

Employer Internship Tools

Implementation Tools Packet

Contents

- Earn & Learn Executive Summary
- Employer Participation Options
- Employer Internship Fact Sheet
- Employer Internship Tip Sheet
- What Every Supervisor Should Know
- Unpaid Internships Fact Sheet
- Work-Based Learning Plan and Evaluation



EARN & LEARN
Dream Big. Climb Higher.

Executive Summary

WHO WE ARE

Earn & Learn is an Education Technology organization that works to effectively scale work-based learning experiences for all learners. We are a funneled point of contact for employers to work with a region's schools, colleges, and community organizations to develop a local diverse talent pipeline and provide equitable access to high-wage, high-growth careers.

WHY WE DO IT

Many learners crave relationships, real world learning, and access to meaningful career paths beyond their home community. Employers desire a diverse talent pipeline that is ready for the workforce. Our education system and our employers will only align when we change the architecture of K-16 schools to embrace work-based learning and make it easy for them to collaborate.

THE PROBLEM WE SOLVE

Employers can't find enough local talent and need to recruit from outside their regions to fill positions. They would like to work with schools and community partner to develop their future workforce, but there is not a system in place for them to connect with learners. Instead they receive multiple uncoordinated requests from educators and don't have data on what they are doing. Many **Learners** do not have access or exposure to meaningful work-based learning experiences that promote career readiness, especially in high-growth, high-wage jobs.

Educators and Community Partners are siloed at their sites and need help in organizing work-based learning experiences, including how to engage with employers and provide meaningful experiences for learners.

WBL AT SCALE

Earn & Learn partners with K-12 school districts, community colleges, community based organizations, trade associations, workforce boards and employers to advance more and better work-based learning (WBL) for learners. E&L has built a robust technical infrastructure Earn & Learn Employer Network Activated "ELENA" for tracking employer engagement and WBL activities using our proprietary framework, architecture, and automations. All Earn & Learn partner work-based learning is powered by ELENA.

ADVANTAGE

Earn & Learn differentiates itself from other organizations because of its proven use of a scalable technological platform, and its ability to work across public education and workforce development systems to organize partners with a regional approach to engaging employers. This ability to work within the public sector and build institutional support for this approach to career readiness is our secret sauce. The proven model for Contra Costa and Alameda Counties, is now ready to be scaled across California and nationally.

IMPACT

Earn & Learn has served nearly **75,000 learners** across the Bay Area since it was first launched in 2015. Our ELENA platform currently has over **100 active Connectors** (anyone who works to connect learners and employers for purposes of coordinating work-based learning (WBL)), **2,200 employer partner organizations**, and **4,000 employee contacts** all committed to providing and scaling work-based learning.

PARTNERSHIPS

Earn & Learn was originally incubated by the Contra Costa Workforce Development Board and California Career Pathway Trust Funding in 2014. It now has recurring earned revenue from K-12 School Districts, County Offices of Education, Community Colleges, Workforce Development Boards, and community based organizations. We are growing and looking to deepen our employer partners in providing more and better work-based learning experiences, as well as growing our partner network to provide the resources and technology to support the work.

Employer Participation Options

Why Work-Based Learning?

Many learners⁵ crave relationships, real world experiences, and access to meaningful career paths beyond what's available in their immediate community. Employers desire a diverse talent pipeline that is ready for the workforce. Our education system and our employers will only align when we change the architecture of K-16 schools to embrace work-based learning and make it easy for them to collaborate. Work-based learning activities that help learners make informed choices, plan their educational pathway and provide actionable steps to take in school or training settings are vital to learner achievement and ultimately a positive connection to the labor force.

Additionally, WBL provides a lever to advance equity and opportunity in the workplace in the face of educational systems that have disadvantaged those who are racially and ethnically diverse, differently abled, and low-income. In addition to the career exposure and skills gained via Work-Based Learning, these experiences also connect learners and professionals who might not have been connected otherwise.

