is comprised of classroom and laboratory instruction.

The classroom/laboratory training lasts for the entire length of the apprenticeship program. The major portion of funding for the entire apprenticeship is provided by industry, while some states provide some funding for the classroom/laboratory instruction.

Success Factors

- Develop apprenticeship programs with local and/or state apprenticeship councils.
- Develop apprenticeship programs in high-growth industries in your region, supported by local chapters of organized labor.

Key Legal, Safety & Health Issues

- The apprentice receives health insurance and other benefits, including a pay scale that increases at each higher skill level or period, and is covered by all state and federal employment laws and regulations governing safety and health.

In most cases applicants for registered apprenticeship programs must be 18 years of age, have a copy of their high school diploma, transcript or GED, copy of birth certificate and be able to do the work. For help in setting up apprenticeships or information about specific requirements that differ from craft to craft, contact the Kansas AFL-CIO @ www.ksaflcio.org/apprenticeships.htm/ or by calling (785) 267-0100.



CAREER MENTORING

Career mentoring is 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. The career mentor critiques the student's work, problem-solves with the student and works in consultation with the school and the workplace. The development of a trusting relationship between the student and the mentor is the key to a successful experience. Research shows that career mentoring relationships should be at least six months in duration and include structured activities as well as career- and education-related activities agreed to by the school, workplace and student.

Career mentoring experiences are designed to promote:

- Exploration of a field of interest;
- Students' exposure to jobs, careers and working adult role models;
- Development of pre-employment and work maturity skills;
- Building occupational knowledge; and
- Opportunities to build mentor/mentee relationships.

Success Factors

- Develop clear, written policy and procedures materials for all parties.
- Match students with career mentors based on career interest and personality. Allow the mentor and mentee to interview and select each other.
- Have the student and career mentor set and communicate expectations that are assessed on a regular basis.
- Provide ongoing support and training for career mentors.

Key Legal, Safety & Health Issues

- Career mentoring should focus on career exploration, training and related education.
- Mentoring should take place at the school, workplace or an approved outing.
- Career mentors that participate in activities with students outside the workplace must be approved by the principal and the parents. The *Work-Based Learning Permission* form must be utilized when setting up career mentoring relationships.



INFORMATIONAL INTERVIEW

An informational interview is a career awareness activity in which students formally interview a work-place partner or employee about his or her industry and chosen profession. The interview includes discussion of the career itself, the level of education required, and duties and daily activities of the job. The students also explore growth opportunities in the industry and salary ranges for different occupations.

Informational interviews are designed to promote:

- Exploration of a field of interest;
- Exposure to careers and jobs; and
- Awareness of the academic, technical and personal skills required in particular jobs.

Success Factors

- Have the student research the occupation prior to the informational interview, develop questions and establish learning objectives and goals.
- Have the student call the employer to arrange the informational interview. Ideally the interview should take place at the worksite.
- Have the employee share his or her career path and the skills necessary to do the job.
- Have the student reflect on the experience.

Key Legal, Safety & Health Issues

- School-sponsored informational interviews are usually considered to be field trips. School district policies regarding transportation and liability insurance apply. See the *Transportation for Work-Based Learning* factsheet in this toolkit for more specific information.

INTERNSHIP



An internship is a career preparation activity in which students are placed in a workplace for a defined period of time to participate in and observe work within a given industry. Internships are highly structured, time-limited experiences that occur at a worksite. Unlike work experience, internships often allow students to rotate through a number of departments and job functions. Internships may be paid or unpaid, depending on whether the student is performing productive work. They are designed to give students hands-on experience, providing them a deeper understanding of the occupation and industry.

Internships within the KCK Public Schools include On-the-Job Internship programs supported by the Career and Technical Education division in Business, Marketing, Health Careers Exploration II and World of Work in Hospitality. Special Education Internships include Work Sample and Work Study, and within the Small Learning Communities, Career Development Internships are available for seniors. All internship programs in the KCK Public Schools utilize the *Work-Based Learning Plan and Evaluation* tool. See the *Program Factsheets* for more information about each of the internship opportunities in these programs.

Internships are designed to promote:

- Exploration of a field of interest;
- Exposure to careers and jobs; and
- Building occupational knowledge and technical skills.

Success Factors

- Provide a classroom orientation and concurrent activities that support workplace learning.
- Obtain clear and specific information from the workplace partners about the expected projects and duties the intern will perform.
- Develop and use the *Work-Based Learning Plan* and *Work-Based Learning Contract* that detail learning objectives and roles of all parties.
- Maintain ongoing communication with workplace partners.

Key Legal, Safety & Health Issues

- If the student is paid by the workplace, the employer is responsible for all wages and taxes as well as liability and workers' compensation coverage.
- If the school pays the student, the school district is responsible for all wages and taxes as well as liability and workers' compensation coverage.
- Interns should receive training about potential workplace hazards and how to protect themselves.
- Students participating in internship activities can participate in mock situations, shadow employees or even participate in the operations of the workplace as long as the person typically responsible for the duty is observing the students' actions. (US DOL Fact Sheet No. 013, Employment Relationship Under the Fair Labor Standards Act).



JOB SHADOW

A job shadow is 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. A job shadow is conducted at the workplace and should include a tour of the workplace and the opportunity for students to ask questions of the worker being shadowed throughout the day.

Job shadows are designed to promote:

- Exploration of a field of interest;
- Exposure to careers and jobs; and
- Awareness of the academic, technical and personal skills required in particular jobs.

Success Factors

- Conduct orientations for the student and workplace partners.
- Prior to the job shadow, have the student research the occupation, develop questions and establish learning objectives and goals.
- Arrange for students to have exposure to all aspects of the industry.
- Identify the education or training required and the skills needed for various occupations.
- Provide reflection opportunities after the job shadow.

Key Legal, Safety & Health Issues

- School-sponsored job shadows are usually considered field trips. School district policies regarding transportation and liability insurance apply. See the *Transportation for Work-Based Learning* fact-sheet in this toolkit for specific information.
- Students and teachers participating in workplace tours should receive relevant safety instruction and gear (e.g., eye goggles, hard hat, gloves).
- Students participating in job shadowing activities can participate in mock situations, shadow employees or even participate in the operations of the workplace as long as the person typically responsible for the duty is observing the students' actions. (US DOL Fact Sheet No. 013, Employment Relationship Under the Fair Labor Standards Act).



SERVICE LEARNING

Service learning is 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. Service learning projects may be individual, team or classroom oriented.

Service learning experiences are designed to promote:

- Building academic and workplace skills;
- Exposure to careers and jobs;
- Building occupational knowledge; and
- Awareness of civic responsibility.

Success Factors

- Allow students to design and select the service learning activity.
- Provide classroom preparation for service learning.
- Have students conduct preparatory research and report on the community need.
- Students complete a planned series of activities and apply their skills and knowledge to help meet a need in the school or greater community.
- Provide opportunities for students to reflect on their learning and contribution to the community.

Key Legal, Safety & Health Issues

- Under federal wage and hour laws, students cannot be required to complete unpaid service learning, community service or volunteer activities. (Fair Labor Standards Act Section 3 (e)(4)(A)(i)).

According to the Fair Labor Standards Act (FLSA), a student enrolled in a work-based learning experience is considered an employee and must be paid unless all of the following criteria are met: ¹

1. The student receives training at the employer's worksite similar to that which would be given in a vocational school (a curriculum is followed and the student is under extensive and ongoing instruction and supervision).
2. The training is intended to benefit the student and not to meet the labor needs of the business.
3. The placement of the student at a worksite during the learning experience does not result in the displacement of any regular employee.
4. The result of any productive work the student performs is offset by the employer's burden to provide training and supervision.
5. The student is not entitled to a job at the completion of the learning experience.
6. The employer, student and parent or guardian understand that the student is not entitled to wages or other compensation for the time spent in the learning experience (although the student may be paid a stipend for expenses such as books or tools.)

¹ US DOL Fact Sheet No. 013, Employment Relationship Under the Fair Labor Standards Act.



WORK EXPERIENCE

Work experience is a career preparation activity in which students are at a worksite 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.

Work experiences are designed to promote:

- Exposure of the student to careers and jobs;
- Development of pre-employment and work maturity skills; and
- Building occupational knowledge and technical skills.

Learning-rich work experience is 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.

In addition to the desired elements of work experience, learning-rich work experiences are designed to promote:

- Facilitation of an active learning process;
- Exploration of a career field of interest;
- Development of research and project-based skills;
- Development of teamwork skills; and
- Development of the SCANS¹ competencies.

Success Factors

- Assist students with making connections between workplace duties and related coursework.
- Provide students with training about potential workplace hazards and how to protect themselves.
- Arrange for students to receive academic credit for learning completed on the job.

In subsidized work experience, the student's wages are subsidized (i.e., paid not by the workplace but by the program through an outside funding source, usually a state- or federally funded program). In these cases, the program is the actual employer, subsidizes all wages and is responsible for taxes and workers' compensation insurance. Students must be paid at least the federal minimum wage for all hours worked.

Key Legal, Safety & Health Issues

- The employer or the entity responsible for student wages is also responsible for all taxes, liability and workers' compensation coverage.
- The student should be oriented to all safety and health issues.



WORKPLACE TOUR

A workplace tour is a career awareness activity in which students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress. It is conducted at a worksite for small groups of students and should involve preparation in the classroom as well as research by the students.

Workplace tours are designed to promote:

- Exposure to careers and jobs; and
- Building occupational knowledge.

Success Factors

- Choose tours to support curriculum goals.
- Allow students exposure to all aspects of the industry.
- Arrange tours for small groups.
- Prepare students for the work environment.
- Identify the education or training required and skills needed for various occupations.
- Provide reflection opportunities after the workplace tour.

Key Legal, Safety & Health Issues

- Relevant company safety and health rules should be reviewed with students.
- School-sponsored workplace tours are usually considered fieldtrips. School district policies regarding transportation and liability insurance apply. See the *Transportation for Work-Based Learning* factsheet in this toolkit for specific information.
- Students and teachers participating in workplace tours should receive relevant safety instruction and gear (e.g., eye goggles, hard hat, gloves).



ADDRESSING SEXUAL HARASSMENT IN THE WORKPLACE

Sexual harassment is a barrier to creating meaningful work-based learning opportunities. Successful experiences depend on positive interactions between students and regular employees at the workplace. Both students and employers must be educated about sexual harassment. They must know what constitutes sexual harassment, what to do if it occurs and what recourse is available. Education is the first step to prevention.

Definition

Sexual harassment is any unwelcome sexual conduct that occurs in the workplace, whether physical or verbal, that unnecessarily interferes with the victim's work environment. The law clearly recognizes two types of sexual harassment: quid pro quo and hostile work environment.

Quid Pro Quo Harassment

Any conduct on behalf of the employer that reasonably causes an employee to feel pressured to enter a sexual or romantic relationship as an employment condition can be quid pro quo harassment.

Hostile Environment

Sexual advances or romantic overtures do not have to occur for a hostile environment to exist. Such an environment arises when management is not attentive to sexual jokes, leering, displays of pornography or sexually suggestive images, sexual banter between employees or unwanted touching. An employee participating in conduct suggested by a superior—whether laughing at a dirty joke or giving into sexual pressure—is not enough to prove conduct was welcome by the employee. A superior should not initiate such conduct, because even if a relationship is consensual at one point, it will be difficult to prove once a subordinate says otherwise.

What Students Should Do if Sexual Harassment Occurs

1. When a student is harassed, it should be reported immediately. As an employee, the student is not expected to tell his or her harasser directly, but should tell someone in management and their teacher/coordinator without hesitation.
2. If the student participated in the conduct passively, perhaps by not saying anything, it does not make the conduct welcome and should be reported. Waiting only increases the chances that it will happen again.
3. If the student feels uncomfortable, but is not sure if the unwanted behavior of a superior constitutes harassment, he or she should not hesitate to ask. One person's standards of what is appropriate may not be considered appropriate by another.

Regulatory Authority

For federal laws on sexual harassment and information on reporting an incident, visit <http://www.eeoc.gov/facts/fs-sex.html>.

Kansas City, Kansas Public Schools District # 500 Board Policies 4.1.1.6.0 – 4.1.2.0.0



LAWS PERTAINING TO THE EMPLOYMENT OF STUDENTS

The laws and regulations governing what students can and cannot do in the workplace help define the Seven Simple Guidelines discussed in this *Quality Work-Based Learning Toolkit*. Long-sought protections detail appropriate limits on the number of hours a student can work. They also offer guidelines for the types of experiences students can be exposed to. Being aware of and following these regulations helps make the work-based learning experience a safe and valuable one for students, employers and the community.

Federal and state labor laws are designed to protect students from working too early, too late, too many hours and from performing tasks that might cause injuries or illnesses. Students engaged in work-based learning activities may or may not be covered by the child labor laws depending on the nature of their learning experience. Federal and state child labor laws apply in all employment situations, so students in paid placements are always covered.

Coverage

Businesses in Kansas are typically covered not only by the state's child labor laws but also by the federal child labor laws. When businesses are covered by both sets of laws, the most protective prevails. Because state law is required to be at least as protective as the federal law, this usually means the state law prevails. The Kansas child labor laws (KS Labor Code, section 38-601–38-614) are established and enforced by the Kansas Department of Human Resources, Employment Standards Division.

