



EARN & LEARN
Dream Big. Climb Higher.



Earn & Learn Work-Based Learning Toolkit

Developed to assist school and college leadership, work-based learning coordinators and connectors, teachers, faculty and their intermediary partners, in designing, implementing and supporting high quality work-based learning activities for all learners¹.

Fourth Edition January 2022

Includes Remote and Virtual WBL Tips and Tools!

¹ 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.

This fourth edition of the Earn & Learn Work-Based Learning Toolkit was created by New Ways to Work on behalf of Earn & Learn. Team members from Earn & Learn provided review and comment on this edition and contributed content and implementation tools to the toolkit. Thanks to Grant Associates and the New York City Department of Education for the contribution of many of remote and virtual WBL resources included in this toolkit, and NAF for the contribution of many of the WBL implementation tools.

The contents of this toolkit draw heavily on WBL Toolkits created by New Ways to Work with the State of California, the Kansas City, Kansas Schools, Earn & Learn East Bay, New York State P-TECH, the New York City Department of Education and the New York City Department of Youth and Community Development. Additional tools and materials were contributed by NYC DOE CTE programs, Grant Associates, NAF and INNOVATE Tulare - Kings.

New Ways to Work

New Ways to Work is a consulting, technical assistance, and training organization that helps communities build comprehensive local youth-serving systems, develop new programs and improve practice in the organizations that serve young people. New Ways helps create powerful partnerships among government, education, the community, philanthropy and the private sector to provide young people with the opportunities and support they need to prepare for success in career and life, while helping build the future workforce. New Ways has supported the development of work-based learning and employer engagement systems and strategies across the nation since the 1990s.

www.newwaystowork.org

Earn & Learn

Earn & Learn is an intermediary organization that works to effectively scale work-based learning experiences for all learners. E&L serves as 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. 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 engagement is powered by ELENA.

www.earnlearn.us

The Earn & Learn Work-Based Learning Toolkit
Fourth Edition:

Prepared by New Ways to Work, Inc. for Earn & Learn. © 2019, 2020, 2022
Includes materials and concepts adapted from original New Ways materials, NYC DOE, NYS P-TECH, Earn & Learn East Bay,
NAF and Grant Associates.

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About this Toolkit

The Earn & Learn Work-Based Learning Toolkit was developed as a how-to guide for designing, planning, and implementing quality Work-Based Learning activities for learners of all ages in all settings, including K-12 schools, community colleges, adult education programs, alternative education programs, workforce training programs and other career related education and/or training programs. The toolkit is designed to assist leadership, work-based learning connectors¹, teachers or faculty and their intermediary partners in implementing and supporting quality Work-Based Learning activities for all learners² that are part of the Earn & Learn community.

The Work-Based Learning activities detailed in this toolkit include Guest Speakers, Career Days, Career Mentoring, Workplace Tours, Informational Interviews, Job Shadowing, Mock Interviews, Workplace Challenges, Internships and Work Experiences, all delivered in partnership with employers.

This [fourth edition of the WBL Toolkit](#) has been developed to help schools, colleges, training organizations and their employer partners deliver educationally rich and authentic experiences across the work-based learning continuum, whether in the classroom, the workplace or online. It includes tips and tools for implementing remote and virtual Work-Based Learning opportunities.

[This toolkit](#) was developed by New Ways to Work and a team of Earn & Learn leaders, team members and work-based learning connectors. It draws heavily on original material from New Ways to Work and the toolkit developed with Earn & Learn East Bay in 2017/18 (Updated in 2020) as well as versions adapted for the New York City Department of Education and P-TECH New York State.

[The audience](#) for this toolkit is primarily Earn & Learn work-based learning connectors, school and partner agency staff, and teachers or faculty and program staff responsible for designing and delivering work-based learning opportunities to learners in the Earn & Learn community.

Participation in enhanced WBL activities will increase teacher/faculty and school/college awareness of the issues facing industry and facilitate a robust and practical connection between the Earn & Learn community and an expanded base of employer partners. Employers will be able to effectively engage with education and help support the development of their future workforce, and an increased number of learners will be aware of, have experience in and be prepared for the careers of the future.

¹ This includes Earn & Learn work-based learning connectors and others who facilitate, arrange and support work-based learning activities for learners.

² 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.

What's Inside the Work-Based-Learning Toolkit?

This toolkit provides an overview of the foundations of work-based learning, detailed activity guides and support materials for each Work-Based-Learning (WBL) activity, and collection of checklists, tip sheets and support tools designed to increase the power and impact of work-based experiences across the career development continuum for learners in the Earn & Learn community.

Work-Based Learning Overview

Four documents lay the groundwork for creating and implementing high-quality Work-Based Learning activities for learners. WBL Connectors and leadership can use these documents to ensure that the school and college community understand the basic tenets of *Quality Work-Based Learning* and how it is defined, supported and documented.

The Overview includes the following documents.

Quality Work-Based Learning provides an introduction to the principles of Quality Work-Based Learning and builds the foundation for developing any Work-Based Learning experience. It includes definitional standards for WBL and describes the benefits of participation to learners, schools and colleges, employers and the community.

The Career Development Continuum provides a definition of the continuum of Career Awareness, Career Exploration and Career Preparation and the identification of the range of Work-Based Learning activities across the continuum—whether conducted in the classroom, the workplace or community, or online.

Work-Based Learning Essential Elements defines the essential *design* elements to be applied to support and enhance the implementation and educational value of any WBL experience.

Work-Readiness Competencies describes a defined set of the core professional skills and behavioral competencies necessary for successful transition into the workplace. Earn & Learn has identified these skills as benchmarks of demonstrated cognitive development, effective interpersonal and decision-making skills, and self-confidence in the work environment. Combined with the necessary academic and occupational skills, demonstration of these professional skills indicates readiness for work.

Work-Based Learning Activity Guides

The toolkit includes WBL activity implementation guides to help the Earn & Learn community and their employer partners design, structure and support effective and learning-rich work-based learning activities for learners. Each guide includes an activity fact sheet, plus checklists for connectors and learners, tip sheets for teachers, faculty and employer volunteers, as well as a fact sheet for employer decision-makers. A set of sample implementation tools is also provided for each activity.

Activity Guides are provided for the following Work-Based Learning activities:

- **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.
- **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.

Employer Participation Options

The toolkit includes a section on employer participation options, designed to help employer partners select the activities that make the most sense for their organization. The section includes fact sheets and tip sheets designed to assist employers and their volunteers in supporting specific work-based learning activities.

Implementation Tools and Fact Sheets

The toolkit also includes a collection of universal WBL tools and Program Fact Sheets to support effective Work-Based Learning programs.

Options, Tips and Tools for Remote or Virtual WBL Activities

Each Activity Guide includes tips and options for conducting remote or virtual versions of the activity.

A special section of the Toolkit is devoted to providing ideas, tools and optional approaches to the provision of remote or virtual Work-Based Learning opportunities for learners.