The Earn & Learn approach in supporting learners in career-related programs of study is the deliberate focus on the three facets of achievement needed for success in the labor force: the acquisition of academic, technical and core employability skills. Regardless of industry, employers consistently underscore that candidate must have experience and mastery in all three areas, with a growing priority on the development of employability skills. Alongside efforts to enhance the rigor and effectiveness of classroom instruction, the approach requires new ways to deliver authentic workplace experiences such as Career Days, Workplace Tours, Mock Interviews and Internships in partnership with employers. In some cases, these experiences can be delivered remotely or virtually with employer partners visiting remote classrooms or connecting with learners over online platforms.

Quality Work-Based Learning includes both remote and virtual options for most activities. Remote activities promote "live" learner contact with adult professionals and front-line workers via the use of technology. Virtual activities are generally simulations that provide learners with employer exposures through recordings, online research and related classroom activities.

What are the benefits of my company's participation?

Partnering with Earn & Learn offers you an effective and appropriate vehicle to help build and retain your future workforce. By opening your place of business to learners and providing them with high-value Work-Based Learning opportunities, you are able to expose young people to your business and industry and benefit from productive work. You and others on your team can observe potential future employees in a "long-term interview" context and participate in shaping their future workforce by connecting with teachers or faculty members and participating in the classroom. Interactions with learners also provide you access to a customer resource and a fresh point of view.

Your workplace benefits from a more productive and engaged workforce and by helping build leadership and supervisory skills among your current workers. Partnering with Earn & Learn provides a win-win opportunity to support and develop highly skilled and valuable

⁵ Learners include K-12, community college and college students; youth and young adults engaged in workforce development programs; and adults participating in career development activities.

employees. It also helps build awareness of your company's role in the community and offers a public relations benefit.

Why is Work-Based Learning important for learners, schools and my community?

- **It fast tracks learners to their personal career goals.** learners pursue their education focused on their long-term goals. They graduate with a diploma or certificate, direct workplace experience with partner employers and a firm foundation for entry into the workforce or future educational and training opportunities.
- **It promotes better outcomes for schools and colleges and increases graduation and college completion rates.** This approach helps schools and colleges deliver a 21st century education. The structure provides multiple pathways for learners, incentives for project-based and applied learning. It offers learners the chance to explore a career path while preparing them to become contributing members of their community. And it increases educator knowledge of area businesses and jobs as well as an understanding of the challenges industry faces.
- **It strengthens communities.** It helps align education, workforce and service systems to promote a strong economic future and build a better engaged citizenry. It provides a robust local talent pipeline and helps the local economy grow and retain a workforce.

How can my company participate?

There are many ways in which you can partner with us. While employer involvement in each of the following activities is critical to our success, employer partners are not expected to participate in all activities. Work-based learning connectors will work with you to help select the activities that make the most sense for your business.

. Here are some options to consider:

- ☐ Serve on an Industry Advisory Board
- ☐ Help us map the skills needed for high demand occupations in your industry
- ☐ Provide Work-Based Learning opportunities for learners. These may include:
 - **Guest Speaker** – A group of learners listen to a presentation to learn about the speaker's organization, careers and industry and ask questions to help them consider whether they might like to pursue an opportunity in the industry.
 - **Career Day** – Business partners from a variety of companies come together at a school to share information about their company, their job and the education and skills required for success in careers in the industry.
 - **Career Mentoring** – A learner is matched one-on-one or in small groups with an adult professional to explore potential careers and related educational issues.
 - **Workplace Tour** – Small groups of learners visit a workplace, learn about the business, meet employees, ask questions and observe work in progress. Teachers and faculty also benefit from exposure to the workplace.
 - **Informational Interview** – A learner formally interviews an employer partner about his or her industry, educational and career path and profession.
 - **Job Shadowing** – A learner is paired with an employee of a host company and follows that employee during much of a regular workday.
 - **Mock Interview** – Learners are paired one-on-one with a business partner who interviews them as if he/she were being interviewed by an employer for a paid internship or job.