Public Entities

Students working for public entities such as state or city government (including school districts) are covered only by the federal child labor laws set out in the Fair Labor Standards Act (29 CFR, Part 570). Although the limitations on tasks are generally the same under the federal and state laws, the hours limitations are somewhat different. Unlike the state child labor laws, the federal laws impose no hours restrictions on 16- and 17-year-olds.

The hours restrictions on 14- and 15-year-olds are the same under the state and federal laws. 14 and 15-year olds cannot be employed during school hours. When school is in session, the daily maximum is three hours on a school day and eight hours on a non-school day, with a weekly maximum of 18 hours during the school week. When school is not in session the daily maximum is eight hours, with a weekly maximum of 40 hours. Work must be performed between 7 a.m. and 7 p.m. Exception: From June 1 to Labor Day students can work until 9 p.m.

Minimum Wage

In Kansas, any workplace covered by the federal labor laws (including public entities) must pay the federal minimum wage. The Wage and Hour Division of the U.S. Department of Labor enforces the federal child labor laws.

Unpaid Work-Based Learning Experiences

Students participating in unpaid work-based learning experiences, such as job shadows, field trips to a workplace and career awareness and exploration activities are not considered employees. Although child labor laws do not apply in these situations, every effort should be made to ensure that students are placed in safe workplaces, receive sufficient training and are doing or observing tasks with adequate supervision. Internships that are unpaid experiences must be carefully structured and closely monitored to ensure that the test of the Fair Labor Standards Act is being met.

The Test of the Fair Labor Standards Act

According to the Fair Labor Standards Act (FLSA), a student enrolled in a work-based learning experience is considered an employee and must be paid unless all of the following criteria are met:¹

- ✓ The student receives training at the employer's worksite similar to that which would be given in a vocational school (a curriculum is followed and the student is under extensive and ongoing instruction and supervision).
- ✓ The training is intended to benefit the student and not to meet the labor needs of the business.
- ✓ The placement of the student at a worksite during the learning experience does not result in the displacement of any regular employee.
- ✓ The result of any productive work the student performs is offset by the employer's burden to provide training and supervision.
- ✓ The student is not entitled to a job at the completion of the learning experience.
- ✓ The employer, student and parent or guardian understand that the student is not entitled to wages or other compensation for the time spent in the learning experience (although the student may be paid a stipend for expenses such as books or tools.)

Health and Safety

Whether or not a student in a work-based learning experience is considered in an employment relationship, the Occupational Safety and Health Act (OSHA) regulations that apply to the workplace also apply to the student. The school contract and employer have to define the health and safety issues at the worksite and coordinate how the necessary safety instruction will be delivered to students. See the *Occupational Safety and Health Administration* factsheet in this toolkit for more information.

Tasks Students Can and Cannot Do

The state and federal child labor laws specify the tasks students may and may not do for pay. The chart below indicates the tasks that students can and cannot do at different ages. Different rules apply to agricultural work. OSHA, the federal agency that enforces safety and health laws in workplaces, does not use age as a criterion, so all OSHA standards apply to student employees. See the *Occupational Safety and Health Administration* factsheet in this toolkit for more information.

¹ US DOL Fact Sheet No. 013, Employment Relationship Under the Fair Labor Standards Act

TASKS 14- AND 15-YEAR OLDS

CAN DO

- Office and clerical work.
- Cooking at soda fountains, lunch counters, snack bars or cafeteria serving counters.
- Cashiering, selling, modeling, art work, work in advertising departments, window trimming and comparative shopping.
- Price marking and tagging by hand or by machine, assembling orders, packing and shelving.
- Bagging and carrying out customers' orders.
- Errand and delivery work by foot, bicycle and public transportation.
- Clean-up work, including the use of vacuum cleaners and floor waxers and maintenance of grounds.
- Kitchen work, including the operation of machines and devices such as dishwashers, toasters, dumb-waiters, popcorn poppers, milk shake blenders and coffee grinders.
- Work in connection with cars and trucks if confined to the following:
 - (a) Dispensing gasoline and oil,
 - (b) Courtesy service,
 - (c) Car cleaning, washing and polishing.
- Cleaning vegetables and fruits, and wrapping, sealing, labeling, weighing, pricing and stocking in areas physically separate from areas where meat is prepared for sale and outside freezers or meat coolers.
- Any other tasks not prohibited by law (see next column).

CANNOT DO

- Processing occupations such as filleting of fish, dressing poultry, cracking nuts.
- Laundering as performed by commercial laundries and dry cleaning.
- Cooking (except at soda fountains, lunch counters, snack bars or cafeteria serving counters) and baking.
- Occupations in manufacturing, mining or processing.
- Operation or tending of hoisting apparatus or of any power-driven machinery.
- Occupations in connection with
 - Transportation of persons or property by rail, highway, air, on water, pipeline, or other means
 - Communications and public utilities.
- Construction including repair performed on transportation media or at the actual construction site.
- Use of power-driven mowers or cutters.
- Work involving the use of pits, racks or lifting apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring.
- Work in connection with maintenance or repair of machines or equipment or performed in or about boiler or engine rooms.
- All work requiring the use of ladders, scaffolds or their substitutes.
- Occupations which involve operating, setting up, adjusting, cleaning, oiling, or repairing power-driven food slicers and grinders, food choppers and cutters and bakery-type mixers.
- Work in freezers and meat coolers and all work in preparation of meats for sale.
- Loading and unloading goods to and from trucks, railroad cars or conveyors.
- All occupations in warehouses except office and clerical work.
- Anything 16 and 17 year-olds cannot do.

TASKS 16- AND 17-YEAR OLDS

CAN DO

- Anything 14- and 15-year olds can do.
- Occasional and incidental driving of automobiles during daylight hours.
- Cooking including when food is prepared out of plain sight of customers.
- Pump gas at a gas station as well as perform some mechanical work.
- Clean, wash and polish cars.
- Work as a messenger for any telephone, telegraph or other messenger company in the distribution or delivery of goods or messages.
- Sell door-to-door.
- Work in manufacturing or processing (e.g., food processing, commercial laundry, dry cleaning).
- Any other tasks not prohibited by law (see next column).

CANNOT DO

- Occupations in or about establishments manufacturing or storing explosives or articles containing explosive components.
- Driving large vehicles or functioning as an outside helper on large vehicles.
- Coal mining and logging occupations.
- Utilize power-driven woodworking, metal forming, punching or shearing machines.
- Operate cranes, derricks or hoists.
- Operate power-driven paper processing, meat processing or bakery machines.
- Occupations in roofing, excavation, wrecking, demolition and shipbreaking operations.

Resources

For further information or answers to specific questions regarding state law, contact the Kansas Department of Human Resources (KDHR) Employment Standards Division (785) 296-4062.

For information on federal laws and guidelines, contact United States Department of Labor Wage and Hour Division at (913) 551-5721.

Other Resources

Kansas Department of Human Resources
<http://www.hr.state.ks.us/wc/html/wc.htm>

OSHA Teen Worker's Website
<http://www.osha.gov/SLTC/teenworkers/index.html>

KCK OSHA
Toll Free (Kansas Residents Only): 1-800-362-2896

U.S. Department of Labor Website About Teen Workers
<http://www.osha.gov/SLTC/teenworkers/index.html>

U.S. Department of Labor State Child Labor Laws
<http://www.dol.gov/dol/topic/youthlabor/Statelaborlaws.htm>

Fair Labor Standards Act
<http://www.dol.gov/dol/compliancecomp-flsa-childlabor.htm>

Employment Relationship Under the Fair Labor Standards Act
<http://www.dol.gov/esa/regs/compliance/whd/whdfs13.htm>

Minimum Wage and Overtime Hours Under the Fair Labor Standards Act
<http://www.dol.gov/esa/whd/>



OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA)

The mission of the Occupational Safety and Health Administration (OSHA) is to save lives, prevent injuries and protect the health of America's workers. To accomplish this, federal and state governments must work in partnership with the more than 100 million working men and women and their six and a half million employers who are covered by the Occupational Safety and Health Act of 1970.

Services

OSHA and its state partners have approximately 2,100 inspectors, plus complaint discrimination investigators, engineers, physicians, educators standards writers, and other technical and support personnel spread over more than 200 offices throughout the country. This staff establishes protective standards, enforces those standards and reaches out to employers and employees through technical assistance and consultation programs.

The Functions of OSHA

OSHA adopts and enforces workplace safety and health standards to protect workers from work-related injuries and illnesses. The Compliance Office conducts inspections in response to employee complaints or as part of a targeted inspection program initiated by OSHA to ensure that workers and the public are protected from safety hazards. OSHA also has compliance assistance specialists who can provide general information about OSHA standards and compliance assistance resources. They respond to requests for help from a variety of groups. There is one compliance assistance specialist in each OSHA area office in states under federal jurisdiction. They are available for seminars, workshops, and speaking events. They promote cooperative programs, such as consultation programs, the voluntary protection programs, the Strategic Partnerships Program and the Alliance Program. They also promote OSHA's training resources and the tools available on the OSHA web site.

Employee Rights Under OSHA

All employees, including student employees, are entitled to receive information and training about the specific hazards on the job, to report hazards without reprisal and to have hazards corrected under OSHA.

For more information, contact

OSHA Wichita Area Office
271 West Third Street North, Room 400
Wichita, Kansas 67202
Phone: (316) 269-6644
Fax: (316) 269-6185
Toll Free (Kansas Residents Only): 1-800-362-2896

RIGHT TO WORK AND I-9 DOCUMENTATION



As of March 1, 2003, the Department of Homeland Security (DHS) Bureau of Citizenship and Immigration Services became responsible for providing immigration benefits to those individuals who are entitled to stay in the United States on a temporary or permanent basis. The Department of Homeland Security is now in charge of granting U.S. citizenship to those who are eligible to naturalize, authorizing individuals to reside in the U.S. on a permanent basis and providing aliens with the eligibility to work in the United States.

The department has the authority to determine the right of individuals to work in the United States and issue a form to monitor employment. The I-9 form is required by the Bureau of Citizenship and Immigration Services to verify a person's identity and eligibility for employment.

Teachers should prepare students to demonstrate their right to work by ensuring that students have the proper identification and know how to complete the I-9 form. For students who are U.S. citizens, a social security card and either a driver's license or state ID constitute proper identification. All students placed in paid experiences will need to comply with this regulation as a condition of hire.

Undocumented students, while not allowed to work, may participate in career development internships that meet the Fair Labor Standards Act guidelines regarding employment status. See the *Career Development Internship* and the *Laws Pertaining to the Employment of Students* factsheets in this toolkit for more detailed information.

Responsibility

All U.S. employers are responsible for verifying each new employee's right to work and for completing and retaining Form I-9 for each individual they hire. This includes citizens and non-citizens. The employer must verify the employment eligibility by viewing specific documents presented by the employee and recording the information on the Form I-9. Acceptable documents are listed on the back of the form.

Filing

No filing with the Bureau of Citizenship and Immigration Services is required. The employer must keep the form either for three years after the date of hire or for one year after employment is terminated, whichever is later. The form must be available for inspection by authorized U.S. government officials.

Regulatory Authority

I-9 documentation falls under the authority of the Department of Homeland Security Bureau of Citizenship and Immigration Services.

For more information download:

INS Handbook for Employers (Form M-274)

<http://www.immigration.gov/graphics/lawsregs/handbook/hnmanual.htm>



TRANSPORTATION FOR WORK-BASED LEARNING

District Transportation

The primary responsibility of the Kansas City, Kansas District Transportation Department is to provide transportation for students to and from school. District buses may be available for worksite tours and job shadow events, although bus availability is limited early in the morning and mid-afternoon. Schools must pay the costs of any additional transportation.

Parent Permission

Parent permission is required whenever a student leaves campus to be transported to a work-based learning experience. Students transporting other students to a work-based learning experience requires permission of both sets of parents.

Insurance Coverage

The district fleet policy covering bodily injury and personal injury protection extends coverage to students, employees and sponsors involved in authorized activity transportation. Drivers and/or owners of private automobiles authorized for field trips and activity transportation are covered by the district fleet policy. (District #500 SB Policy 3.5.5.3.2.1)

Teacher Drivers

Teachers may drive students to work-based learning experience, but parent/guardian permission for students and principal permission for the teacher must be on file.

Public Transportation

Kansas City ATA has offered to provide bus orientation for students which includes route tours, how to board and ride safely and how to get information about the bus system. Contact Ah'Lee Robinson at ATA at (816) 346-0200.

Kansas City ATA offers two reduced fare programs for youth. One is a monthly pass, the other is a reduced fare per ride for registered students. The monthly \$18.00 pass (in summer months the cost is just \$10.00) allows students to ride without having to pay a fare (cost at time of this publication). If a student does not wish to purchase a monthly pass, they can register and be issued an ID that allows them to ride for a \$.50 fare. Students must fill out an application annually and provide a birth certificate copy and picture ID. If a teacher applies for a group of students, identification is not necessary.

If a student uses KCATA to get to a work-based learning placement and the bus stops running before it is time for the student to return, KCATA will provide a ride back to a student's original location. Students should call ATA at (816) 346-0200 when this happens.