Work-Based Learning Overview

Contents

- Quality Work-Based Learning
- Benefits of Work-Based Learning
 - For learners
 - For employers
 - For schools
 - For the community
- The Career Development Continuum
- Work-Based Learning Essential Elements
- Work-Readiness Competencies
- Employer Participation Options

Quality Work-Based Learning

Introduction

This overview provides an introduction to the principles of Quality Work-Based Learning (WBL) and lays the foundation for developing any Work-Based Learning experience. The WBL Quality Standards and Essential Elements presented in this toolkit serve as an easy reference of things to pay attention to when creating high-quality, learning-rich experiences across the full continuum of Work-Based Learning activities.



Work-Based Learning experiences can have powerful impacts on learners¹ as they build their knowledge of potential careers, explore areas of interest and develop, practice and demonstrate new skills. They can also help provide relevance and help refocus attention and effort on academic and occupational learning in the classroom.

What is Quality Work-Based Learning?

Activities through which learners interact with employer partners., providing structured learning experiences in the workplace learners through exposure to a range of occupations and career options, and classroom or community activities that incorporate employers as speakers, advisors, instructors or career mentors. WBL allows learners to build a bridge from adolescent roles in the classroom to adult roles in professional settings. These interactions are most valuable when they occur at a workplace, or where learners are engaged in "live" interactions with employer partners.

Quality Work-Based Learning includes both remote and virtual options for most activities. Remote activities maintain learner and professional adult interaction via the use of technology, while virtual activities are generally simulations and provide employer exposures through recordings, online research and related classroom activities.

When offering remote and/or virtual options to learners, it is important to pay attention to technology access and equity in the distribution of opportunities in addition to ensuring the necessary permissions, protections and guidance are in place to promote learner safety.

Why Work-Based Learning?

High-quality Work-Based Learning provides opportunities for the acquisition of skills in three areas: academic, technical and work-readiness skills. Regardless of industry, employers consistently underscore that new workers must have experience and mastery in all three skill areas, with a growing priority on the development of work-readiness skills (sometimes referred to as professional or "soft skills)." To support learners in developing these skills, authentic workplace experiences are important when combined with academic study, classroom training and other college and career-readiness activities. Guest Speakers, Career Days, Career Mentoring, Workplace Tours, Informational Interviews, Job Shadowing, Mock Interviews, Workplace Challenges, Internships and Work Experiences all provide real-world context and the opportunity to learn about the workplace and prepare for the future. Providing authentic workplace experiences and bringing employers into the classroom as part of the career development process can create powerful learning experiences and deepen the educational experience.

¹ 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.

Work-Based Learning activities engage the employer as both a customer and a partner, providing developmental experiences for learners while helping build the future workforce. These experiences augment school-based classroom activities, offer the opportunity to learn about potential careers and allow learners to practice and demonstrate professional and defined work-readiness skills.

This toolkit has been developed to address the need to provide a range of high-quality opportunities to learners in the Earn & Learn community, and to help schools, workforce intermediaries and their employer and community partners deliver educationally rich and authentic Work-Based Learning experiences.

Benefits for Learners

Through Work-Based Learning activities, learners build awareness of potential careers in a particular industry, explore options and start preparing for their future. WBL provides opportunities for hands-on learning and the development of relationships with professional adult role models. Participating learners acquire experience and build work readiness and occupational skills while learning about the training or education required to succeed in specific careers. They are better able to understand real-world applications of academics and occupational training, and can answer the question, "Why do I need to learn this?".

By integrating a range of workplace exposures and experiences with school or classroom-based activities and guidance over time, learners will often set their sights higher than an immediate job and are likely to remain committed to their education through completion of their personal and career-related goals.

Benefits for Employers

Participation in Work-Based Learning offers an effective and appropriate vehicle for employers to help recruit, train, and retain their future workforce. Employers report increasing mismatch between the skills required for entry into their industry and those of most recent graduates. By opening their place of business to learners and providing high-value Work-Based Learning opportunities, employers can benefit from productive learner work or gain a new perspective on an issue or a problem. Employers can observe potential future employees in a "long-term interview" context and participate in shaping their future workforce also provide access to a customer resource and point of view.

An employer's existing workforce benefits from more productive and engaged employees and from the opportunity to offer leadership and supervisory skills development to its current workers. Participation provides an opportunity for companies to support local schools and help develop a highly skilled and productive future workforce. It builds awareness in the community of the employer's role in the local economy and offers a public relations benefit.

Benefits for Schools

Work-Based Learning extends the classroom to the workplace and brings employer volunteers into the school and classroom. It helps build awareness of industry-identified skills to incorporate, and validate, in the classroom curriculum among educators. It provides touchstones in authentic workplaces to help make classroom learning relevant and helps schools and programs build relationships with the community. WBL also provides opportunities for networking and relationship-building to promote future collaboration with employer partners.

Benefits for the Community

Work-Based Learning activities connect the community to schools and local economic

development efforts, promote civic engagement and help address community priorities and issues. Learners complete community projects and are visible as contributing members of society. They are growing to become a more productive and committed workforce.

Work-Based Learning Quality Standards

Quality Work-Based Learning is:

- Designed to promote enhanced learning, skill development and workplace awareness
- Structured to be effective, safe, legal and measurable
- Supported by appropriate planning, tailored training and efficient processes
- Connected to classroom learning, individual career development plans and sequenced education, training and additional Work-Based Learning activities

Quality Work-Based Learning is designed to promote enhanced learning, skill development and workplace awareness.

Work-Based Learning supports and enhances classroom instruction by providing a context for learning. It provides unique opportunities to practice and demonstrate new skills and assists in the development of workplace awareness. It helps build the skills required for specific occupations by exposing learners to the multiple career options available at a workplace. Work-Based Learning engages learners in their own education and skill development and provides multiple opportunities for reflection on the experience, both verbally and in writing.

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

Work-Based Learning provides authentic and relevant "learning and doing" experiences that are safe, legal and in compliance with state, federal and local regulations. Learning objectives are met through ongoing assessment and continuous improvement activities. Systems are in place to support teachers, faculty and program staff in designing and implementing quality WBL experiences and to make it easy for employer and community partners to participate.

Quality Work-Based Learning is supported by appropriate planning, tailored training and efficient processes.

Work-Based Learning has defined services and procedures to manage expectations and foster communication among all partners. Learners are served through individualized learning plans defined for each experience and are prepared and supported throughout the experience. Part of this preparation is providing appropriate safety and health training for young workers and helping them understand their rights and responsibilities as employees. Employers and community partners receive support and training to enable their participation, and school staff are trained in how to design high-quality experiences.

Quality Work-Based Learning is connected to classroom learning, individual career development plans and sequenced education, training and workplace activities.

Work-Based Learning supports a community-wide vision and collective expectations for both academic and occupational learning. Experiences are designed to directly support academic and occupational learning, build core employability skills and provide a planned sequence of experiences that links academic concepts to real-world application. Learners are guided and supported by an individualized career development plan, where Work-Based Learning activities are sequenced and connected to the learner's next step.