- **Workplace Challenge** – Small groups of learners (four to six per team) are engaged in a problem-solving exercise issued by an employer in consultation with a teacher or faculty member.
- **Internship** – A learner has the opportunity to learn by doing real work and being productively engaged in the workplace. Learners may work individually, in teams, work on a project, or rotate through a number of departments and job functions.
- **Work Experience** – An opportunity for a learner to develop and demonstrate professional and occupational skills by addressing a core business function and doing productive work with an employer.

We make it easy for you to get involved.

We offer strategies and support to limit the burden on employers and increase the educational value of these experiences. All workplace experiences are highly structured and supported by Earn & Learn partner staff. While the full range of authentic work-based learning experiences is provided to every learner, employer partners provide those opportunities that are a good fit with their business.

To learn more, visit <https://earnlearn.us/engage>

Or

Email us today: info@earnlearn.us

Employer Internship Fact Sheet

Through an Earn & Learn internship, learners⁸ are placed at a worksite for a defined period of time to participate in and observe work firsthand.

Internships provide a direct benefit to the employer and give learners the opportunity to learn by doing real work and being productively engaged in the workplace. Interns may work individually, in teams, work on a project, or rotate through several departments and job functions.

Why is an Internship important for learners?

- Everybody needs a first job, and for many, an internship provides that opportunity.
- An internship provides exposure to a wide range of careers and jobs within the industry and a chance to explore a field of interest.
- Those that participate in an internship experience higher graduation and completion rates and better employment outcomes later in life.
- Helps develop occupational knowledge and the ability to perform successfully in the workplace.
- Offers an opportunity to develop, practice and demonstrate new skills and to learn what education and skills are needed to be successful in the industry.
- Gives young people a chance to develop adult and team relationships.

What are the benefits to my company?

- Introduces potential future workers to job opportunities with your company.
- Exposes learners to the skill needs, educational requirements and career opportunities in your industry.
- Brings new energy and a fresh perspective to your workplace.
- Shows your employees that you are committed to supporting education and helps them understand how to communicate with the next generation of workers.
- Provides opportunities for existing workers to develop supervisory skills.
- Allows for you to observe potential future workers in a long-term interview process.
- Promotes an understanding of the role and contributions of your business in the community.
- Offers a public relations benefit.

What do I need to do next?

- Contact your Earn & Learn work-based learning connector and work with him/her to design the internship.
- Arrange for a presentation to your employees.
- Consider any impacts on company policy.

Resources

- Distribute the Employer Internship Tip Sheet to interested employee volunteers.

Program Level: 11th grade or higher
Employer/Intern Ratio: 1:1 (maximum 1:5)
Duration: 6-8 weeks, 60 or more hours
Location: Workplace
Costs: Wages (sometimes subsidized)
Special Considerations: Internships may be paid or unpaid, depending on whether the student is performing productive work for the employer and other factors.

See USDOL Internship Factsheet #71
<https://www.dol.gov/agencies/whd/fact-sheets/71-flsa-internships>

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Employer Internship Tip Sheet

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When hosting an intern or launching an Internship program at your company, keep the following success factors in mind.

Did You Know?

Interns are learning about your industry and are considering how they might prepare for and begin their career.

Students who participate in internships while in High School or College enjoy higher graduation rates and better employment outcomes later in life. Many return and become valuable regular employees with the companies where they interned.

Before the Internship

- Contact your Earn & Learn connector to discuss hosting an intern. If/when you decide to move forward, interview and select the intern.
- Work with the work-based learning connector to develop and design the internship.
- Determine who supervises and guides the intern.
- Review the informational packet provided by the intern's school or college.
- Meet with the connector and the intern to finalize learning plans and agree on an ongoing communication strategy.
- Inform other staff members and employees that an intern will be at the workplace.