Alternative Transportation Options

If your school's budget cannot accommodate district transportation cost, several community partners have offered to assist with the transportation issues regarding work-based learning.

Alternative Transportation Laws

Arrangements for hired or non-district owned activity transportation shall be made by the building administrator. The Transportation Department maintains a list of approved carriers. Schools may use vehicles designed to carry ten (10) passengers or less, including the driver. Any vehicle carrying more than ten passengers must meet school bus guidelines and be driven by a licensed bus driver. Chartered "over-the-road" -type busses may be used. These vehicles are exempt from normal school bus regulations, but are covered by ICC or KCC regulations and must be licensed accordingly. (District #500 SB Policy 3.5.5.3.1 – 4)

When renting or leasing vehicles, schools must purchase the maximum coverage available for collision and comprehensive insurance. The district is exempt as a governmental agency and is covered by medical insurance under the fleet policy; therefore it is not necessary to secure personal injury protection as additional coverage. (District #500 SB Policy 3.5.5.3.3.2 – .3)

Community Partners Who Assist with Transportation

- Opportunity Express, a private bus transportation company, has committed to work with the schools to transport students. Contact Verna Mason at (816)923-7300 or travail4@earthlink.net
- Wyandotte Serves and Works, a not-for-profit agency, may be available during non-school-bus hours to transport students. Contact Mishkat AzZubair at (913) 621-7440 or servesandworks@sbcglobal.net.
- Equal Opportunity Foundation and Catholic Charities sometimes have matching funds or budget line items specifically for transportation. Contact LaDora Jackson at (913) 371-7800 or ladora@eofkck.org.

The list of approved carriers shall include only contractors who meet or exceed district insurance minimums and, in addition, name District #500 as "additional insured" while transporting District #500 students, employees and non-employees. (District 500 SB Policy 3.5.5.3.3.1)



WORKERS' COMPENSATION

Workers' compensation laws are intended to prevent litigation and provide prompt and predictable relief for workplace injuries. In exchange for purchasing workers' compensation insurance (or self-insuring in accordance with the law), employers are protected from lawsuits based on injuries and diseases arising out of and in the course of employment. Employers are required to provide workers' compensation benefits to employees who are injured on the job.

Eligibility

In general, workers' compensation insurance covers those who are defined as employees. Students engaging in work-based activities who are not required to be paid are not covered by the employer's workers' compensation insurance. For liability purposes they are considered students on field trips, and liability is assumed by the parents when they sign the *Work-Based Learning Permission* form.

As employees, students engaged in paid work-based learning experiences are covered and they receive benefits:

- Even if they are younger than 18;
- No matter who was at fault for the job injury; and
- Even if the worker is not a U.S. citizen.

Workers' compensation covers injuries resulting from one event such as a fall or repeated exposures such as constant loud noise or repetitive movements.

Payment Responsibility

If students are paid wages or a salary by a private employer, that employer is required to pay for workers' compensation. Similarly, if students are participating in a subsidized work-based learning experience, the sponsoring program, school or organization is responsible for workers' compensation coverage even if students are placed somewhere other than the host agency.

If students participate in unpaid work-based learning including service learning, unpaid internships, work sample, career mentoring, job shadowing or workplace tours, the parents assume liability when they sign the *Work-Based Learning Permission* form. If students are volunteering for a public agency or private, non-profit organization in exchange for on-the-job training, that agency or organization is responsible for workers' compensation coverage.

Claims for Injuries

A claim for workers' compensation benefits is the exclusive remedy available to workers under most workers' compensation laws. In the event of an injury, students should:

- Immediately report the injury to their worksite supervisor;
- Tell their parents or guardians;
- Get emergency medical treatment if needed;
- Get a claim form from the employer. The form must be completed and returned to the employer to request benefits; and
- Tell their teacher/coordinator what happened.

Regulatory Authority

Workers' compensation is overseen by the Kansas Department of Human Resources. The Kansas Division of Workers Compensation provides information on compensation, providing immediate access to information.

<http://www.hr.state.ks.us/wc/html/wc.htm>

Federal Worker's Compensation Laws

http://www.dol.gov/esa/owcp_org.htm

State Worker's Compensation Laws

<http://www.dol.gov/esa/regs/statutes/owcp/stwclaw/stwclaw.htm>



CAREER AND TECHNICAL EDUCATION BUSINESS ON-THE-JOB TRAINING

Schools Where the Program is Offered

Harmon, Schlagle, Washington and Wyandotte all offer Business On-the-Job Training Internships.

Scope of Program

Students are enrolled in Office Technology concurrently with On-the-Job Training.

Workplace readiness skills and experiences such as informational interviews, career mentoring and job shadowing take place in the Business Life Skills Course that all juniors must take.

Classroom and Workplace Prerequisites

Students are eligible within a program if they have taken two of the following courses offered within the business department: Accounting I, Accounting II, Word Processing-Windows or Spreadsheet Applications. Students will be paid for the office related work that they do. Jobs must involve clerical, accounting, or other computer related work.

Application/Registration Process

Students who want to participate in this program should fill out an application with the Business On-the-Job Training Coordinator in their school. Students are selected based on their grades and attendance in the business-related courses. Parent permission and individual transportation are required for participation.

Internships

Business On-the-Job Training Internships follow the guidelines identified in the *How-to Guide for Internships* in the *Quality Work-Based Learning Toolkit*. This program uses the *Work-Based Learning Plan and Evaluation* tool as the format for developing learning objectives and evaluating student performance. See the *Teacher Guide to the Work-Based Learning Plan* for instruction on how to use the tool.

Duration of Experience and Structure of Time for Experience

This course can last for one or two semesters. Students are released during the last class period(s) of the day to go to work.

Number and Kind of Teacher Contacts with Employer Partner

Business On-the-Job Training experiences will be evaluated by a minimum of two site visits per quarter for each student. Students enrolled in On-the-Job Training experiences will participate at the worksite for a total of 165 to 180 hours per semester.

Structure of Classroom Component

The classroom component includes reflection activities, career development activities and workplace skills development.

Evaluation Expectations

Evaluation for Business On-the-Job Training is based on student performance on learning objectives and skill development at the placement as well as classroom activities, attendance, completion of paperwork and reflection activities related to the work experience. Learning objectives are recorded and evaluated on the *Work-Based Learning Plan and Evaluation* tool. See the *Teacher Guide to the Work-Based Learning Plan* for instruction on how to use the tool.

Credits Awarded

A student can take Business On-the-Job Training for one or two credits. Students may only participate during their senior year.

Contact Information for Program Coordinator

On-the-Job Training Coordinators vary depending on high school—check with your school counselor, or contact:

Susan Engelmann, Coordinator of Career and Technical Programs

Phone: (913) 279-2215 E-mail: suengel@kckps.org



CAREER AND TECHNICAL EDUCATION

Career and Technical Education is an instructional methodology that combines classroom based vocational study with internships in a field related to a student's career goals.

Scope

Career and Technical Education includes cooperative agreements between schools and employers to provide students with enhanced educational experiences in specific occupational areas. It enables students to develop and refine occupational competencies (attitudes, skills, and knowledge) needed to acquire, adjust and advance in an occupation.

Articulation agreements have been established between secondary career and technical programs and post-secondary programs. These articulation agreements provide college credit to students who complete specific career and technical programs for a posting fee of \$25.00.

Work-Based Learning

Career and Technical Education courses include a continuum of work-based learning activities. Each course incorporates the full continuum of work-based learning experiences. Internships within the Kansas City, Kansas Public Schools include On-the-Job Training programs in Business, Marketing, Health Careers Exploration II, and World of Work in Hospitality. Each of these programs follows the guidelines identified in the *How-to Guide for Internships* in the *Quality Work-Based Learning Toolkit*. Each of these programs uses the *Work-Based Learning Plan and Evaluation* tool as the format for developing learning objectives and evaluating student performance. See the *Teacher Guide to the Work-Based Learning Plan* for instruction on how to use the tool. Factsheets on each of the above Career and Technical Education Internship programs are included in this toolkit.

Regulatory Authority

Career and Technical Education is supported by KS Education Statute No. 72-4413. Career and Technical Education Certification requirements are described in KS Education Regulation Nos. 91-1-54 through 91-1-105.

For more information, contact:

Susan Engelmann
Coordinator of Career and Technical Programs
Board of Education
625 Minnesota Avenue
Kansas City, Kansas 66101
Phone: (913) 279-2215
Fax: (913) 627-2419
E-mail: suengel@kckps.org



CAREER DEVELOPMENT INTERNSHIPS

Schools Where Program is Offered

Small Learning Communities (SLCs) at Harmon, Schlagle, Sumner, Washington and Wyandotte have the option to offer Career Development Internships which are connected to the curriculum in those communities. See *the Small Learning Communities* factsheet for more information.

Scope of Program

Each Smaller Learning Community addresses the continuum of quality work-based learning within their program schedule and across the curriculum offered in the community. Students develop workplace readiness skills and participate in experiences such as informational interviews, career mentoring and job shadowing prior to a participating in Career Development Internships.

Classroom and Workplace Prerequisites

Career Development Internships are usually unpaid semester-long experiences offered to senior students who have been successful in their SLC and who are ready to apply their learning to an experience in the community or workplace. Students can expect to be challenged in their internships, learning not only about entry-level jobs, but the full range of options and careers in that particular field. Students both observe and do work including special projects as part of their internship.

Application /Registration Process

Grade-point average and attendance requirements are set by each SLC. Applications are distributed to eligible SLC students by their academic counselors. Student interest determines the placement area, with SLC teachers and Business /Education Coalition (BEC) staff assisting with placement. Workplace partners interview eligible students and make final determination on placement.

Internship Guidelines

Career Development Internships follow the guidelines identified in the *How-to Guide for Internships* in the *Quality Work-Based Learning Toolkit*. This program uses the *Work-Based Learning Plan and Evaluation* tool as the format for developing learning objectives and evaluating student performance. See the *Teacher Guide to the Work-Based Learning Plan* for instruction on how to use the tool.

Duration of Experience, Structure of Time for Experience

Each SLC determines how many Career Development Internships will be available per semester based on their ability to provide adequate supervision and classroom based support.

Students enrolled in Career Development internships participate at the worksite for a total of 90 hours per semester, and participate in a classroom and/or school based activity component of 18 hours per semester.

Number and Kind of Teacher Contacts with Workplace Partner

Career Development Internship supervision includes a minimum of three site visits and evaluation meetings per semester for each student.

Structure of Classroom Component

The classroom component includes reflection activities, career development activities and workplace skills development exercises.

Evaluation Expectations

All students enrolled in Career Development Internships are required to prepare a presentation about their primary project at the worksite and deliver this presentation to a panel of teachers, business partners and community members at the end of the semester. Learning objectives are recorded and evaluated on the *Work-Based Learning Plan and Evaluation* tool. See the *Teacher Guide to the Work-Based Learning Plan* for instruction on how to use the tool. Evaluation is based on student performance on learning objectives and skill development at the placement as well as classroom activities and the final presentation to the community panel. Small Learning Communities arrange community panels for their students.

Credits Awarded, Number of Times a Student can Participate for Credit

Students can earn .5 credit for each 90 hour placement. Students may do two Senior Career Development Internships – one per semester.

The Test of the Fair Labor Standards Act

According to the Fair Labor Standards Act (FLSA), a student enrolled in a work-based learning experience is considered an employee and must be paid unless all of the following criteria are met:¹

- ✓ The student receives training at the employer's worksite similar to that which would be given in a vocational school (a curriculum is followed and the student is under extensive and ongoing instruction and supervision).
- ✓ The training is intended to benefit the student and not to meet the labor needs of the business.
- ✓ The placement of the student at a worksite during the learning experience does not result in the displacement of any regular employee.
- ✓ The result of any productive work the student performs is offset by the employer's burden to provide training and supervision.
- ✓ The student is not entitled to a job at the completion of the learning experience.
- ✓ The employer, student and parent or guardian understand that the student is not entitled to wages or other compensation for the time spent in the learning experience (although the student may be paid a stipend for expenses such as books or tools).

¹ US DOL Fact Sheet No. 013, Employment Relationship Under the Fair Labor Standards Act



CAREER AND TECHNICAL EDUCATION

HEALTH CAREERS EXPLORATION II

Schools Where Program is Offered

F. L. Schlagle, Washington and Wyandotte High School offer Health Careers Exploration II internships within Small Learning Communities.

Scope of Program

Introduction to Health Care teaches students about the opportunities available in the health career industry. Classroom speakers and job shadowing are a part of Health Careers Exploration II. Workplace readiness skills and experiences such as informational interviews, career mentoring and job shadowing take place in the Business Life Skills Course that all juniors must take.

Classroom and Workplace Prerequisites: Student Eligibility

Students are eligible if they have successfully completed Introduction to Health Careers and Health Careers Exploration I.

Application/Registration Process

Students who want to participate in this program should fill out an application with the Health Careers Exploration II instructor in their school. Parent permission and individual transportation are required for participation in this course.

Internships

Health Careers Exploration II Internships follow the guidelines identified in the *How-to Guide for Internships* in the *Quality Work-Based Learning Toolkit*. This program uses the *Work-Based Learning Plan and Evaluation* tool as the format for developing learning objectives and evaluating student performance. See the *Teacher Guide to the Work-Based Learning Plan* for instruction on how to use the tool.