Adapted from "Creating Quality Work-Based Learning", New Ways to Work © 1998, 2002, 2010, 2016, 2019, 2020

Career Development Continuum

Life is a constantly evolving story. As such, Career Development is most effective when learners² are provided a natural progression of activities that address career awareness, exploration and development. The Career Development Continuum is designed to help teachers/faculty and youth practitioners understand and implement an intentional and connected series of career development experiences for the young people they support.

All Earn & Learn community partners provide a sequenced continuum of career development activities and experiences that address Career Awareness, Career Exploration and Career Preparation. This is accomplished through the provision of a series of work-based classroom activities, community experiences and workplace exposure for all learners over time. While generally learners begin awareness activities at earlier ages or grade levels and progress through exploration and into preparation as they get older, there are cases where those who are younger participate in preparation activities, and conversely, where older learners would participate in an awareness activity. Work-Based Learning activities should align to the learner's stage of development and address defined career development objectives.

The Three Levels of the Career Development Continuum

Career Awareness

Career Awareness activities are designed to promote awareness of careers, workplace norms and employer expectations, as well as personal interests and aptitudes. In the workplace, Career Awareness activities include Career Mentoring and Workplace Tours.

- **Career Mentoring:** A Career Awareness activity in which a learner is matched one-on-one (or in small groups) with an adult professional to learn about potential careers and related educational and training requirements.
- **Workplace Tour:** A Career Awareness activity in which small groups of learners visit a workplace, learn about the business, meet employees, ask questions and observe work in progress.
- **Guest Speaker:** A Career Awareness activity in which learners listen to a presentation given by an adult professional to learn about the industry, career options within the industry and the specifics of particular occupations. Guest speakers may also support particular academic concepts with real-world applications.

"I understand what's out there and am discovering the kinds of things I might want to do."

Career Exploration

Career Exploration activities are designed to promote a deeper understanding of potential careers, and to provide opportunities for an investigation of a particular industry, career or occupation of interest. In the workplace, Career Exploration activities include Informational Interviews and Job Shadowing.

- **Informational Interview:** A Career Exploration activity in which a learner formally

² 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.

interviews an adult professional in an area of career interest to learn about the industry, career options within the industry and the specifics of particular occupations.

- **Job Shadow:** A Career Exploration activity in which a learner is paired with an employee of a partner business and follows that employee during much of a regular workday. A Job Shadow provides learners the opportunity to experience the workplace, understand the various roles and duties of a particular occupation, learn about the business, connect with a working adult and observe work in progress.

"I'm interested in this field and am beginning to understand what it's all about and what I need to do to pursue a career in the industry."

Career Preparation

Career Preparation activities are designed to provide an in-depth discovery of a particular career, the development of occupational skills and promote an understanding of the education or training needed in a particular industry or occupation. In the workplace, Career Preparation activities include Workplace Challenges, Internships, Work Experience (including Co-Operative Work Experience) and Apprenticeships.

- **Workplace Challenge:** A Career Preparation activity where small groups of learners (four to six per team) are engaged in solving a real-world problem or a challenge issued by an employer. The challenge is identified by the employer in consultation with the work-based learning connector and a classroom teacher or faculty member. The structure of the challenge is based upon effective project-based learning approaches, enhanced by a focus on the targeted career pathway and an authentic problem or issue faced by an employer partner.
- **Work Experience:** A Career Preparation activity in which a learner is placed in 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. Learners have the opportunity to develop and demonstrate professional and occupational skills by addressing a core business function and doing productive work. In some cases, Work Experience is supported by specific classroom activities.
- **Internship:** A Career Preparation activity in which a learner is 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 worksite. Internships may be paid or unpaid, depending on whether the intern is performing productive work for the employer and other defined factors. Unlike work experience, internships often allow for work in teams, or a rotation through a number of departments and job functions.
- **Apprenticeship:** A Career Preparation activity designed to prepare an individual, generally a high school graduate, for a variety of careers, including the skilled crafts and trades. Apprenticeships consist of paid, on-the-job training supplemented by related classroom instruction. In California, apprenticeship training in more than 450 occupations is formally recognized by the state Division of Apprenticeship Standards.

"I know the kinds of things I want to do and am getting the chance to learn new skills and practice applying those skills."

Work-Based Learning Essential Elements

Earn & Learn has identified a set of essential elements to support the implementation of all Work-Based Learning experiences. WBL Connectors, teachers and faculty can use these elements to help ensure that all activities are engaging, safe and learning rich.

1. **Conduct Effective Planning**
 - ✓ Set clear goals and expectations for all parties.
 - ✓ Ensure activity is developmentally appropriate (age, stage and grade).
2. **Prepare for Success**
 - ✓ Prepare learners³, teachers, faculty and employers.
 - ✓ Address logistics, including access to and use of appropriate technology.
3. **Identify Learning Objectives**
 - ✓ Align to workplace competencies.
 - ✓ Link to classroom learning, college-readiness skills and academic standards.
4. **Create Authentic and Engaging Experiences**
 - ✓ Support effective participation of employers.
 - ✓ Provide hands-on and project-based activities when possible.
5. **Connect to Careers**
 - ✓ Provide for exploration of or experience in a field of interest and exposure to a range of potential career options.
 - ✓ Provide exposure to authentic work-world experiences.
6. **Support Learner Growth**
 - ✓ Connect to an individualized career or training plan.
 - ✓ Scaffold with learner support and preparation.
7. **Ensure Activities are Safe and Legal**
 - ✓ Address child labor laws, OSHA, Workers Compensation, and the Fair Labor Standards Act (including pay when required).
 - ✓ Reflect workplace norms, as well as technology use permissions, protections and guidance.
8. **Provide Ongoing Support**
 - ✓ Provide orientations and support for all parties.
 - ✓ Ensure that Work-Based Learning is appropriately staffed.
9. **Provide for Reflection, Presentation and Feedback**
 - ✓ Support learner self-assessment and presentation.
 - ✓ Provide opportunities for formal and informal feedback among all parties.
10. **Connect to the Learner's Next Step**
 - ✓ Connect the experience to actionable next steps.
 - ✓ Intentionally sequence with future Work-Based Learning experiences.
11. **Assess and Document the Experience**
 - ✓ Document learner progress.
 - ✓ Assess activity effectiveness.

³ 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.

Work-Readiness Competencies⁴

The following Work-Readiness Competencies are a defined set of the core professional skills and behavioral competencies necessary for successful transition into the workplace. Earn & Learn has identified these skills as benchmarks of demonstrated cognitive development, effective interpersonal and decision-making skills, and self-confidence in the work environment. Combined with the necessary academic and occupational skills, demonstration of these professional skills indicates readiness for work.