During the Internship

- Provide a workplace orientation for the intern.
- Consider ways the intern can develop work readiness skills (ask the connector for a copy of a list of the skills) and be exposed to a range of careers in your industry.
- Identify opportunities that will support the intern's academic, occupational and work-readiness skill development and assist the intern in working toward learning objectives.
- Think about ways you can serve as both a coach and supervisor.
- Communicate successes and opportunities to the connector that can be used to enhance the value of classroom connections.
- Use the WBL Training Plan and Evaluation to assess the intern's performance at a mid-point and completion of the internship. Discuss it with the intern and the connector.

After the Internship

- Hold a debriefing session internally at the company. Review the effectiveness of the Internship program and make suggestions for improvement.
- Complete the WBL activity evaluation.

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The Work and Learning Process

What Every Worksite Supervisor Should Know

There are many ways to supervise people and get a job done. Whether a Work-Experience or an Internship, there are many ways to teach learners new skills. Supervising a learning-rich task requires a supervisor who is more of a coach than a boss. Supervisor can ask themselves the following eight questions to improve the value of the experience for young workers:

What work needs doing that is of value to the organization?

Make sure that the project and its tasks have some real benefit to the company. People know when they are doing make-work. Real goals foster real effort. Real accomplishments foster and raise higher self-esteem.

How will learners be directed to do the task?

The key here is to offer advice rather than answers. That advice usually comes in the form of a question, which encourages the learner to arrive at his/her own conclusions. As an expert, it's natural to want share all of our knowledge in our particular discipline. However, the best way for young people to learn is through exploration. This does not mean that answers are never given. However, in most cases, there are multiple options, multiple solutions, and multiple answers. The responsibility is to coach the learner to find solutions...not to simply provide the solution.

What should the learners learn about?

In addition to learning the skills they need to accomplish the project at hand, learners are acquiring skills that are applicable to a broad range of jobs. Encourage them to think about what other ways they might use the skills they are practicing at the moment. Ask them to talk with each other and their supervisors what skills they are learning in the workplace.

How will they best learn it?

We know from research that people learn best in an authentic context, that is, they learn skills by using those skills, and by reflecting on what they have done. As learners progress through their work, have them reflect on their work and learning in a journal, in group discussions, and on their own.

What is the supervisor's role in this process?

There are at least two roles: the "boss" and the coach. The boss makes sure that the work gets done, and the learners understand the consequences if it does not. It is important that both the supervisor and the learner agree on clearly articulated expectations. The second role is much more complex, and one that we suggest is a critical element to the success of both the supervisor's and young person's experience. In the role of coach, adults encourage learners through the process of what they are doing and learning. The coach encourages them to learn from and improve their performance. The coach asks questions to encourage thought about possible solutions rather than giving answers. If you provide all the answers, they will not learn how to find them on their own. If you give them thoughtful questions, they will learn to seek and find the information they need to produce solutions.

What will supervisors get out of the experience?

One learns a subject best by teaching or demonstrating it. Moreover, for many it provides an opportunity to acquire or improve their own supervisory skills. Last but

not least, real work is accomplished by the learner that is valued by the organization or company.

What will the learner get out of the experience?

This approach yields multiple benefits for the learner. They develop a sense of self-worth and confidence in their ability to learn. They also get real work experience and they expand their horizons by seeing "what work looks like". In turn, they begin to see themselves as working successfully within an organization or company. Learners also experience the value of learning and understand that it does not stop when one enters the workplace.

What will the community get out of the experience?

The community benefits through providing opportunities for young people to become productive citizens.