Duration of Experience and Structure of Time for Experience

This course lasts for one full year. Students are released during the last class period(s) of the day to complete the internship, which is structured to be rotational in nature. These experiences are alternated with three weeks of shadowing and three weeks of reflection activities and research in the classroom.

Number and Kind of Teacher Contacts with Employer Partner

Health Careers Exploration experiences will be evaluated by a minimum of one site visit per quarter for each student. Students enrolled in Health Careers Exploration II internship experiences will participate at the worksite for a number of hours to be determined by the instructor.

Structure of Classroom Component

The classroom component includes reflection activities, career development activities, workplace skills development and research related to the individual work experience.

Evaluation Expectations

Evaluation for the internship is based on student performance on learning objectives and skill development at the placement as well as classroom activities, attendance, completion of paperwork, reflection activities and other assignments related to the work experience. Learning objectives are recorded and evaluated on the *Work-Based Learning Plan and Evaluation* tool. See the *Teacher Guide to the Work-Based Learning Plan* for instruction on how to use the tool.

Credits Awarded

A student can take Health Careers Exploration II for one credit. Students may only participate during their senior year.

Contact Information for Program Coordinator

On-the-Job Training Coordinators vary depending on high school—check with your school counselor, or contact:

Susan Engelmann, Coordinator of Career and Technical Programs

Phone: (913) 279-2215 E-mail: suengel@kckps.org



J.C. HARMON SERVICE LEARNING PROGRAM

Schools Where Program is Offered

J.C. Harmon offers a grant-funded Service Learning Program.

Scope of Program

Each Small Learning Community has the opportunity to design service learning projects that align with their theme. In 2002-2003, one hundred twenty J.C. Harmon students participated; in 2003-2004, two hundred forty students will participate.

Classroom and Workplace Prerequisites and Student Eligibility

Projects must be approved by the principal, counselor, program director and project coordinator. Students must be performing at grade level with adequate credits and reading scores. Special Education and English as a Second Language students are not required to meet the score criteria.

Application/Registration Process

Students choose the project they would like to be involved in and notify the project coordinator in writing. The project is then reviewed by the above-mentioned school officials. Upon acceptance, student, parent and teacher sign a *Service Learning Contract* specific to the project.

Project Development Process

Service learning projects follow the guidelines identified in the *How-to Guide for Service Learning* in the *Quality Work-Based Learning Toolkit*. The *Standards for Service Learning* provides the framework for all project development. They can be found in the *Resources* section of this toolkit. The *Service Learning Project Planning Worksheet* is available in the *Tools* section of the *Quality Work-Based Learning Toolkit*.

Duration of Experience and Structure of Time for Experience

Projects last one semester, with two, ninety-minute blocks per week at the project site. Wednesdays are classroom days. Each student completes approximately 40 hours per semester.

Number and Kind of Teacher Contacts with Employer Partner

Teacher connection and contact with community partner is defined specifically in project contract. The Teacher either goes to the project site with students each day or visits students at the site at agreed-upon intervals.

Structure of Classroom Component

Classroom time takes place for one hour every other Wednesday. Students receive instruction connected to their service-learning project, do research, plan activities and participate in reflective journaling.

Evaluation Expectations

This program uses the *Work-Based Learning Plan and Evaluation* tool as the format for developing learning objectives and evaluating student performance. See the *Teacher Guide to the Work-Based Learning Plan* for instruction on how to use the tool.

Credits Awarded

Students may earn from .5 to 1.5 credits per semester.

Contact Information for Program Coordinator

Service Learning Coordinators vary depending on high school—check with your school counselor, or contact:

Susan Engelmann, Coordinator of Career and Technical Programs

Phone: (913) 279-2215 E-mail: suengel@kckps.org



CAREER AND TECHNICAL EDUCATION MARKETING ON-THE-JOB TRAINING

Schools Where Program is Offered

Harmon, Schlagle, Wyandotte and Washington all offer Marketing On-the-Job Training Internships.

Scope of Program

Students are enrolled in Marketing Education concurrently with Marketing On-the-Job Training Internship. Workplace readiness skills and experiences such as informational interviews, career mentoring and job shadowing take place in the Business Life Skills Course that all juniors must take. Additional support is provided in Marketing Education.

Classroom and Workplace Prerequisites

Students are eligible for On-the-Job Training Internships in Marketing if they have taken Marketing and are concurrently enrolled in Marketing Education. Students will be paid for the marketing related work that they do. Jobs may involve retail, telemarketing or advertising.

Application/Registration Process

Students who want to participate in this program should fill out an application with the Marketing On-the-Job Training Coordinator in their school. Students are selected based on their grades and attendance in the previous marketing course. Parent permission and individual transportation are required for participation.

Internships

Marketing On-the-Job Training Internships follow the guidelines identified in the *How-to Guide for Internships* in the *Quality Work-Based Learning Toolkit*. This program uses the *Work-Based Learning Plan and Evaluation* tool as the format for developing learning objectives and evaluating student performance. See the *Teacher Guide to the Work-Based Learning Plan* for instruction on how to use the tool.

Duration of Experience and Structure of Time for Experience

This course lasts for one full year. Students are released during the last class period(s) of the day to go to work.

Number and Kind of Teacher Contacts with Employer Partner

On-the-Job Training Internships will be evaluated by a minimum of two site visits per quarter for each student. Students enrolled in Marketing On-the-Job Training experiences will participate at the worksite for a total of 165 to 180 hours per semester.

Structure of Classroom Component

The classroom component includes reflection activities, career development activities and workplace skills development.

Evaluation Expectations

Evaluation for Marketing On-the-Job Training is based on student performance on learning objectives and skill development at the placement as well as classroom activities, attendance, completion of paper-work and reflection activities related to the work experience. Learning objectives are recorded and evaluated on the *Work-Based Learning Plan and Evaluation* tool. See the *Teacher Guide to the Work-Based Learning Plan* for instruction on how to use the tool.

Credits Awarded and Number of Times a Student Can Participate for Credit

A student can take Marketing On-the-Job Training for one or two credits. Students may only participate during their senior year.

Contact information for program coordinator

On-the-Job Training Coordinators vary depending on high school—check with your school counselor, or contact:

Susan Engelmann, Coordinator of Career and Technical Programs

Phone: (913) 279-2215 E-mail: suengel@kckps.org



SMALL LEARNING COMMUNITIES

Small Learning Communities (SLCs) are the structures used to personalize education in a large school. They allow students and teaching staff to form closer relationships and establish new ways of teaching and learning around rigorous academic work. Staff within a Small Learning Community can help their students build on their individual strengths and overcome challenges. SLCs take somewhat different forms in different high schools. Common characteristics include:

- Size of no more than 300 students;
- Stay together for all four years;
- Include ninth through twelfth graders; and
- Are thematic.

SLCs gain their identities from themes without tracking students by past academic performance. The thematic SLCs integrate elective teachers with the rest of the staff and provide opportunities for students to connect their learning to the world outside of school and to their educational and career goals. SLCs offer internships through Career and Technical Education courses, Career Development Internships and Special Education Vocational Experiences.

J.C. Harmon High School

J.C. Harmon has six thematic Small Learning Communities, designed to prepare students for post-secondary education and the workplace. The following SLCs are offered at J.C. Harmon:

- Business and Management
- Invention and Technology
- Media and Communications
- Health and Nature
- Music and Theatre
- Visual Arts

Schlagle High School

Schlagle has four Small Learning Communities designed to prepare students for post-secondary education and the workplace. The following SLCs are offered at Schlagle High School:

- Performing Arts
- Business
- Visual Arts
- Health Sciences/FACS

Washington

Washington High School has four Small Learning Communities designed to prepare students for post-secondary education and the workplace. The following SLCs are offered at Washington High School:

- ROTC/Business
- Science and Technology
- Global Communications
- Visual and Performing Arts

Wyandotte High School

Wyandotte has eight Small Learning Communities, each with a distinct theme and each preparing students for post-secondary education and/or high quality employment following high school. The following SLCs are offered at Wyandotte:

- Business Academy
- Foundations in Applied Skills and Technology (FAST)
- Health Careers/Life Sciences
- Hospitality
- Opportunity Center
- Performing Arts
- Visual Arts and Technology
- Liberal Arts

SPECIAL EDUCATION VOCATIONAL EXPERIENCES

Schools Where Program is Offered

Harmon, Schlagle, Sumner, Washington and Wyandotte all offer Special Education Work-Sample and Work-Study Internships.

Scope of Program

KCK Special Education provides a full continuum of vocational experiences based on students' Individual Education Plans. Beginning in ninth grade, students participate in vocational assessment and interest assessment. In the tenth grade, options include exploration activities, workplace readiness training, career decision-making mini-course, Area Technical School (ATS) tours, work-samples job shadows and ATS observations. Eleventh grade student options may include Work-Sample Internships, Work-Study Internships, further explorations, job shadowing, observations or vocational training workshops as recommended by the vocational assessment and interest assessment.

Classroom and Workplace Prerequisites

Students who participate in a vocational assessment at the Vocational Assessment Training Center are assessed on basic work skills and behaviors. Recommendations can be made from this information to assist the IEP team in making appropriate recommendations for each student's educational plan. The recommendations could be:

- Vocational Training Workshop (Grades 11 or 12);
- School or Community Work Adjustment;
- Postpone further placement until attendance improves; and/or
- Work-Study Internship—Competitive Employment.

Students also participate in Career Decision Making, a mini-course that teaches students decision-making steps, pre-employment and job search skills, application completion, interview practice, phone contacts, personal strengths and limitations, interest inventories values inventories, career choices/decisions, job preference information and job maintenance skills.

Work-Based Learning Experiences

Vocational Training Workshop

Students are referred to the Vocational Training Workshop by their case manager, where they work toward their individual education plan goals and have the opportunity to work on deficit areas of work related skills and behaviors while working on contract, piece-rate jobs within the workshop.

Internships

Work-Sample and *Work-Study* Internships follow the guidelines identified in the *How-to Guide for Internships* in the *Quality Work-Based Learning Toolkit*. This program uses the *Work-Based Learning Plan and Evaluation* tool as the format for developing learning objectives and evaluating student performance. See the *Teacher Guide to the Work-Based Learning Plan* for instruction on how to use the tool.

Work Sample

Work-Sample is an unpaid internship experience that gives students additional exposure and practice to work behaviors and skills when the IEP team recommends that students are not quite ready for competitive employment. Students receive credit toward graduation for these activities. Learning objectives are recorded and evaluated on the *Work-Based Learning Plan and Evaluation* tool. See the *Teacher Guide to the Work-Based Learning Plan* for instruction on how to use the tool.

Work Study Internship—Competitive Employment

Work-Study Internship—Competitive Employment is paid by the employer. Students obtain employment with the assistance of the Vocational Counselor. They also receive credit toward graduation for these experiences. They are released from school early to report to work. The students meet with the Vocational Counselor at least once per week to share and discuss all job related issues and to turn in pay stubs for hours verification. Learning objectives are recorded and evaluated on the *Work-Based Learning Plan and Evaluation* tool. See the *Teacher Guide to the Work-Based Learning Plan* for instruction on how to use the tool. Monthly evaluations are completed by the Vocational Counselor and supervisor to monitor progress. Students also complete a self-evaluation.

Note: All options and decisions are based upon the recommendation of the IEP team for each individual student. Grade levels indicated above are merely a suggested guideline by which to fulfill a sequence to meet the transition goals of each individual student.

WORKFORCE DEVELOPMENT CENTER

The Workforce Investment Act of 1998 provides a framework for a national workforce preparation and employment system designed to meet both the needs of the nation's businesses and needs of job seekers and those who want to further their careers. Local Workforce Investment Area III, existing in Wyandotte, Johnson and Leavenworth Counties, has four Workforce Development Centers: Kansas City, Leavenworth, Overland Park and Olathe. The Act specifies youth programs must meet the following criteria:

Eligible Youth

Eligible youth will be low-income, ages 14 through 21 (although up to five percent who are not low-income may receive services if they face certain barriers to school completion or employment). Youth must also face one or more of the following challenges to successful workforce entry:

- School dropout;
- Basic literacy skills deficiency;
- Homeless, runaway or foster child;
- Pregnant or a parent;
- An offender; and/or
- Need help completing an educational program or securing and holding a job. (includes youth with disabilities and those who have a high school diploma/GED, but are basic skills deficient and unemployed or underemployed).

Youth Services Offered

A wide variety of services are offered to eligible youth through the Kansas Workforce Development Centers. The following lists opportunities for youth job training, mentoring, work-based learning experiences and academic support.

- Mentoring/guidance is available in individual or group settings to support success in education, training and/or employment. Opportunities to address personal and social adjustment issues, including working with the family are offered. Referrals are provided for additional support in substance abuse and mental health counseling.
- Work readiness programs prepare students for work by ensuring familiarity with workplace expectations and helping students to exhibit appropriate work behaviors and attitudes.
- Through partnerships with Wyandotte, Johnson and Leavenworth counties, services and study skills training are offered to students struggling in basic skills, reading and math.
- Assessment, testing and counseling; occupational; career and vocational exploration, private sector job search assistance; job retention and survival skills training; and life skills training are all available.
- Work experiences for eligible youth includes structured part time programs often subsidized in both the private and public sector. Youth are placed in experiences as diverse as teacher's aide child care, retail sales, auto mechanic assistant, file clerk or library assistant.