Work-Readiness Competencies

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

Work-Readiness Competencies with Indicators

1. **Attendance**
 - ✓ Understands work expectations for attendance and adheres to them.
 - ✓ Notifies supervisor in advance in case of absence.
2. **Timeliness**
 - ✓ Understands work expectations for punctuality.
 - ✓ Arrives on time, takes and returns from breaks on time.
 - ✓ Informs supervisor prior to being late.
3. **Workplace Appearance**
 - ✓ Dresses appropriately for position and duties.
 - ✓ Wears safety gear when necessary.
 - ✓ Practices personal hygiene appropriate for position and duties.
4. **Initiative and Self-Management**
 - ✓ Takes initiative and participates fully in task or project.
 - ✓ Initiates interaction with supervisor for next task upon completion of previous one.
 - ✓ Identifies potential solutions or processes and proposes improvement strategies.
5. **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.

⁴ These work readiness competencies were refined by educators, school leadership, workforce professionals and Earn&Learn team members, who reviewed a wide range of work-ready standards developed by educational and workforce institutions, private sector groups and government entities.

6. **Communication Skills**
 - ✓ Speaks and writes clearly and communicates effectively—verbally and in writing.
 - ✓ Listens attentively and responds appropriately.
 - ✓ Uses language appropriate to the work environment.
 - ✓ Asks questions.

7. **Response to Supervision**
 - ✓ Accepts direction, feedback, and constructive criticism with positive attitude and uses information to improve work performance.
 - ✓ Completes tasks as asked.

8. **Collaboration and Teamwork**
 - ✓ Relates positively with co-workers.
 - ✓ Works productively with individuals and with teams.
 - ✓ Asks for and offers assistance.

9. **Comfort with Diversity**
 - ✓ Respects diversity in race, gender, and culture.
 - ✓ Avoids the use of language that stereotypes others.

10. **Critical Thinking and Problem Solving**
 - ✓ Exercises sound reasoning and analytical thinking.
 - ✓ Uses knowledge and information from job to solve workplace problems.
 - ✓ Gives best effort, evaluates own work, and utilizes feedback to improve work performance.
 - ✓ Pays attention to detail and meets accepted quality standards.

11. **Workplace Culture, Policy and Safety**
 - ✓ Demonstrates understanding of workplace culture and policy.
 - ✓ Complies with health and safety rules and reports emergencies.
 - ✓ Provides a safe environment for customers and co-workers.
 - ✓ Exhibits work ethic, integrity, and honesty.

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



Guest Speaker Guide

In this Guide

Guest Speaker Fact Sheet

A fact sheet that provides a definition and learning objectives for the activity

WBL Connector Checklist

A checklist of steps to guide WBL Connectors in creating successful guest speaker activities for all parties

Learner¹ Checklist

A checklist for learners participating in the activity that facilitates deeper learning from the work-based learning experience

Teacher/Faculty Tip Sheet

Tips for teachers and faculty that encourages ways to connect the experience to the larger curriculum

Employer Tip Sheet

Tips for employee volunteers participating as a guest speaker to support their engagement

Employer Fact Sheet

Facts about guest speakers to help employers decide whether their company or organization can participate

Remote and Virtual Options Sheet

An options sheet for WBL Connectors describing remote and virtual guest speaker approaches and activities

Implementation Tools

Guest Speaker Research Activity

A worksheet for learners to complete before the activity

Guest Speaker Learner Reflection

A worksheet and discussion guide that supports learner reflection after the activity

Remote and Virtual Fact Sheets

Supplemental resources designed to help support remote or virtual activities

¹ 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.



Guest Speaker Fact Sheet

Guest Speakers

Using guest speakers to support learning is a structured Career Awareness activity in which learners² listen to a presentation to hear about the speaker's career, business or organization and industry. They have the opportunity to ask questions to help them consider whether they might like to pursue a career in the industry.

Designed to meet specific learning outcomes, guest speaker presentations are educationally rich, are tied to the curriculum, and help learners connect what they're learning in school with the workplace. Presentations are usually conducted at the school, but in some cases guest speakers may visit a classroom via Skype, Zoom, WebEx, Microsoft Teams or some other technology, and the activity is conducted through the use of a remote classroom. There are also virtual simulations available where a recording of a live guest speaker activity can be viewed on-line and serve as a foundation for an activity and/or discussion in the remote classroom.

Guest speaker presentations are one activity in the continuum of authentic work-based experiences provided to all learners engaged in career-related programs or course of study with Earn & Learn partners.

Guest Speaker presentations are designed to:

- Provide exposure to potential careers and jobs.
- Provide a realistic picture of a business, its role in the community and the career paths and occupations of its workforce.
- Help learners make the connection between their education and the workplace.
- Inform career planning.

Guest Speaker presentations are structured to:

- Allow learners to listen, receive information and ask questions.
- Enable learners to begin identifying areas of career interest.
- Build knowledge about the education and training needed for a particular job, career path and entry into the industry.

Guest Speaker presentations are supported by:

- Learner preparation, including research on the industry and participating businesses.
- Employer orientation and support to prepare for the particular audience.
- Post presentation reflection opportunities that include verbal and written options.

Guest Speaker presentations are connected to:

- Individual career development/training plans.
- A continuum of future work-based learning activities that build over time
- The learner's next steps.

² 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.

Guest Speaker Support Materials

Checklists, Tip Sheets and Fact Sheets:

- Connector Guest Speaker Checklist
- Learner Guest Speaker Checklist
- Teacher/Faculty Guest Speaker Tip Sheet
- Employer Guest Speaker Tip Sheet
- Employer Guest Speaker Fact Sheet
- Guest Speaker Remote and Virtual Options Sheet

Implementation Tools

- Guest Speaker Research Activity
- Guest Speaker Learner Reflection
- Remote and Virtual Fact Sheets

Tips for Success **Work-Based Learning Essential Elements**

Effective Guest Speaker activities include structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- ✓ Conduct Effective Planning
- ✓ Prepare for Success
- ✓ Identify Learning Objectives.
- ✓ Create Authentic and Engaging Experiences
- ✓ Connect to Careers
- ✓ Support Learner Growth
- ✓ Ensure Activities are Safe and Legal
- ✓ Provide Ongoing Support
- ✓ Provide for Reflection, Presentation and Feedback
- ✓ Connect to the Learner Next Step
- ✓ Assess and Document the Experience

Sustaining and growing Guest Speaker activities and all other work-based learning activities depend on maintaining positive relationships with the participating employers. These employers should be treated as valued customers and partners with frequent check-ins to address their needs and support participation.

Work-based Learning Connector Guest Speaker Checklist

Quick tips for Work-Based Learning Connectors to ensure a successful guest speaker presentation.

Before the Guest Speaker Presentation

- Identify all interested teachers and faculty and help them plan for their guest speaker presentations.
- Make sure the speakers are good matches for the classes. What classroom topics can the speaker support?
- Prepare teachers and encourage them to participate before, during and after the guest speaker presentation.
- Share the Teacher/Faculty Tip Sheet.
- Have teachers/faculty help create learning objectives and work with learners³ to prepare for the day.
- Share speaker bio and prompt questions with learners.
- Ask teacher/faculty to take pictures during the presentation. Get signed releases for all photos.
- Provide employers an information packet about the school, including background on the class they will be speaking to, the number of learners, their grade level(s), and career interests.
- Confirm employer attendance and determine presentation needs. Let them know where to park and share any visitor procedures they need to follow.
- Make sure the employer volunteers are supported and prepared. Share the Employer Tip Sheet, any questions to expect and encourage them to create an engaging and interactive presentation—using visuals and props.
- Arrange for someone to meet the speaker when they arrive, and escort them to the classroom, or meet them online prior to the presentation.
- Ask for permission to record and share the presentation with others in the future.
- If conducting the activity via the internet, test and practice with the interface prior to the presentation.