Key Ingredients to Quality Work-Based Learning

- Ensure that the learning contributes to building skills and knowledge rather than simply being exposed to work. It is the nature of the work experience or internship that makes it work-based learning, not simply the "being" at a worksite.
- Ensure employer participation. This learning strategy requires that employer partners engage in at least two ways: they identify the real work that needs to get done, and they provide supervision to the learners. The intensity of their involvement at work can vary – from providing the technical expertise of the content of the work with program staff being on site daily to provide the intensive coaching, to providing all supervision as a supervisor and coach.
- Ensure careful planning of what learners will be taught, and how they will learn new things. The learning opportunities involved in the work at hand must be explicitly planned for and continually recognized as "moments of learning."
- Ensure competent supervision, coaching, and mentoring by adults. Training of program staff and worksite supervisors on facilitation and coaching skills is a must. These skills are not innate and must be learned and practiced.
- Ensure assessment and documentation of learning through the actual demonstration of skills and knowledge, and the creation of authentic work products and assessments by the worksite supervisor.
- Ensure opportunities for learners to reflect both on the knowledge and skills they are gaining, and how to improve upon them.
- Ensure that connections are made between what is being learned in classroom settings and at work.
- Ensure school credit for work-based learning at the secondary and post-secondary levels.

Adapted from: Work-Based Learning; Learning to Work; Working to Learn; Learning to Learn.
Strumpf, Center for Strategic Change

Unpaid Internship Rules

Source: Findlaw.com Reprinted with the permission of Thomson Reuter

Created by [FindLaw's team](#) of legal writers and editors.

Internships provide recent college graduates and those transitioning to new careers with the opportunity for real-life job training and can even lead to full-time jobs. College students, meanwhile, often receive class credit for internships. Employers can use internship programs to scout out new talent and get temporary help without committing to permanent new hires.

But business owners who view interns as free labor or potential hires need to know that federal **payment** in most circumstances. That's not to say employers can never have unpaid interns; they're just not very common, at least legally. State laws may also apply, but the [Fair Labor Standards Act \(FLSA\)](#) governs how interns must be compensated under federal law.

See FindLaw's [Higher Education](#) section for more articles related to college and life after graduation.

Primary Beneficiary Test for Unpaid Internships

The vast majority of interns working at for-profit organizations must be paid at least the minimum wage and any applicable overtime. Technically, paid interns are temporary employees and treated virtually the same as regular employees with respect to labor law. But you may legally hire an unpaid intern if you can show the intern is the "primary beneficiary" of the relationship. To determine who is the primary beneficiary, courts take into consideration the extent to which:

1. The intern understands they will not receive compensation and does not expect compensation.
2. The internship is similar to training they would receive in an educational environment.
3. The internship is part of the intern's coursework, or the intern will receive academic credit for the internship.
4. The intern does not displace regular employees but works under close supervision of existing staff while receiving educational benefits.
5. The internship aligns with the intern's academic calendar, allowing them to meet their other academic commitments.
6. The length of the internship aligns with the period of beneficial learning for the intern.
7. Both parties understand there is no guarantee of a job at the conclusion of the internship.

Common Factors to Consider for Internship Programs

Similar to an Educational Environment -

An internship is more likely to be viewed as a training program as opposed to actual employment if it is structured around a classroom experience and if the intern is provided with skills that can be applied to other employment settings. A rule of thumb is that an unpaid intern does not regularly perform the company's routine work, nor is the business dependent upon that individual's work product.

Displacement and Supervision -

Interns used as substitutes for regular workers or to provide a needed boost in personnel must be paid at least minimum wage and any overtime. But if the intern is receiving job shadowing opportunities without performing more than a minimum of work, the relationship is more likely to be viewed as an unpaid internship.

Job Entitlement -

Employers should establish the duration of the internship from the beginning and avoid making any promises of a permanent position or calling it a "trial period."

Make Sure Your Internships Are Properly Implemented: Talk to a Lawyer

If your company is planning to take on interns, make sure you fully understand the legal requirements. Internships are a great way to help college students and recent graduates get started on their careers, while also providing employers with a chance to cultivate talent. But employers who violate the law can face stiff penalties. Contact a local [employment law attorney](#) to ensure that you handle this and other small business employment issues with confidence.