- Classroom training provided to students consists of both basic and advanced formal training for a specific occupation, including: computers, nurse assistant, auto mechanic, administrative/clerical, medical assistant/medical records, computer repair and culinary arts.

Academic Enrichment/Work Experience Program (Summer Program)

Eligible youth are recruited through schools for four to eight week summer programs. Programs combine academic enrichment with on or off site work experience.

Summer Programs are offered at high schools in Johnson, Wyandotte and Leavenworth Counties; School for the Blind; School for the Deaf; Partnerships Associate Youth Services (AYS); Kansas City Housing Authority/KU Gear-Up; Business Education Coalition: Connecting Earning and Learning; ReSET Program; and At-Risk Reading Program.

Follow-up Services

Follow-up services of youth participants are provided for a twelve-month period. Youth are continually informed of other services available to them.

Contact Information

Jeanie Guthrie
Kansas Department of Human Resources
552 State Avenue
Kansas City, KS 66101
Phone: (913) 281-3000 x 216
Fax: (913) 342-9676
E-mail: jguthrie@hr.state.ks.us



CAREER AND TECHNICAL EDUCATION

WORLD OF WORK IN HOSPITALITY

Schools Where Program is Offered

Wyandotte High School offers World of Work in Hospitality Internships.

Scope of Program

The hospitality theme classes offer information about careers in the hospitality industry. These courses include job shadowing and classroom speakers. Workplace readiness skills and experiences such as informational interviews, career mentoring, and job shadowing take place in the hospitality courses and Business Life Skills Course that all students must take. World of Work in Hospitality is the On-the-Job Internship program that provides the capstone to the other courses.

Classroom and Workplace Prerequisites: Student Eligibility

Students are eligible if they have successfully completed all the required courses in the hospitality community. The employer at the work site must also approve their application.

Application/Registration Process

Students who want to participate in this program should fill out an application with the Small Learning Community Coordinator in their school. Students are selected based on their grades and attendance in the previous courses. Parent permission and individual transportation are required for participation.

Internships

World of Work in Hospitality Internships follow the guidelines identified in the *How-to Guide for Internships* in the *Quality Work-Based Learning Toolkit*. This program uses the *Work-Based Learning Plan and Evaluation* tool as the format for developing learning objectives and evaluating student performance. See the *Teacher Guide to the Work-Based Learning Plan* for instruction on how to use the tool.

Duration of Experience and Structure of Time for Experience

This course lasts for one full year. Students are released during the last class period(s) of the day to participate in their internship.

Number and Kind of Teacher Contacts with Employer Partner

Students will be evaluated by a minimum of two site visits per quarter for each student. Students will participate at the worksite for a total number of hours agreed upon by the worksite and the student.

Structure of Classroom Component

The classroom component includes reflection activities, career development activities and workplace skills development.

Evaluation Expectations

Evaluation is based on student performance on learning objectives and skill development at the placement as well as classroom activities, attendance, completion of paperwork and reflection activities related to the work experience. Learning objectives are recorded and evaluated on the *Work-Based Learning Plan and Evaluation* tool. See the *Teacher Guide to the Work-Based Learning Plan* for instruction on how to use the tool.

Credits Awarded

A student can take World of Work for one or two credits. Students may only participate during their senior year.

Contact Information for Program Coordinator

On-the-Job Training Coordinators vary depending on high school—check with your school counselor, or contact:

Susan Engelmann, Coordinator of Career and Technical Programs

Phone: (913) 279-2215 E-mail: suengel@kckcps.org

BUSINESS/EDUCATION COALITION

The Business/Education Coalition is operated by the Kansas City, Kansas Area Chamber of Commerce to bring together business and education to improve our future workforce. Vital to the mission of the Chamber is to make KCK a better place to live, work and do business. The coalition is funded by business contributions to an economic development campaign sponsored by the Chamber and Wyandotte Development Inc.

Services Offered

The coalition offers the following services to all Wyandotte County public and private schools:

- **Reality 101:** Coalition staff arrange for business representatives to visit your classroom to share information about career opportunities and requirements, and to show students how the skills they are learning in the classroom will be needed on the job. Contact coalition staff with information on dates (four weeks notice preferred), class times and subject, and topic to be addressed.
- **Teacher Reality 101:** Upon request, coalition staff will arrange for teachers to visit businesses or for business representatives to visit with educators for the purpose requested by the school.
- **Career Fairs:** The coalition sponsors the following high school career fairs: Industrial & Engineering Technology, Creative Arts, Health & Human Services and Business & Computer Technology. They are open to students in related courses or SLC's in all Wyandotte County high schools. Call for dates and to register your students. Upon request, the coalition can also provide speakers for middle school career days in individual schools.
- **Job Shadowing:** The coalition can provide names of prospective job shadow hosts based on your students' areas of interest.
- **Project-Based Learning:** For the past several years, the coalition has sponsored project-based-learning professional development. The coalition can provide the names of national and local practitioners who can be contacted for training or advice. The coalition can also help identify project advisors from the business community and other project resources.
- **Internships:** The coalition can provide names of prospective internship hosts based on your students' areas of interest.

Success Factors

Business resources should be used to reinforce classroom instruction, help students achieve curriculum standards, and motivate student behavior and learning. The coalition has unlimited contacts to match volunteers with the activities, dates and times, age level, subject area and location needed. Ask for what you need, provide the information needed to make a good match, contact volunteers before the scheduled event, prepare students for the activity, support the learning process with the volunteer and thank them!

The coalition links hundreds of businesses with schools each year. While the coalition has a strong foundation of chamber members and Wyandotte County businesses, participation is not limited to these groups. The coalition works closely with the BE² School-to-Careers Partnership at the Learning Exchange, which coordinates school-to-career interactions throughout the metropolitan area.

Information on accessing any of these services can be found on the coalition web site at www.kckchamber.com/bec. Phone: (913) 371-3070; fax: (913) 371-3732; e-mail: bec@kckchamber.com.



BUSINESS/EDUCATION EXPECTATIONS (BE²) PARTNERSHIP AT THE LEARNING EXCHANGE

The Business/Education Expectations (BE²) Partnership at the Learning Exchange, founded by the Civic Council of Greater Kansas City, is a bi-state regional effort designed to help students acquire the skills, knowledge and attitudes they need to succeed in a rapidly changing world. The partnership involves employers, school districts, labor, parent and community organizations to help students explore career options and acquire essential skills and attitudes.

The purpose of this community-wide initiative is to:

- Inspire students to strive for academic excellence because they see the connection between what they are learning today and what they will be doing tomorrow.
- Help parents and educators understand the ever-changing demands of the job market and the critical need for teaching practices that show students how to translate academic concepts into marketable skills.
- Involve employers in creating meaningful learning experiences for students and educators that demonstrate successful career skills and attitudes.

The partnership designs and offers workshops and technical assistance for educators, employers and community members. It also offers structured opportunities for employers to provide workplace experiences for both educators and students. One of the tools used to accomplish this is PathFinder, which is a secure, easy-to-use online school-to-career information management, storage and searching system. It is designed to help employers, students, parents and school coordinators share career information and access to work-based learning opportunities. PathFinder also has a student portfolio function, which features a Career Planner, Education Planner, Tools for Creating and Attaching Original Work and an Individual Learning Plan Template. See the *PathFinder* factsheet for more information.

Educators and employers who want more information should call Sarah Jelinek at (816) 751-4151 or check out the web site of The Learning Exchange (www.be2.org), a national center for educational consulting, training, research and hands-on learning experiences that manages the BE² Partnership.



PathFinder is a secure, easy-to-use online school-to-career information management, storage and searching system. It is designed to help employers, students, parents and teachers share career information and access to work-based learning opportunities in the community. PathFinder also contains a fully electronic portfolio section where students create a portfolio that can be taken with them on a disk as they transition to college and careers.

What are the purposes?

PathFinder has two basic purposes. The first purpose is for students to participate in online career research; then they make requests for work-based learning opportunities to further explore career options. The second purpose is for students to create and update academic plans and showcase academic work.

Who can use it?

Schools, businesses, community organizations or anyone with Internet access can log on to PathFinder and search its registry of business and school profiles. Only registered users can access the PathFinder request management system. Any business, community organization or school in the nine-county Kansas City metropolitan area can become a registered user.

What are the benefits for students?

- Request work-based learning opportunities
- Maintain a record of work-based learning opportunities
- Focus on career goals
- Focus on education goals
- Plan classes
- Determine graduation requirements
- Keep track of grades
- Access your honors and awards
- Record your assessment scores
- Upload and showcase academic documents
- Write and update your resume
- Gain access from any Internet computer

What are the benefits for teachers?

- Learn about available work-based learning opportunities
- Request work-based learning opportunities
- Maintain a record of work-based learning opportunities
- Help students organize their work-based learning portfolios
- Work with students on resume development
- Help students focus on adult world application of academic subjects

How do I sign up?

Go to www.be2.org or <http://kansascity.communityos.org> to register for PathFinder and for detailed, step-by-step instructions for educators, employers and youth.

Pathfinder Portfolio

In addition to space for students to post their career interests and resumes, PathFinder's electronic "Portfolio System" includes these additional posting areas:

Class Checklist and Planner

This tool shows the requirements/subjects for the district and grade level in which the student is enrolled. Students are able to add classes they are taking and check off subjects as completed.

Education Planner

This tool contains default fields that allow students to conduct web searches and then record their immediate or long-range educational goals. This also gives them a chance to consider what they can do now to prepare themselves for their future. Custom fields can be added to this posting area as well.

Scores, Grades & Awards

This tool serves as a posting area so students can maintain an inventory of their GPAs and scores on a variety of standardized tests. Users also may post any awards and honors they have received, leadership positions they have held, and other notable accomplishments.

Career Planner

This tool includes default fields that allow students to conduct web searches of an array of career fields, then reflect on and post their own career aspirations. Hot links to career information websites help them to understand the relationship between their coursework and educational objectives and career plans. They also prompt students to think about ways to learn more about the careers and occupations in which they are interested. With this tool, students not only can tap into community resources but also access specific career guidance from experts.

Post Graduation Plans

This tool provides a form that allows students to summarize the types of experiences they intend to pursue once they graduate from high school. It also provides hot links to data about the cost –of living in various areas of the country and other information of interest to graduates.

Transcript

This tool allows students to take an active role in managing their educational experience. Course information added to the Class Checklist and Planner tool is transferred to the Transcript tool so students always have an updated (unofficial) copy available for quick reference.

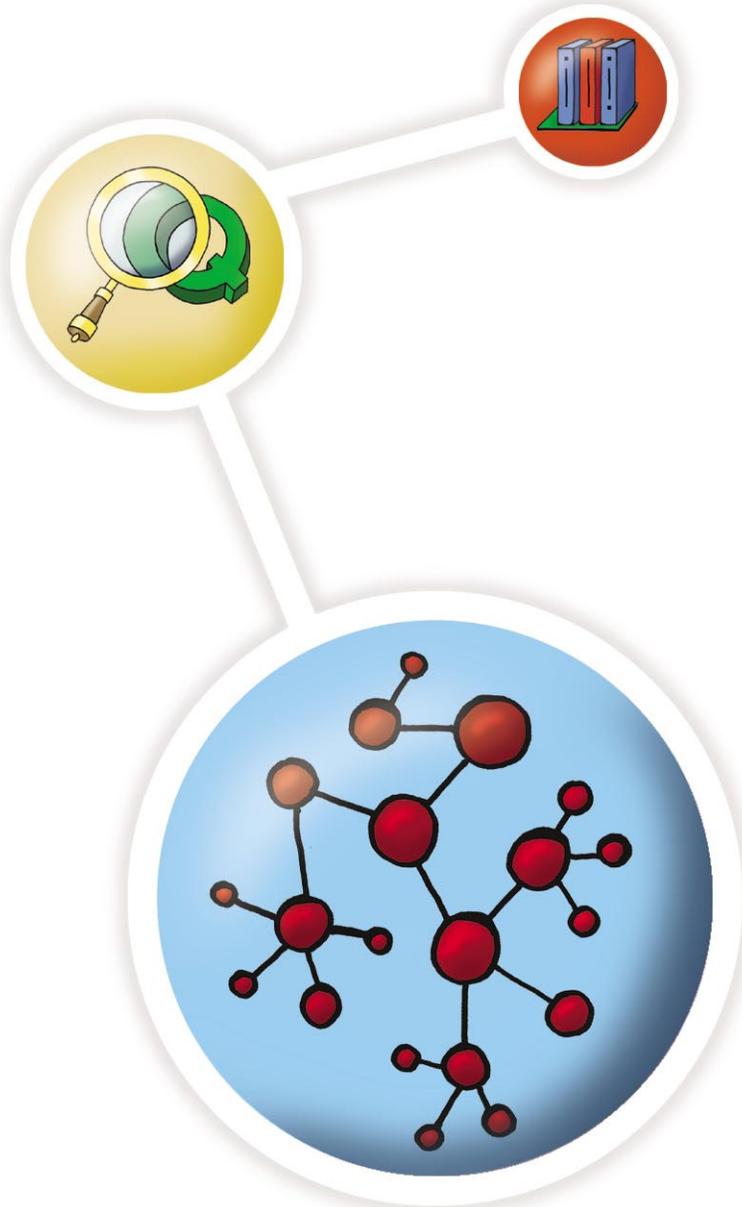
Original Documents

This tool allows teachers to create original forms which students then access to post reports, essays, evaluations, assignments, etc. With this tool, students also are able to upload the files of their original work to the system for review by the teachers and others. In addition, teachers can assess or comment on the students' work and students can respond online 24/7.