After the Guest Speaker Presentation

- Enter guest speaker presentation in ELENA.
- Send a request for feedback from guest speakers and teachers. Review feedback and make recommendations for improvements.
- Help learners update their career development plan and think about any next steps they would like to take to further their career goals.
- Work with teachers/faculty to coordinate “go deeper” activities to connect the guest speaker presentation to the classroom.
- Send thank-you notes to guest speakers.
- Send pictures to the companies for their websites or newsletters. Ensure you have signed releases for all photos.

Sample Guest Speaker Timeline

Beginning of the school year:

Identify interested teachers and appropriate speakers. Brainstorm business partners who could participate.

Two months in advance: Invite business partners to participate. Secure date, time and location.

One month in advance: Confirm participation of speakers. Have learners research the industry or company.

One week in advance: Send speakers logistics for the day and questions to expect. Confirm any presentation needs.

On day of presentation: Ensure that guest speakers are welcomed and escorted to classroom. If online, test systems and launch interface prior to the activity.

After day of presentation: Send thank-you notes to all guest speakers and ensure Learner Reflection activities take place.

³ 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.

- Confirm guest speaker's company social media policy. Ask speaker to send URLs to social pages so learners can properly tag them.
- Publicize the guest speaker presentation and the businesses that participated by placing a story in the local newspaper or posting on the school or agency webpage.
- Consider other potential public relations benefits and opportunities.

Tips for Conducting an Online Guest Speaker Activity

- Select and personally practice using the selected technology.
- Make sure all learners have access to appropriate technology.
- Decide how you will have learners pose questions – Verbally or by entering on their device.
- Do a test run with your learners as well as the guest speaker
- Preload any slides or presentations from the speaker.
- Decide how you want to manage the session. Sometimes it takes one person to moderate the session and another to monitor the technology and address questions.
- Decide which Learner reflection activities will take place and how you will support them.
- Remember, it's possible that parents or guardians will be around who might be a good resource for potential future speakers.
- Make sure you get feedback on the activity from the speaker and the learners.
- Record and post the presentation for others to view and use in their classrooms (Note: be sure to record and share the speaker portion of the activity and not the learner interaction)

Learner⁴ Guest Speaker Checklist

When guest speakers visit the classroom, either in person or online, you get a chance to learn about their careers and workplaces. This is a great way to figure out how interested you are in what they do.

You'll have the opportunity to ask questions, practice professional behavior and become more comfortable communicating with professionals.

Have you done all you can to prepare?

- Do some research on the company or organization that the guest speaker works for. Check out their website and learn as much as you can about the company or organization, its history, what they do and how it impacts your community.
- Look up the speaker on LinkedIn to learn more about them. Consider what questions you have about their career journey
- Come up with some questions about the company or organization, the industry, career opportunities, and what kind of education and training is needed.
- Practice "active listening" and how you will make sure that you're getting everything out of the session that you can.
- If you are participating in an online activity, make sure you have practiced using the technology and are ready 5 Minutes before start time.

Have you thought about what you can do to make the guest speaker presentation a big success?

- Dress appropriately. Be respectful. Make sure your phone is off, don't wear headphones, and don't interrupt.
- When it's time, ask one of your prepared questions or any others that occur to you. Pay attention to what you hear. Can you see yourself working at the speaker's company?
- Make connections between what you're hearing about and what you're learning in class.
- At the end of the presentation, ask for a business card or LinkedIn connection so you can follow up later. This may come in handy, even with employers who don't excite you now.

When the guest speaker presentation is over, how will you keep moving your career forward?

- Reflect on the day. Talk to your classmates and teachers about the presentation and whether you're interested in pursuing a career in that industry.
- Participate in classroom activities that help you think about the value of the presentation.
- Update your career development plan and think about your next steps.
- Send a follow-up email thanking the employer for his or her time. If you're interested in working at their company or learning more about their job, say so and ask for next steps.
- Fill out any evaluation forms. Be honest. That will help make future guest speaker presentations more meaningful experiences.
- Share your experience with your peers on social media. Perhaps a blog post about the event?

Are you Ready for Game Day?

Have you...

- Researched the guest speaker's company?
- Crafted your questions?
- Considered the best way to make a good impression on the guest speaker when you connect after the presentation?
- Thought about how you'll share your experience on social media?

On-Line Tips

Have you...

- Arranged for internet access and tested your device?
- Practiced with the online tool you are using?
- Learned how to pose a question or raise your hand?
- Reviewed the on-line practices fact sheet?

⁴ Learner includes K-12, community college and college students; youth and young adults engaged in workforce development programs; and adults participating in career development activities.

Teacher/Faculty Guest Speaker Tip Sheet

Note: If you are coordinating a guest speaker presentation, review the Work-based Learning Connector Guest Speaker Checklist.

Guest Speaker presentations are designed to:

- Provide exposure to potential careers and jobs.
- Provide a realistic picture of the business, its role in the community and the career paths of its workforce.
- Help learners⁵ make the connection between school and the workplace.
- Inform career planning.

Before the Guest Speaker Presentation

- Review the Guest Speaker Fact Sheet and this tip sheet.
- Assess how the day can support classroom activities and help meet curriculum goals.
- Identify desired Learner learning objectives. Build excitement for the activity and talk to learners about what they can expect to learn.
- Have learners research the speaker's company and the careers it offers. Have them prepare at least three questions for the employer.
- Send information about the school and what learners are studying to the speaker and provide background on the type of class they will be speaking to, the number of , grade level(s), and career interests.
- If conducting the activity online, make sure both you and your learners are comfortable with and have practiced using the technology.

During the Guest Speaker Presentation

- Explain how the presentation will be conducted, including expectations about learner behavior. (Clear expectations are helpful for both the speaker and the audience!)
- Support the guest speaker in effective interactions with learners.
- Encourage learners to ask questions.
- Hand out materials that will aid the presentation: activity sheets, industry facts, company brochures, sample products, etc.
- Distribute and collect feedback forms from learners and speakers.

After the Guest Speaker Presentation

- Thank the guest speaker and together identify follow-up activities for the learners.
- Provide individual and group reflection activities for learners and help them make the connection between their education and the workplace.
- Help learners update their career development plan and think about any next steps they would like to take to further their career goals.
- Have learners write thank-you notes to the employer partners. Emphasize that sending timely thank-you notes is an important professional skill.
- Assess the impact and value of the guest speaker presentation with the Connector and

The Classroom Connection: Preparation and Reflection

Before Guest Speaker presentation

Set learners up for success by having them:

- Research company and industry of visiting speaker.
- Discuss how the presentation can help them meet learning objectives.