Next Steps

Contact a qualified business attorney to help you prevent and address human resources problems.

Source: Findlaw.com

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Work-Based Learning Plan and Evaluation

The Earn & Learn partners developed this Work-Based Learning planning and assessment tool for use in Earn & Learn Work Experiences, Internships and other appropriate Work-Based Learning activities. The tool has four components:

1. **Data Sheet**
The who, what, where and when of the experience - learner information, employer sponsor information, experience description and details, school, college or organization information, Earn & Learn connector contact information, and other details.
2. **Academic Enrichment and Career Development Learning Objectives**
A set of key learning objectives centered on academics and personal growth and development. Developed with the Earn & Learn connector and/or teacher/faculty and shared with the worksite supervisor. Assessed by the connector or teacher/faculty with the learner.
3. **Assessment of the Earn & Learn Work-Readiness Competencies**
An assessment of the work-readiness and job-specific skills demonstrated through the experience. Assessed by the worksite supervisor at the midpoint and at completion of the experience.

Work Readiness Competencies

- | | |
|-----------------------------------|---|
| 1. Attendance | 8. Collaboration and Teamwork |
| 2. Timeliness | 9. Comfort with Diversity |
| 3. Workplace Appearance | 10. Critical Thinking/ Problem Solving |
| 4. Initiative and Self-Management | 11. Workplace Culture, Policy and Safety |
| 5. Quality of Work | 12. Career and Occupational Learning Objectives |
| 6. Communication Skills | |
| 7. Response to Supervision | |

A set of key additional skill-development learning objectives centered on expanding career knowledge and occupational skills development specific to the experience are developed with the student/learner, worksite supervisor and connector and included on the assessment tool. Assessed by the worksite supervisor.

Data Sheet

This Work-Based Learning plan and evaluation combines skill development learning objectives, academic enhancements and personal development goals with an assessment of the learner's work readiness skills demonstrated through the experience. The assessment gauges a youth's progress towards readiness for a successful transition into the world of work. It reflects important skills, attitudes, and values that are essential for success in the workplace. Enter information about the participating learner, the referring Earn & Learn connector, the worksite supervisor, and details about the Work-Based Learning experience.

Learner

Name _____ Age _____
 Phone _____ Email _____
 School/Organization _____ Grade Level _____ Pathway _____
 School/Org Contact _____ Phone _____ Email _____

Work-Based Learning Connector/Referring Teacher or Faculty member

Name _____ Title _____
 Organization/School _____
 Address _____ City, State ZIP _____
 Phone _____ Email _____

Worksite Supervisor

Name _____ Title _____
 Organization/Company _____ Industry Sector _____
 Address _____ City, State ZIP _____
 Phone _____ Email _____ Preferred Form of Contact _____

Job/Internship _____ Type _____
 Title _____ Schedule _____

Start Date _____ End Date _____ Compensation _____

Duties:

Comments/Notes:

Learning Objectives

Learner _____ Date(s) Established _____ Date(s) Evaluated _____
Develop learning objectives that are specific to the particular job or Internship. Work together to identify reasonable and measurable learning objectives based on academic enrichment or career development potential through the job or Internship, as well as personal development objectives tied to youth development principles.

Academic Enrichment and Career Development Learning Objectives		
These objectives are related to workplace opportunities that enhance academic learning as well as the student/learner's career interests. The learner, teachers and connector determine what learning opportunities are available and appropriate and kit learning objectives together.		
Technical/Academic Skills Learning Objectives	Related Job Tasks	Evidence or Outcomes
Comments:		

Personal/Youth Development Learning Objectives		
These objectives are related to workplace or program opportunities to address personal and youth development learning objectives. The learner, worksite supervisor, and connector determine what learning opportunities are available and appropriate and set learning objectives together.		
Personal or Developmental Skills Objectives	Related Job Tasks	Evidence or Outcomes
Comments		

Worksite Supervisor Evaluation

☐ Midpoint Evaluation

☐ Final Evaluation

Establish specific skills that may be developed and demonstrated during the experience and enter below. The worksite supervisor competes the evaluation at the midpoint and completion of the experience.