Access Pathfinder at <http://www.be2.org> or <http://kansascity.communityos.org>

Quality Work-Based Learning Toolkit

Kansas City, Kansas Public Schools



Resources

QUALITY-BASED LEARNING RESOURCE LIST



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SCANS SKILLS GLOSSARY AND EVALUATION HANDBOOK

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the U.S. Secretary of Labor to identify the skills young people need to succeed in the world of work, especially in a high-performance workplace. The Commission defined five workplace competencies and three foundation areas that all workers need in order to be successful.

Foundation Skills

1. Basic Skills – The ability to demonstrate reading, writing, arithmetic and mathematics, speaking and listening
2. Thinking Skills – The ability to learn, reason, think creatively, make decisions and solve problems.
3. Personal – The ability to demonstrate individual responsibility, self-esteem and self-management, sociability and integrity.

Competencies

4. Resources – The ability to identify, organize, plan, and allocate resources.
5. Interpersonal – The ability to work well with others.
6. Information – The ability to acquire and use information.
7. Systems – The ability to understand complex interrelationships.
8. Technology – The ability to work with a variety of technologies.

SCANS SKILLS GLOSSARY AND EVALUATION HANDBOOK

1. FOUNDATIONAL SKILL: Basic Skills			
1 Needs Development	2 Competent	3 Proficient	4 Advanced
a. Speaking			
<input type="checkbox"/> Learning to speak clearly, audibly and courteously.	<input type="checkbox"/> Speaks clearly and uses language appropriate to the environment both in person and on the telephone.	<input type="checkbox"/> Expresses complex ideas in an organized and concise manner.	<input type="checkbox"/> Presents effectively to a group using well-organized format, concise language and clear enunciation.
b. Listening			
<input type="checkbox"/> Developing listening skills; working to make eye contact and confirm understanding.	<input type="checkbox"/> Listens attentively; makes eye contact; repeats instruction to confirm understanding.	<input type="checkbox"/> Listens attentively and demonstrates understanding through relevant responses and questions.	<input type="checkbox"/> Retains complex information over time and applies it to later work.
c. Reading			
<input type="checkbox"/> Reads written directions and workplace documents with assistance.	<input type="checkbox"/> Reads written directions and workplace documents independently.	<input type="checkbox"/> Reads and understands written materials, including technical documents, independently; asks questions where appropriate.	<input type="checkbox"/> Reads complex written materials and executes related tasks independently.
d. Writing			
<input type="checkbox"/> Learning to write clearly with correct grammar.	<input type="checkbox"/> Writes information in clear, logical, legible and grammatically correct manner.	<input type="checkbox"/> Writes clearly using work-related terminology.	<input type="checkbox"/> Writes and develops professional material such as newsletters and marketing brochures.
e. Mathematics			
<input type="checkbox"/> Able to perform basic computation with supervision.	<input type="checkbox"/> Able to perform basic computation independently.	<input type="checkbox"/> Able to interpret and apply basic computations and use tables, graphs, diagrams and charts, as needed.	<input type="checkbox"/> Able to construct, apply and present logical applications of mathematics using tables, graphs, diagrams or charts.

SCANS SKILLS GLOSSARY AND EVALUATION HANDBOOK

2. FOUNDATION SKILL: Thinking Skills			
1 Needs Development	2 Competent	3 Proficient	4 Advanced
a. Combining ideas or information in new ways			
<input type="checkbox"/> Makes connections with help from supervisor.	<input type="checkbox"/> Makes connections with occasional help from supervisor.	<input type="checkbox"/> Makes connections independently.	<input type="checkbox"/> Generates new ideas. Thinks abstractly.
b. Making decisions			
<input type="checkbox"/> Makes decisions with help from supervisor.	<input type="checkbox"/> Makes decisions with occasional help from supervisor.	<input type="checkbox"/> Makes decisions independently.	<input type="checkbox"/> Makes multiple decisions weighing risks and benefits to organization.
c. Exercising leadership to identify and solve problems			
<input type="checkbox"/> Identifies problem with help from supervisor.	<input type="checkbox"/> Identifies and solves problems independently.	<input type="checkbox"/> Explores cause of problems and options with team when solving problems.	<input type="checkbox"/> Demonstrates leadership, develops creative solutions and systemic change, including preventive action.

SCANS SKILLS GLOSSARY AND EVALUATION HANDBOOK

3. FOUNDATION SKILL: Personal Quality			
1 Needs Development	2 Competent	3 Proficient	4 Advanced
a. Attendance and Appearance			
<input type="checkbox"/> Maintains consistent attendance, punctuality, and appropriate dress with supervision.	<input type="checkbox"/> Demonstrates understanding of appropriate workplace appearance, attendance and punctuality.	<input type="checkbox"/> Is a model of excellent attendance and dress; attends events beyond those required.	<input type="checkbox"/> Represents the organization at meetings and events.
b. Self-Management			
<input type="checkbox"/> Completes tasks and projects as assigned with supervision.	<input type="checkbox"/> Completes tasks and projects as assigned.	<input type="checkbox"/> Initiates and completes projects independently.	<input type="checkbox"/> Delivers high-quality results on schedule.
c. Accepting Direction and Criticism			
<input type="checkbox"/> Learning to accept direction.	<input type="checkbox"/> Accepts direction with positive attitude.	<input type="checkbox"/> Accepts constructive criticism with positive attitude.	<input type="checkbox"/> Accepts and applies constructive criticism to improve performance.
d. Integrity, Honesty and Confidentiality			
<input type="checkbox"/> Maintains appropriate confidentiality with supervision	<input type="checkbox"/> Maintains appropriate confidentiality with occasional supervision.	<input type="checkbox"/> Can be trusted. Demonstrates integrity and understands why certain information must remain confidential.	<input type="checkbox"/> Models good discretion and honesty for others.

SCANS SKILLS GLOSSARY AND EVALUATION HANDBOOK

4. COMPETENCY: Resources			
1 Needs Development	2 Competent	3 Proficient	4 Advanced
a. Manages time			
<input type="checkbox"/> Meets assigned deadlines with supervision.	<input type="checkbox"/> Meets assigned deadlines independently.	<input type="checkbox"/> Sets priorities and deadlines independently.	<input type="checkbox"/> Manages multiple tasks and projects effectively.
b. Manages money			
<input type="checkbox"/> Manages established program budget with supervision.	<input type="checkbox"/> Manages established program budget independently.	<input type="checkbox"/> Helps establish project budget and operates effectively within it.	<input type="checkbox"/> Determines and manages budget efficiently.

5. COMPETENCY: Interpersonal Skills			
1 Needs Development	2 Competent	3 Proficient	4 Advanced
a. Interacting with Co-Workers			
<input type="checkbox"/> Developing basic interaction skills. Responds when others initiate conversations.	<input type="checkbox"/> Interacts appropriately in social settings.	<input type="checkbox"/> Initiates positive interactions with co-workers and participates constructively as part of a team.	<input type="checkbox"/> Leads teams of co-workers to complete projects in an effective and timely manner.
b. Interacting with Customers/Clients			
<input type="checkbox"/> Developing skills necessary to deal with difficult customers/ clients and situations.	<input type="checkbox"/> Appropriately requests assistance when dealing with difficult customers/ clients and situations.	<input type="checkbox"/> Resolves customer/client problems independently where appropriate.	<input type="checkbox"/> Proactively handles stress of difficult customers/ clients and situations.
c. Respecting Diversity			
<input type="checkbox"/> Developing an understanding of diversity.	<input type="checkbox"/> Understands diversities and similarities.	<input type="checkbox"/> Demonstrates ability to work with people different from him/herself.	<input type="checkbox"/> Seeks out opportunities to work with people different from him/herself.

SCANS SKILLS GLOSSARY AND EVALUATION HANDBOOK

6. COMPETENCY: Information			
1 Needs Development	2 Competent	3 Proficient	4 Advanced
a. Collecting and Organizing Information			
<input type="checkbox"/> Developing ability to collect and organize information and materials needed for a task.	<input type="checkbox"/> Effectively compiles information and resources, in a clear, logical and legible manner.	<input type="checkbox"/> Effectively organizes and evaluates the relevance and accuracy of information.	<input type="checkbox"/> Identifies and obtains missing information based on mastery of subject.
b. Interprets and Communicates Information			
<input type="checkbox"/> Able to select pertinent information with occasional assistance.	<input type="checkbox"/> Analyzes information in an organized manner.	<input type="checkbox"/> Effectively organizes information and communicates results in a concise manner.	<input type="checkbox"/> Presents effectively to a group using a well-organized format, concise language and clear enunciation.

7. COMPETENCY: Systems			
1 Needs Development	2 Competent	3 Proficient	4 Advanced
a. Understanding the Structure and Dynamics of the Entire Organization			
<input type="checkbox"/> Is aware of his/her own role within the department.	<input type="checkbox"/> Demonstrates working knowledge of the department's role in the organization and how it relates to other departments.	<input type="checkbox"/> Understands and negotiates the communication and workflow between departments.	<input type="checkbox"/> Understands the role of the organization in the industry and the economy.
b. Recognizing Health and Safety Issues			
<input type="checkbox"/> Practices appropriate health and safety protocol at the workplace with assistance.	<input type="checkbox"/> Practices appropriate health and safety protocol independently and recognizes their importance. Reports emergencies in appropriate manner.	<input type="checkbox"/> Understands the implication of health and safety principles and applies them to new situations.	<input type="checkbox"/> Models good health and safety practices and helps others to understand their importance.
c. Understanding Personnel Policy and Relevant Labor Laws			
<input type="checkbox"/> Developing an understanding of personnel policy, and where appropriate, relevant labor laws.	<input type="checkbox"/> Understands personnel policy, and where appropriate relevant labor laws.	<input type="checkbox"/> Adheres to personnel policy and understands its impact on individuals.	<input type="checkbox"/> Understands personnel policy and its impact on the organization; and contributes to a positive work culture.

SCANS SKILLS GLOSSARY AND EVALUATION HANDBOOK

8. COMPETENCY : Technology			
1 Needs Development	2 Competent	3 Proficient	4 Advanced
a. Selecting Tools and Procedures			
<input type="checkbox"/> Able to use procedures, tools and machines with supervision.	<input type="checkbox"/> Able to use procedures, tools and machines with occasional supervision.	<input type="checkbox"/> Able to use procedures, tools and machines without supervision.	<input type="checkbox"/> Able to determine which procedures, tools and machines to use at appropriate times.
b. Applying technology to task			
<input type="checkbox"/> Can identify problem as it relates to technology with supervision.	<input type="checkbox"/> Can identify a problem as it relates to technology without supervision.	<input type="checkbox"/> Identifies appropriate technology and uses it to prevent problems.	<input type="checkbox"/> Uses technology appropriately to identify, prevent and solve problems.



QUALITY WORK-BASED LEARNING RESOURCE LIST

PLAN AND PREPARE FOR SUCCESSFUL EXPERIENCES

Apprenticeships

Federal and state apprenticeship guidelines and instructions on how to set up an apprenticeship program.

http://www.doleta.gov/atels_bat/

Apprenticeship in Kansas State

Kansas State Apprenticeship Council Department of Human Resources.

401 SW Topeka Boulevard Topeka, Kansas 66603-3182. Phone - (785) 296-4161 and (785) 291-3512 E-mail - lashelle@hr.state.ks.us

Basic Apprenticeship-Related Curriculum

Colorado AFL-CIO Apprenticeship Outreach Program

Basic apprenticeship-related curriculum provides students with information on post-secondary career options, particularly those in apprenticeable occupations. The curriculum is designed for self-instruction with defined competency objectives.

<http://www.cbctc.com>

BayScholars Student Handbook

Workforce Silicon Valley

A handbook for student interns addressing the benefits of an internship, employer expectations and how to complete a work-based learning plan.

<http://www.wsv.org/resources/resources.html>

Best Practices in Cooperative Education: An Overview

Cooperative Education and Internship Association

A brochure covering cooperative education basics, including a working definition and the six elements that ensure quality programming for practitioners.

<http://www.ceiainc.org>

Building and Construction Trades Council (National)

<http://www.bctd.org/aboutus/index.html>

Building 4 Steps to Employer Partnerships with Education

Business Education Resource Consortium

Beginning resource for educators in recruiting business partners if no partnership/intermediary is available.

<http://www.stc-clearinghouse.com>

Bureau of Labor Statistics, Occupational Handbook, 2002-03 Edition

This handbook is a source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives. The handbook describes what workers do on the job, working conditions, the training and education needed, earnings and expected job prospects in a wide range of occupations.