After Guest Speaker presentation

- Spark Learner reflection with an activity.
- Ask, "What new things did you learn about this job and industry?"
- See if they want to find out more or further explore careers in the speaker's industry.

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.



- utilize employer, staff and Learner feedback to improve future presentations.
- Document and archive information about the guest speaker presentation.

Go Deeper

- Make the guest speaker activity part of a project and have learners prepare and deliver a presentation to others at your school about the person that visited and their company.
- Consider having learners create profiles on all of the guest speakers from the year, posting them in a place where learners can see a visual representation of the variety of career paths.

Employer Guest Speaker Tip Sheet

Thanks for agreeing to present as a guest speaker. As you think about how to best prepare for your presentation, keep the following success factors in mind.

Before the Presentation

- Provide the Teacher/Faculty with website link(s) about your company, industry and profession to help learners⁶ prepare for your presentation.
- Build talking points that will engage the learners. Find out what they're currently focused on in the classroom so you can link to the curriculum.
- Ask for presentation tips and for help to address any concerns you may have.
- Review where to park and enter the school. If you have special requirements for the presentation, such as a projector or computer set-up, let the Connector know.
- Bring your business cards; the learners may ask for them. If you're handing out materials, ask for an estimate of the number you'll need.
- If you're "visiting" the classroom electronically, via Skype, Zoom, WebEx, Microsoft Teams or some other technology, arrange for a test run prior to the presentation to work out any kinks.

Suggested Talking Points:

- Describe your career journey.
- Talk about obstacles you overcame.
- Discuss need for perseverance, hard work and getting along well with others.
- Manage expectations about the world of work.

Tips to Share:

- Avoid job hopping.
- Build your network (talk about how to do that).
- Be a continuous learner and stay abreast of industry changes.

During the Presentation

- Introduce yourself, your company and job title. Let the learners know what to expect from your presentation.
- Try not to read from prepared notes and if you're using insider lingo, define those industry terms and acronyms.
- Use visual aids such as a product, tool or any materials from your company that will help the learners understand what you do.
- Describe a typical day at your company and help learners understand as much as they can about the culture of the workplace and the world of work.
- Share the educational and career path you took to your current position.
- If possible, share mistakes you've made and how you have addressed problems.
- If possible, make your presentation interactive with role playing, mock projects, hands-on activities, etc. Ask questions of the learners, making it a two-way dialogue.

Engagement Tips

- Don't talk for longer than 3-4 minutes straight, without pausing for some sort of interaction (a question, a comment, etc.)
- Share a "fun fact" about yourself – something you enjoy doing outside of work today, or something you liked to do when you were their age.
- Use humor, if you're comfortable.

⁶ 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.

- Ask for non-verbal audience feedback to keep the audience engaged and check for understanding, for example ask for thumbs up or down, or have them use a 1-5 finger rating scale.
- Repeat things more than you think you have to.
- Use stories as examples.
- Utilize visuals where you can, whether that's physical objects or photos. Simply including logos or clipart keeps learners more engaged.
- Utilize "wait time!" If you ask the group a question, they will almost definitely sit silently at first. Don't be afraid to wait 30-60 seconds for someone to raise their hand, or you can cold call students to share.
- Don't be afraid to make it conversational by peppering your presentation with questions for the listeners. Examples of probing questions could include:
 - o *What do you already know about this job?*
 - o *Does anyone here know someone who works in _____? What do they like/dislike about it?*
 - o *What skills do you think are important for the job?*
 - o *Has anyone here experienced _____too? What was it like?*

After the Presentation

- Provide feedback to the Connector to improve future guest speaker presentations.
- Consider how you might use this presentation to promote your company's visibility.

Go Deeper

- Talk to the Connector about being a guest trainer, helping with curriculum, or hosting learners for Job Shadows, Jobs or Internships.

Employer Guest Speaker Fact Sheet

When guest speakers visit a classroom, learners⁷ listen to a presentation to learn about the speaker's career, business and industry, and ask questions to help them consider whether they might like to pursue a career path in the industry.

Designed to meet specific learning objectives, guest speaker presentations are linked to the curriculum and help learners connect what they're learning in school with the workplace. Presentations are usually conducted at the school but in some cases, guest speakers may visit a classroom via Skype, Zoom, WebEx, Microsoft Teams or some other technology; and the activity is conducted through a remote classroom.

Program Level: All Grades.
Employer to Learner Ratio: 1 - 3 employers to 40-100 learners.
Duration: Usually 1 hour
Frequency: One time
Location: School/Classroom/Online
Costs: Staff time
Special Considerations: Employee selection. Company volunteer policies and practices.

Why are guest speaker presentations important for learners?

- Exposes learners to potential careers and jobs and help build occupational knowledge.
- Illustrates the education and training needed for entry into certain industries.
- Provides a context for learning and fosters an understanding of how academic concepts are applied in a real-world setting.
- Lets learners know about your company's processes and products/services and the role your business plays in the community.

What are the benefits to my company?

- Exposes potential future workers to job opportunities and careers with your company, as well as the required skills and education to be successful in your industry.
- Introduces learners to one or more of your employees.
- Helps your employees understand how to communicate with the next generation of workers.
- Provides an efficient way to introduce and engage multiple employees with your commitment to education and connect your company with the community.

What do I need to do next?

- Determine who will coordinate the guest speaker presentation for your company and have them connect with the work-based learning Connector to address scheduling, planning and logistics.
- Arrange for a presentation to those employees who will participate as guest speakers.
- Distribute the Employer Guest Speaker Tip Sheet to interested employees.
- Consider any impacts on company policy.

Resources

- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with Earn & Learn.

⁷ 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.



Remote and Virtual Guest Speaker Options Sheet

Translating a Guest Speaker Activity to remote or virtual settings is perhaps the most straightforward of all the Work-Based Learning activities. While presentations are usually conducted at the school, in some cases guest speakers may visit a classroom via Skype, Zoom, WebEx, Microsoft Teams or some other technology; and the activity is conducted through the use of a remote classroom. There are also virtual simulations available where a recording of a live guest speaker activity can be viewed on-line and serve as a foundation for an activity and/or discussion in the classroom

Remote Guest Speaker Options

Remember, remote activities promote “live” learner⁸ contact with adult professionals and front-line workers via the use of technology.

Guest Speaker Remote Classroom

An industry or employer partner visits a remote classroom as a guest speaker and provides a presentation on the speaker’s career, business or organization and industry. Learners ask questions to help them consider whether they might like to pursue a career in the industry.

Steps to Success

- Review the Guest Speaker Guide. Distribute and review checklists and tip sheets to all parties
- WBL Connector and/or Teachers recruit and schedule Industry Partner(s)
- WBL Connector and/or Teachers select and test platform
- Industry Partner visits remote classroom
- Industry Partner Introduces self, provides presentation
- Learners ask questions and interact with the speaker, moderated by WBL Connector or Teacher
- Teacher Supports reflection activities and helps learners update their employability skills profile

Special Considerations

- Get employer permission to record and reuse the session
- Select and test appropriate technology with all parties
- Decide how learners will pose questions (raise hand, chat box etc.)
- Decide who will moderate and who will provide tech support during the session
- Conduct a dry run with learners

⁸ 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.