Student/Learner _____ Supervisor _____

WORK-READY SKILL	PERFORMANCE EXPECTATIONS	Not Exposed	Training Level	Improving Towards Entry Level	At Entry Level	Exceeds Entry Level
ATTENDANCE	Understands work expectations for attendance and adheres to them. Notifies the supervisor in advance in case of absence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TIMELINESS	Understands work expectations for punctuality. Arrives on time, takes and returns from breaks on time. Informs supervisor prior to being late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORKPLACE APPEARANCE	Dresses appropriately for position and duties. Wears safety gear when necessary. Practices personal hygiene appropriate for position and duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INITIATIVE AND SELF-MANAGEMENT	Takes initiative and participates fully. Asks supervisor for next task upon completion of previous one. Identifies problems and proposes improvement strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUALITY OF WORK	Gives best effort, evaluates own work, and utilizes feedback to improve work performance. Pays attention to detail and meets accepted quality standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMUNICATION SKILLS	Communicates effectively, verbally and in writing. Listens attentively and responds appropriately. Uses language appropriate to the work environment. Asks questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESPONSE TO SUPERVISION	Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Completes tasks as asked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COLLABORATION AND TEAMWORK	Relates positively with co-workers. Works productively with individuals and with teams. Asks for and offers assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMFORT WITH DIVERSITY	Is comfortable with different types of people. Respects diversity in race, gender and culture. Avoids the use of language that stereotypes or demeans others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CRITICAL THINKING AND PROBLEM-SOLVING	Exercises sound reasoning and analytical thinking. Uses knowledge and information from job to solve workplace problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORKPLACE CULTURE, POLICY AND SAFETY	Demonstrates understanding of workplace culture and policy. Complies with health and safety rules and reports emergencies. Shows integrity, honesty, dedication to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPECIFIC SKILLS	PERFORMANCE EXPECTATIONS	<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"/>	<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"/>

Number of Work-Ready Skills Assessed at or Above Entry Level _____

Comments on Student/Learner's Talents and Abilities

Time Frame: From _____ To _____ Total Hours _____

Worksite Supervisor Signature _____ Date _____

Student/Learner Signature _____ Date _____

WBL Connector/Teacher/Faculty/Signature _____ Date _____

Next Step Recommendations:

Evaluation Legend

Not Exposed: Intern 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 Towards 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 Level: 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.

Sample Learning Objective Topics

Academic, Career and Personal Development
Learning objective sample topics

Academic/Technical Topics

- ✓ Written communications
- ✓ Reading for knowledge
- ✓ Applying math and analyzing data
- ✓ Specific computer skills
- ✓ Specific occupational skills
- ✓ Technical knowledge

Career Development Topics

- ✓ Knowledge and awareness of potential careers
- ✓ Industry sector history and projections
- ✓ Education requirements

Personal Development Learning Objective Topics

- ✓ Leadership/Self-awareness
- ✓ Creative thinking/innovation
- ✓ Comfort with others/diversity
- ✓ Self-management/Time management

Specific Skills (on the Worksite Supervisor Evaluation)

Specific skills that may be learned and demonstrated through the experience can be included in the evaluation. These may include some of the following skills:

Occupation/Technical Skills

- ✓ Occupation-specific skills
- ✓ Industry-sector skills
- ✓ Industry-wide skills
- ✓ Tools and systems operation
- ✓ Safety

General Business Skills

- ✓ Customer service skills
- ✓ Telephone skills
- ✓ Planning and organizing
- ✓ Scheduling and coordinating
- ✓ Selecting and using computer applications