<http://www.bls.gov/oco/>

The Business/Education Coalition (BEC)

BEC is operated by the Kansas City Kansas Area Chamber of Commerce to bring together the resources of business and education to improve our future workforce.

<http://www.kckchamber.com/bec> Phone: 913-371-3070; fax: 913-371-3732;

email: bec@kckchamber.com

California Career Planning Guide 2000

Employment Development Department, Labor Information Division

A resource-rich guide for students that includes information on assessing skills and interests, matching yourself to a job and researching potential employers.

<http://www.californiacareers.info/>

Department of Labor and Industries

Offers comprehensive and easy to read and access information on child labor, in all areas of work. Fun, interesting materials, information and brochures.

<http://www.lni.wa.gov/scs/workstandards/teenworker.htm>

Federal Child Labor Laws

Full listing of federal child labor laws through the Washington State Legislature.

<http://www.leg.wa.gov/wac/index.cfm?fuseaction=section§ion=296-125-030>

INS Experts

On-line Immigration and Naturalization Service assistance.

<http://www.insexperts.com>

Institute for Workforce Education

Provides lesson plans for career paths. IWE is an approved Technical Assistance Provider for the National School-to-Work Office.

<http://www.ix.org/iwe/lessons.html>

Interstate Labor Standards Association (ILSA)

Includes information on state agencies that administer and enforce child labor laws.

<http://www.ilsa.net/>

Job Bank

Locate apprenticeship placement in your city or nationwide.

<http://www.jobsearch.org>

Job Shadowing: How to Have a Successful Groundhog Job Shadow Day – Monster.com

Monster.com & News Corporation

Kit providing easy-to-use tools and tips for teachers, employers and students to use in implementing a successful job shadow.

http://www.jobshadow.org/get_started/get_started.html

Job Shadow

National placements for youth.

http://www.jobshadow.org/get_started/contacts.html

Junior Achievement Orientation Guide for Groundhog Job Shadowing

Junior Achievement

Complete set of Groundhog Job Shadowing Guides for all participants (workplace, student, teacher and coordinator).

http://www.jobshadow.org/get_started/get_started.html

The National Association of State and Territorial Apprenticeship Directors (NASTAD)

www.nastad.net/index.cfm?page=3

National Service-Learning Clearinghouse

Offers a comprehensive selection of service learning resources including: curriculum ideas, evaluation and assessment, funding, getting started; impacts, outcomes and effects; library; partnerships; risk management; and statistics.

http://www.servicelearning.org/hot_topics/sl_curricula.html

Orientation to Apprenticeship: A Guide for Educators

California Apprenticeship Council Guide designed to introduce educators to career opportunities for young people in apprenticeable occupations. It provides a brief outline of three levels of student involvement and provides a curriculum guide for educators.

<http://www.dir.ca.gov/DAS/apprenticeship.pdf>.

PathFinder

General information about Pathfinder can be found at

http://www.visionlink.org/tools_path.html

PathFinder in Kansas City (hosted by BE²)

Pathfinder offers an enormous selection of work-based learning opportunities for all ages of students, in all industries and all types of learning experiences (ie. service learning, paid work experience, apprenticeship, summer jobs, etc.)

<http://kansascity.communityos.org/>

School-to-Work Employer Liability: A Resource Guide

National School-to-Work Office, Learning Center

Thorough and easy-to-understand guide for schools and employers on a range of work-based learning liability issues.

(800) 251-7236

Service Learning at Orange Coast College

Information about their service learning opportunities on campus, as well as community information and resources for and about service learning.

<http://www.occ.cccd.edu/departments/studentsvcs/servicelearning/whatis.html>

State Child Labor Laws

U.S. Department of Labor provides a matrix of state child labor laws for all fields of employment.

<http://www.dol.gov/dol/topic/youthlabor/Statelaborlaws.htm>

Stay in School Partnership Resource Guide

State Center Consortium

Resource guide on building collaboration between schools and business.

<http://www.stc-clearinghouse.com/s2c/products.cfm>

<http://www.stc-clearinghouse.com>

Work Preparedness Training Package 2000 with Teachers Guide

San Diego City Schools

A training curriculum for preparing students for the workplace. Covers self-awareness activities, personal readiness, job search, employer expectations and interview skills.

<http://www.stc-clearinghouse.com>.

MAXIMIZE LEARNING

Bureau of Labor Statistics, Occupational Handbook, 2002-03 Edition

This handbook is a source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives. The Handbook describes what workers do on the job, working conditions, the training and education needed, earnings, and expected job prospects in a wide range of occupations.

<http://www.bls.gov/oco/>

Career Browser

This website offers very comprehensive information about a variety of careers and information about them: nature of the work; skills, credentials and education necessary to perform; work environment; outlook of the industry; earnings and much more. Offers a survey for students to identify interesting occupations.

<http://collegeboard.org/career/bin/career.pl>

Career Information – Bureau of Labor Statistics

A career exploration website primarily geared for younger students (elementary/middle school). Offers brief snapshots of careers, basically what they are and how they relate to “what kids like to do”.

http://stats.bls.gov/k12/html/edu_over.htm

Employer Best Practices in School-to-Career

Bay Area School-to-Career Action Network (BaySCAN)

Highlights of San Francisco Bay Area employers engaged in school-to-career partnerships. Used to create powerfully integrated school, community and work-based learning opportunities for students.

<http://www.bayscan.org/resources.html>

How To Do Informational Interviews

UC Santa Barbara Counseling and Career Services

Factsheet containing tips on getting started, doing the interview and following up as well as a detailed list of sample questions.

<http://www.career.ucsb.edu/students/infointerviews.html>

Integrated Projects for All

State Center Consortium

A detailed overview of project-based activities that take place both in the classroom and at the workplace. Provides detailed activity outlines and curriculum integration strategies.

<http://www.statecenter.com/resource/local/products/products.htm>

KAPOW - Kids and the Power of Work

KAPOW c/o National Child Labor Committee

A detailed curriculum designed to teach career awareness for elementary students.

<http://www.kapow.org/>

Massachusetts Work-Based Learning Plan

Massachusetts Department of Education

Diagnostic and evaluation tool for creating and assessing learning experiences for students on the job.

http://www.doe.mass.edu/stc/wbl_resource/

SCANS Report for America 2000

Secretary's Commission on Achieving Necessary Skills

A report by the Secretary's Commission on Achieving Necessary Skills (SCANS) that examines the demands of the workplace and whether today's young people are capable of meeting those demands.

<http://wdr.doleta.gov/SCANS/whatwork>

School-to-Career Work-Based Toolkit

Shasta-Tehama-Trinity School-to-Career Work-Based Learning Committee

A compilation of resources that are helpful in providing work-based learning opportunities for students and teachers.

<http://www.schooltocareer.net>

Take a Closer Look at Job Shadows

Employers for Education Excellence (E³)

Overview factsheet which provides information on the role for employers and how to design job shadow experiences.

http://www.e3oregon.org/sub_rguides.html

Take A Closer Look At Trips And Tours

Employers for Education Excellence (E³)

A helpful factsheet which defines the purpose of workplace tours, the roles of employers and key success factors.

http://www.e3oregon.org/sub_rguides.html

The Bigger Picture

Employers for Education Excellence (E³)

Resource kit for employers engaged in providing School-to-Career activities. Provides tools and workshop materials to support employers in hosting students in job shadows and internships and providing teacher internships. Includes interactive CD on School-to-Career for employers.

http://www.e3oregon.org/sub_rguides.html

PROVIDE EFFECTIVE SUPERVISION

BayScholars Employer Handbook

Workforce Silicon Valley

A handbook for employers on how to develop workplace experiences, support and supervise students, and evaluate the internship.

<http://www.wsv.org/resources/resources.html>

Groundhog Job Shadowing Day

User friendly website full of comprehensive information for employers who wish to develop Job Shadowing programs for students at their places of employment. Includes information on annual "Groundhog Job Shadow Day" event, including examples of activities and lists of participating states and organizations.

<http://www.jobshadow.org>

National Employer Leadership Council

A collective of businesses and people in corporations that support the School-to-Work initiative. A wide variety of resources to support employers looking to develop work-based learning opportunities for youth.

<http://www.nelc.org/aboutnelc/>

The National Mentoring Partnership

Mentoring programs around the country can access products and services to help them grow their programs. Their National Mentoring Institute provides opportunities for online training and recruitment to e-mentoring standards and tool kits to counsel from experts.

<http://www.mentoring.org>.

Public/Private Ventures Mentoring

Public/Private Ventures is a national nonprofit organization whose mission is to improve the effectiveness of social policies, programs and community initiatives, especially as they affect youth and young adults. They offer several research based guides about mentoring, including recruitment, cross race and same race mentorship matches and how-to guide for beginners.

<http://www.ppv.org/content/mentoring.html>

The School-to-Work Opportunities Act

Provides for adequate supervision and prohibits the displacement of adult workers.

<http://www.roundrockisd.org/rrweb/readroom/swoa94/act.htm>

<http://www.stc.ca.gov> — click on "Important Documents."

Workforce Tool Kit: The Resource for Employers

U.S. Department of Labor – America's Workforce Network, a federally sponsored, nationwide employment and training system, committed to helping workers get the skills they need to succeed. This toolkit supports this initiative.

<http://www.doleta.gov/whatsnew/insidebind.pdf>

The Work-Learning Process: What Every Worksite Supervisor Should Know

Strumpf Associates report on the Survey of Workforce Skills as a part of the Quality Work-Based Initiative in Kansas City in 2001. Stemming from a request of the local community based organizations making up this initiative, its purpose and intent is to inform employers, new employees, youth development partners, and curriculum planners in the preparation of our local workforce.

<http://www.be2.org/surveyworkplaceskills.pdf>

PROMOTE SAFETY

Are You a Teen Working in Agriculture? Protect Your Health, Know Your Rights

Labor Occupational Health Program at the University of California, Berkeley

Youth-focused factsheet which provides information for young people working in agriculture about safety and health issues, their rights on the job, their safety responsibilities and resources for more information.

<http://socrates.berkeley.edu/~safejobs/teens/agriculture.html>

Are You a Working Teen? Protect Your Health, Know Your Rights

Labor Occupational Health Program at the University of California, Berkeley

Factsheet which explains the rights and responsibilities youth have on the job. It outlines the child labor laws and provides resources for more information.

<http://www.youngworkers.org>

The Child Labor Coalition

Information for teen workers as well as advocacy information about U.S. and international child/youth labor.

<http://www.stopchildlabor.org/>

Facts for Employers: Safer Jobs for Teens

Labor Occupational Health Program at the University of California, Berkeley

Factsheet for employers on creating safe jobs for youth that comply with the child labor laws.

<http://www.youngworkers.org>

Federal Resources for Educational Excellence – Health and Safety

List of federal teaching and learning resources updated monthly.

<http://www.ed.gov/free/s-health.html>

Federal Worker’s Compensation Laws

U.S. Department of Labor Worker’s Compensation Laws and information.

http://www.dol.gov/esa/owcp_org.htm

Hurt on the Job? Information Alert for Teens

Labor Occupational Health Program at the University of California, Berkeley
Factsheet explaining what to do if you are hurt at work. Information about the workers' compensation system in California is provided. Available in English and Spanish.

<http://www.youngworkers.org>

Kansas Department of Human Resources

Worker's compensation website includes workers rights and Office of Employment Standards offers child labor information (form for parents and employers).

<http://www.hr.state.ks.us/wc/html/wc.htm>

Kansas Division of Workers Compensation

Provides information on compensation, providing immediate access to information.

<http://www.hr.state.ks.us/wc/html/wc.htm>

OSHA's Teen Workers

An information resource for teens, educators, parents, and employers on young worker issues.

<http://www.osha.gov/SLTC/teenworkers/index.html>

Safeteen Training Kit for Maine Employers and Teen Workers

Maine Department of Labor

Toolkit which includes training exercises for employers to conduct with their young employees.

<http://www.safeteen.org>

Safe Work / Safe Workers: A Curriculum for Teaching High School Students About Occupational Safety and Health

Education Development Center, Inc.

Curriculum providing teachers with a three-and-one-half hour basic course for teaching students about occupational safety and health. All five lessons include participatory learning activities. Includes a ten-minute overview videotape and easy-to-use lesson plans.

<https://secure.edc.org/publications/prodview.asp?729>

Starting Safely: Teaching Youth About Workplace Safety and Health

Maine Department of Labor

Four-unit curriculum designed to teach high school students about occupational safety and health issues. The curriculum includes a number of participatory activities.

<http://www.safeteen.org/educators/index.htm>

State Worker's Compensation Laws

U.S. Department of labor website on state worker's compensation laws.

http://www.dol.gov/esa/ocwp_org.html

Teens, Work and Safety: A Curriculum for High School Students

Labor Occupational Health Program at the University of California, Berkeley
Curriculum that ties students' academic learning to skills and information needed in the classroom. It includes lessons for teaching about occupational safety and health issues in general education classes, English, Science and U.S. Government.

<http://www.youngworkers.org>

TeenWorker Safety and Health – OSHA: Site for teen worker safety and health information provided by the Occupational Safety and Health Administration (OSHA).

<http://www.osha.gov/SLTC/teenworkers/index.html>

Teen Workers Website

U.S. Department of Labor's website for teens, educators and employers.