Virtual and Hybrid Guest Speaker Activity Options

Guest Speaker Virtual Activities

Remember, virtual activities are generally simulations and provide learners with employer exposures through recordings, on-line research and classroom activities.

- Identify and select a recorded guest speaker to use as a foundation for an activity and discussion in the classroom. See the resource section below.
- Have learners search the web for recordings of guest speakers and provide a presentation to the class where they show the video and then lead a discussion about the speaker's career. What did they learn? What else would they like to know? How can they gather more information?

Guest Speaker Hybrid Activities

Hybrid options are those that combine some virtual activities with some live remote interactions with employers.

- In some cases, it may be possible to arrange for a guest speaker to return to the remote classroom for a short amount of time to answer specific questions from a new group of learners participating in a virtual Guest Speaker activity. If you have recorded the session and are able to have the speaker return, set up a convenient time, have learners view the Guest Speaker session, start a discussion and then bring the speaker in to answer questions and engage in a dialogue with the learners.
- Arrange to record the remote activity and archive for future use. Make this recording the foundation for a remote classroom activity, where learners view the presentation and then have a discussion about what they've learned and share what else they would like to know.

Tips for Conducting an Online Guest Speaker Activity

- Select and personally practice using the selected technology.
- Make sure all learners have access to appropriate technology.
- Decide how you will have learners pose questions – Verbally or by entering on their device.
- Do a test run with your learners as well as the speaker.
- Preload any slides or presentations from the speaker.
- Decide how you want to manage the session. Sometimes it takes one person to moderate the session and another to monitor the technology and address questions.
- Decide which learner reflection activities will take place and how you will support them.
- Remember, it's possible that parents or guardians will be around and might be a good resource for potential future speakers,
- Make sure you get feedback on the activity from the speaker and the learners.
- Record and post the presentation for others to view and use in their classrooms

Resources and Links

Earn & Learn WBL Library - Collection of Guest Speaker Videos
<https://earnlearn.us/work-based-learning-library>

Earn & Learn Stories
Guest Speaker Blogs
<https://earnlearn.us/news>

Grant Associates/DOE Industry Professionals Speaker Videos
<https://www.youtube.com/channel/UCKhLFrSEoKGbFqv4qqmO2vw/featured>

Four Tips for Hosting Remote Guest Speakers
<https://at.blogs.wm.edu/four-planning-tips-for-hosting-remote-guest-speakers/>

Here's a couple of examples of an industry association website that provides Guest Speakers on careers in the industry. Consider having your learners do some internet research in your pathway cluster or industry to see if they can find a collection of similar videos. Have them share what they found with the class.

American Bankers Association
<https://www.aba.com/training-events/career-workforce-development/find-your-future-video-series>

BayWork
Careers in the water and Wastewater Industries
<https://baywork.org/careers/>

Guest Speaker Research Activity

Complete the following research assignment as part of your preparation for the upcoming guest speaker visit. This research will be the basis for in-class or on-line discussion and presentations prior to the guest speaker's visit.

Learner name:
Guest speaker's company:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with the guest speaker's company?
After researching the company, what are three questions that you will ask the guest speaker?
Based on your research, what do you think you will like most about the guest speaker's presentation?
Based on your research, what is your biggest concern about the guest speaker's presentation?
If you could come away from the guest speaker presentation having learned one thing, what would that be?
Anything else you learned while doing your research that you'd like to share?

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Guest Speaker Learner Reflection

Now that the guest speaker presentation is over, take some time reflect on what you learned and how the experience might inform your college and career plans in the future.

Learner Name:

School:

Guest Speaker Company:

Date of Presentation:

What aspects of the guest speaker presentation were interesting? Which were not? Why?

What did you like about the guest speaker presentation? What would you change?

Would you consider a career in the guest speaker's field? Why or why not?

What was the most memorable aspect of the guest speaker experience? Why?

What did you learn about the guest speaker's company and its employees? Please explain.

What knowledge and skills are you learning in school that are likely to be used at the guest speaker's workplace? Please explain.

What knowledge or skills do you need to strengthen to be successful at a workplace like the guest speaker's? Please explain.

Would you recommend that learners hear this presentation in the future? Explain.

Anything else you'd like to say about the guest speaker presentation?

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Career Day Guide

In this Guide:

Career Day Fact Sheet

A fact sheet that provides a definition and learning objectives for the activity.

WBL Connector Checklist

A checklist of steps to guide WBL Connectors in creating successful career day for all parties.

Learner¹ Checklist

A checklist for learners participating in the activity that facilitates deeper learning from the work-based learning experience.

Teacher/Faculty Tip Sheet

Tips for teachers and faculty that encourages ways to connect the experience to the larger curriculum.

Employer Tip Sheet

Tips for employee volunteers participating in career day to support their engagement.

Employer Fact Sheet

Facts about career days to help employers decide whether their company or organization can participate.

Remote and Virtual Options Sheet

An options sheet for WBL Connectors describing remote and virtual career day approaches and activities.

¹ 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.

Implementation Tools

Career Day Learner Preparation Activity

A worksheet to support Learner research in preparation for career day.

Guest Speaker Learner Reflection

A worksheet and discussion guide that supports learner reflection after the activity.

Preparing Learners for a Career Day

A supplemental resource for teachers and faculty to help them support learners participating in career day.

Remote and Virtual Fact Sheets

Supplemental resources designed to help support remote or virtual activities.



Career Day Fact Sheet

Career Day

A Career Day is a highly structured Career Awareness activity in which business partners from a variety of companies come together at a school or online to share information about their company, their job and the education and skills that are required for success in their career.

Designed to meet specific learning objectives, a Career Day helps learners² connect what they're learning in school with the workplace. They listen to speakers or navigate the event independently, seeking information about the industry and the career options it provides. They also learn about the education required for entry into the industry and the participating business's role in the local economy.

Career Days are designed to:

- Expose learners to a variety of careers and jobs by connecting them with business partners.
- Provide a realistic picture of the workplace.
- Help learners make the connection between school and the workplace.
- Inform career planning.

Career Days are structured to:

- Allow learners to listen, receive information and ask questions.
- Enable learners to begin identifying areas of career interest.
- Elevate learner comfort level in interacting with adult professionals and demonstrate their communication skills.

Career Days are supported by:

- Classroom preparation, including research on the participating businesses.
- Employer orientation and support.
- Opportunities to reflect upon the experience verbally and in writing.

Career Days are connected to:

- Individual career development/training plans.
- A continuum of future work-based learning activities that build over time.
- The learner's next steps.

Career Days are one activity in the continuum of authentic work-based experiences provided to all learners engaged in career-related programs or course of study in Earn & Learn partner schools and organizations.

Career Day Formats

Presentation Only: Two, 40-minute panel sessions with 30 to 40 learners participating in each session.