<http://www.osha.gov/SLTC/teenworkers/index.html>

Teens Working in Agriculture: An ESL Curriculum for High School Students

Labor Occupational Health Program at the University of California, Berkeley
Curriculum providing a series of lessons for integrating occupational safety and health education into ESL classes for students. The focus is on farm safety and health information and building language skills.

<http://www.youngworkers.org>

U.S. Department of Labor – State Child Labor Laws

Provides a matrix of state child labor laws for all fields of employment.

<http://www.dol.gov/dol/topic/youthlabor/Statelaborlaws.htm>

Work Safe! A Curriculum for Youth Employment Programs

Labor Occupational Health Program at the University of California, Berkeley
Three-hour curriculum on workplace safety and health. Presents four lessons using participatory learning methods. The curriculum teaches the basic skills of identifying hazards, preventing injuries, knowing your rights and speaking up.

<http://www.youngworkers.org>

Work Wise Training Program

Wisconsin Dept. of Health and Family Services.

An interactive, on-line, work hazard training program for youth including identifying workplace hazards, chapter questions, and completion certificate.

<http://hanplus.wisc.edu/workwise/narratives/intro.asp>

Youth Rules!

This companion site to OSHA's Teen Workers site, provides information about the regulations that affect young workers in the U.S.

<http://www.youthrules.dol.gov/>

MANAGE THE HOURS A STUDENT IS AT THE WORKSITE

The Department of Labor and Industries

Offers comprehensive and easy to read information about national laws regarding youth employment in agricultural and non-agricultural industries, including informative brochures.

<http://www.lni.wa.gov/scs/workstandards/teenworker.htm>

State and Federal Child Labor Laws

Detail the appropriate hours a student is allowed to work and identify prohibited occupations and work activities by age.

<http://www2.hr.state.ks.us/Search.asp>

<http://www.dol.gov/dol/topic/youthlabor/index.htm>

<http://www.lni.wa.gov/scs/workstandards/teenworker.htm>

Work-Based Learning Guide

CA Department of Education, School-to-Career Unit

Guide provides a concise overview of the range of work-based learning opportunities and how they are supported by various education programs and employment legislation. Addresses legal aspects of work-based learning for schools.

<http://www.stc-clearinghouse.com>

<http://www.cde.ca.gov/cdepress>

PAY WHEN REQUIRED

Employment Relationship Under the Fair Labor Standards Act (Factsheet No. 013)

US Department of Labor - Employment Standards Administration, Wage and Hour Division
Factsheet which defines the characteristics used to determine an employment relationship.

<http://www.dol.gov/esa/regs/compliance/whd/whdfs13.htm>

The Fair Labor Standards Act

This Act ensures fair pay for productive work, sets standards for overtime pay and defines volunteerism.

<http://www.dol.gov/dol/compliance/comp-flsa-childlabor.htm>

Minimum Wage and Overtime Hours Under the Fair Labor Standards Act

US Department of Labor - Employment Standards Administration, Wage and Hour Division
Factsheet providing an introduction to the minimum wage and related legislative developments and requirements under the Fair Labor Standards Act.

<http://www.dol.gov/esa/whd/>

SYSTEM TOOLS AND MATERIALS

Boston Compact

Boston Private Industry Council

Employer engagement strategy and agreement in which the city's employers commit to providing priority access to the workplace for Boston high school students

<http://www.bostonpic.org/compact/index.htm>

Employer Participation Model

National Employer Leadership Council

Framework to help employers customize their participation in School-to-Career. Partnerships can use this model to understand ways in which employers can participate in School-to-Career activities.

<http://www.nelc.org/aboutnelc/epm/epm.html>

Intermediary Guidebook: Making and Managing Community Connections for Youth

School-to-Work Intermediary Project – New Ways to Work

Comprehensive intermediary development process and approach. Includes examples, resources and tools.

<http://www.intermediarynetwork.org/members/index.html>



THE STANDARDS FOR SERVICE LEARNING

Kansas City, Kansas Public Schools have identified eleven standards for service learning.¹

1. Effective service learning efforts strengthen service and academic learning.
2. Model service learning provides concrete opportunities for students to learn new skills, to think critically and to test new roles in an environment that encourages risk-taking and rewards competence.
3. Preparation and reflection are essential elements in service learning.
4. Students' efforts are recognized by those served, including their peers, the school and the community.
5. Students are involved in the planning.
6. The service students perform makes a meaningful contribution to the community.
7. Effective service learning integrates systematic formative and summative evaluation.
8. Service learning connects the school or sponsoring organization and its community in new and positive ways.
9. Service learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.
10. Skilled adult guidance and supervision are essential to the success of service learning.

Pre-service training, orientation and staff development that includes the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

1. Effective service learning efforts strengthen service and academic learning.

Service learning efforts should begin with clearly articulated learning goals, to be achieved through structured preparation and reflection—discussion, writing, reading and observation—and the service itself. Learning goals—knowledge, skills, attitudes—must be compatible with the developmental level of the young person.

2. Model service learning provides concrete opportunities for youth to learn new skills, to think critically and to test new roles in an environment that encourages risk-taking and rewards competence.

The experience of serving in the community, however laudable, is not an end in itself. By performing meaningful work, students can develop and apply new skills, try on different roles, and plan for their futures while constantly reinforcing connections between academic learning and the "real world."

In making the immediate world the students' laboratory, service learning has the potential to enable students to develop increased self-reliance in real settings. They learn to work cooperatively and to relate to peers and adults in new and constructive ways. Their self-image improves, not because of imagined good feelings but rather as a result of increased competence and positive experience.

¹ Adapted from Alliance for Service Learning in Education Reform March 1995. Close Up Foundation, 44 Canal Center Plaza, Alexandria, VA 22314-1592.

Students who work at a senior center learn about aging, the demographics of community, available social services, government policy, history and human relations. Those who help supervise young children at a day-care center learn about child development, parenting and social policy. School students who develop a plan for school or community recycling and investigate local services develop an understanding of the promise of recycling as well as the challenges it poses. In each circumstance, students learn to plan, analyze problems and test out new and challenging roles.

3. Preparation and reflection are essential elements in service learning.

Two essential elements that give service learning its educational integrity and inherent quality are preparation and reflection. Preparatory study of the context, problems, history and policies enriches student learning as do deliberate discussion and other classroom (school-based) or related (community-based) activities. Preparation also should introduce the skills and attitudes needed for the service to be effective.

Reflection is the framework in which students process and synthesize the information and ideas they have gained through their entire service experience (school and community-based) and in the classroom (school-based). Through the process of reflection, students analyze concepts, evaluate experiences and form opinions—all in the context of the school curricula or the pre-determined learning goals of the community-based organization.

4. Students efforts are recognized by those served, including their peers, the school and the community.

In large and small ways during the period of service as well as with a culminating event, students should share with the community and their peers what has been gained and given through service. Recognizing the work that children and youth perform reinforces the significance of the enterprise and the worth of the young people.

In a society that values work and measures people's importance by the jobs they do, young people, especially adolescents, are perceived as non-contributing members. Credit for their achievements, affirmation of the skills they have mastered and appreciation for the time they have devoted to the community should be acknowledged publicly.

5. Students are involved in the planning.

When students are given the opportunity to work in afterschool and senior centers, tutor young children or lead an effort to clean up a local stream, they are being entrusted with important work with the expectation that they have the ability to perform it. Building that trust is essential to the success of the effort. That is why it is critical to involve students at the very beginning of the work. Moreover, it provides teachers/coordinators with important opportunities to encourage curiosity and foster planning and analytical skills.

6. The service students perform makes a meaningful contribution to the community.

The service roles or projects that involve students in service learning will differ widely depending upon the age of the young people, the needs of the community and the specific learning goals that have been determined. However, whatever the activity, the following features are shared by high quality approaches/effective strategies:

- The service must be real: it must fill a recognized need in the community or in the school.
- The service activity must be developmentally appropriate.
- The school is also part of what makes up the community. Agencies alone may not be able to absorb all the student placements, so meaningful service can be performed at schools as well.
- A tangible or visible outcome or product results from the service. When possible, demonstrate the learning outcomes.

7. Effective service learning integrates systematic formative and summative evaluation.

All learning programs, especially relatively new ones, can benefit from systematic evaluation. While anecdotal evidence of a program's effectiveness is useful, more systematic methods for assessing the impacts of service learning are needed, particularly since the field of service learning is growing rapidly and demand for in-depth understanding of program models and approaches is high.

Such assessment includes detailed documentation of program components and processes; the outcomes identified by, and expected of, all participants (i.e., students, community members, schools); and the impact of the service learning program on individual participants, youth organizations, schools and the community.

Assessment processes can vary in extent and complexity, depending on the nature of the questions asked and on available time and resources.

8. Service learning connects the school or sponsoring development organization and its community in new and positive ways.

Service learning can reduce the barriers that often separate schools and students from the larger community. Students learn that they can move beyond their small circle of peers and take their places as contributing community members; they discover that learning occurs in traditional and non-traditional settings—libraries, public agencies, parks, hospitals, etc. Relations are enhanced as agencies, citizens and local government officials find that their expertise and counsel is sought by the school (school-based); while learning occurs as youth-serving agencies, citizens and local government officials collaborate by sharing expertise (community-based). Through service learning, schools and an array of community institutions become genuine partners in the education and development of youth.

Just as school administrators and students have an obligation to support the coordinated implementation of service learning in the community, the community must be committed to supporting service learning in the schools (school-based) and the educational goals of service for the young people (community-based). For school-based service learning, communities must recognize and respect the curricular goals strengthened in the schools by service learning. Communities must work with the schools and other youth-serving agencies to ensure that students' service opportunities are structured to be consistent with learner outcomes.

9. Service learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.

School-based: In order for service learning to be accepted and succeed in any setting, it must receive institutional support for its philosophy and its financial requirements. School-based service learning needs the support of both district and building administrators. Too often, teachers enthusiastic about service learning are offered token support, largely in words of praise for the "wonderful work" that is being accomplished.

Community-based: In order for service learning to be accepted and succeed in any setting, it must receive institutional support. Too often, youth-serving agencies enthusiastic about the results of service learning offer professionals token support, large in words of praise for the "wonderful work" that is being accomplished.

School-based and community-based: While spoken recognition is important, what is significant is the provision of the time that goes into exemplary service learning. Teachers and youth program staff who implement service learning, either as a discrete class or project, as a part of their subject area lessons, or with thematic or interdisciplinary learning, must be supported with planning and implementation time as well as a reasonable budget for student incentives, expenses such as transportation and training and other outside resources that can be crucial to the success of the effort.

The development, implementation, and coordination of service projects in the community or outside the classroom require a level of support that must extend beyond the efforts of any individual or group of teachers or youth program staff. Service learning can enhance school-community partnerships, but to do so, it must be presented to the community in a manner that does not conflict with community interests.

To ensure the stability of these school-community (school-based) and community (community-based) partnerships, schools and school districts or youth development organizations implementing service learning must provide continuing and visible oversight as well as coordination among community interests and classroom teachers or youth program staff.

Administrators should ensure that the climate of the school or organization is open to service learning. Even those who are not directly involved in service learning should understand its significance.

Teachers and students must understand why some students have different schedules and may appear to be receiving special treatment as a result of doing service. The whole school community must be aware of the learning and service goals that enable students to pursue these goals.

Similarly, at placement sites, even those who do not have direct contact with students must understand and welcome the young people. Students' roles must be clearly articulated and their tasks carefully defined with the awareness of the administration and clients of the agency so that the work students perform is respected.

The learning and service goals must be clearly defined and understood by all involved. Parents play a critical role in the service learning equation. At a minimum, their permission must be obtained in order for the students to serve. But they must be brought into the process at an early enough stage so that they fully support the notion of service and the unique learning opportunities that service provides.

A summary of the benefits of service and its impact on attitudes toward school and education, and the relationship between work and service should be communicated so that support from the home is forthcoming. Service also provides a wide variety of options for parental involvement, as students learn about the community of which their parents are adult members.

Parents with busy schedules might offer ideas about resources or potential placement sites, and, when appropriate, share with their children how their work and volunteer experience affect the larger community.

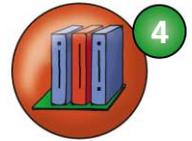
10. Skilled adult guidance and supervision are essential to the success of service learning.

The need for service learning is compelling, but the task of sustaining service learning is challenging. Teachers/coordinators employing service learning in their classrooms must have opportunities for professional development. They must be given the tools, the training, and the technical assistance necessary to implement meaningful service learning experiences. Issues of type of service, site selection, curriculum connections, reflection, recognition, tangible outcomes and evaluation must be considered along with the ever-present concerns of insurance, liability and logistics.

Learning takes place during all stages of service learning. Students must be afforded supportive supervision at placement sites. Supervision at the site should extend beyond the basic elements of taking attendance and keeping track of hours worked. With such rich opportunities for students to grow, to learn about others and to take on responsibility, a caring person must assume responsibility for overseeing student activities and supporting these efforts.

11. Pre-service training, orientation and staff development that include the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

If service learning is to assume real importance in educating students for the 21st century, it must be incorporated into pre-service and in-service training and staff development. It will be critically important, especially in this transitional period as service learning begins to find a place in the educational process, to provide high quality training.



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