Presentation and Small Groups: One, 40-minute panel session with 80-100 learners, followed by small groups for follow up and an interactive activity.

Networking Booths: Career Day booth format where learners visit booths staffed by employers and network.

Speaker Series: Guest speaker series where industry representatives rotate and visit different classrooms.

Online Remote: An interactive – online career day where employers visit a classroom remotely.

Remote Speaker Series: Guest Speaker series where industry representatives rotate through a remote classroom over the day via online technology.

² 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.

Career Day Support Materials

Checklists, Tip Sheets and Fact Sheets:

- Connector Career Day Checklist
- Learner Career Day Checklist
- Teacher/Faculty Career Day Tip Sheet
- Employer Career Day Tip Sheet
- Employer Career Day Fact Sheet
- Remote and Virtual Career Day Tip Sheet

Implementation Tools:

- Career Day Learner Preparation Activity (for learners)
- Career Day Learner Reflection
- Preparing Learners for a Career Day (for teachers)

Tips for Success **Work-Based Learning Essential Elements**

Effective Career Days include structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- ✓ Conduct Effective Planning
- ✓ Prepare for Success
- ✓ Identify Learning Objectives.
- ✓ Create Authentic and Engaging Experiences
- ✓ Connect to Careers
- ✓ Support Learner Growth
- ✓ Ensure Activities are Safe and Legal
- ✓ Provide Ongoing Support
- ✓ Provide for Reflection, Presentation and Feedback
- ✓ Connect to the Learner's Next Step
- ✓ Assess and Document the Experience

Sustaining and growing Career Days and all other work-based learning activities depend on maintaining positive relationships with the participating employers. These employers should be treated as valued customers and partners with frequent check-ins to address their needs and support their participation.

Connector Career Day Checklist

Quick tips for Work-Based Learning Connectors³ to ensure a successful career day.

Before the Career Day

- Design the Career Day. Choose the date and format, identify goals for the day, create an action plan and schedule any planning meetings.
- Prepare Teachers and Faculty. Share and review the Teacher/Faculty Tip Sheet.
- Have Teachers and Faculty create learning objectives and work with learners⁴ to prepare for the day.
- Keep staff well informed and publicize the event at staff meetings and in school announcements. Create a Career Day flyer and post on the web and around the school.
- Provide the employers with an information packet about the school, including the format and schedule for the day.
- Confirm employer attendance and determine presentation needs. Let them know where to park and share any visitor procedures they need to follow.
- Support and prepare the employers. Share some questions to expect and encourage them to create an engaging and interactive presentation - using visuals and props.

During the Career Day

- Be the point person and troubleshooter on Career Day. Be prepared to address technology issues and have a back-up plan in case of speaker cancellations.
- Distribute a schedule of events for the day to all parties.
- Arrange for the employers to be met and escorted to the activity or meet them early in the online space. (Have one or two learners serve as "school ambassadors.")
- Distribute and collect feedback surveys.

After the Career Day

- Document the Career Day. Review all feedback surveys and summarize results. Debrief the day and make recommendations for improvements.
- Help learners update their career development plans and think about any next steps they would like to take to further their career goals.
- Work with Teachers and Faculty to coordinate "go deeper" activities and connect Career Day to the classroom.
- Send thank-you notes to guest speakers and businesses that participated.
- Take pictures from Career Day and provide them to the companies for their websites or newsletters. Ensure you have signed releases for all photos.
- Publicize the Career Day and the businesses in attendance by placing a story in the local newspaper or posting on the school or agency webpage.
- Consider other potential public relations benefits and opportunities.

Sample Career Day Timeline

Beginning of the school year:

Brainstorm business partners who could participate. Find a location.

Two months in advance:

Invite business partners to participate. Secure date, time and location.

One month in advance:

Meet with planning committee to review logistics and facility needs. Confirm participation of speakers.

One week in advance:

Send planning brief to speakers with agenda for the day, logistics, event information and questions to expect. If conducting the career day online, test and practice with the selected platform.

On Career Day:

Welcome presenters and manage event flow and agenda.

After Career Day:

Send thank-you notes to all presenters and ensure Learner reflection activities take place.

³ This includes Earn & Learn work-based learning connectors and others who facilitate, arrange and support work-based learning activities for learners.

⁴ 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.

Tips for Conducting an Online Career Day

- Select and personally practice using the selected technology.
- Make sure all learners have access to appropriate technology.
- Decide how you will have learners pose questions – Verbally or by entering on their device.
- Do a practice run with your learners as well as the presenter(s).
- Preload any slides or presentations from the speaker(s)
- Decide how you want to manage the session. Sometimes it takes one person to moderate and another to monitor the technology and address questions.
- Decide which learner reflection activities will take place and how you will support them.
- Remember, it's possible that parents or guardians will be around and would be a good resource for potential future speakers.
- Make sure you get feedback on the activity from the speaker and the learners.
- Record and post the presentation for others to view and use in their classrooms.

Learner⁵ Career Day Checklist

On Career Day, you'll get the chance to learn more about careers that interest you and put careers you haven't yet heard of on your radar.

You'll get to ask questions, practice professional behavior and become more comfortable communicating with adults.

Have you done all you can to prepare for career day?

- Fill out any required forms, have them signed and turn them in.
- Get the list of visiting companies and do a little research to learn what they do.
- Come up with at least three questions you want to ask the employers.
- Practice your elevator pitch. Include your name, grade, why you are in this program and what you'd like to do with your future. Summarize your knowledge, skills, accomplishments and anything else that would make an employer see you in a positive light.
- If online, have you participated in a practice run and know how to pose questions using the technology?

Are you Ready for Game Day?

Have you...

- Turned in your forms?
- Decided what to wear?
- Researched the companies?
- Crafted your questions?
- Polished your resume?
- Practiced your pitch?
- If online, have you done a practice run?
- Thought about how you'll share your day on social media? (Remember to take pics.)

Have you thought about what you can do to make career day a big success?

- Think of this day as a job interview and dress professionally. Give the employer a good first impression and perhaps a summer job or internship may follow. In fact, ask each person you meet for a business card or LinkedIn connection so you can follow up later. This may come in handy, even with employers who don't excite you now.
- When you have the chance, try and find out more about the company by asking one of your prepared questions or any that occur to you. Be enthusiastic (low energy can come across as lack of interest) and pay attention to what you hear. Can you see yourself working there?
- If you don't yet have a resume, create one and bring copies with you to Career Day so you can hand them out to any employer that interests you.

When career day is over, how will you keep moving your career forward?

- Reflect on the day. Talk to your classmates and Teachers or Faculty about the Career Day and if you are interested in pursuing a career in some of the industries represented. What kind of jobs do you want to know more about? How will you learn about them?
- Update your career development plan and think about what you would like to do next to move your career plans forward.
- Send a follow-up email to thank each employer for his or her time. If you're interested in working there or learning more, say so and ask for next steps.
- Fill out any evaluation forms. Be honest. That will help make future Career Days more meaningful experiences.
- Share your experience with your peers on social media. Perhaps a blog post about the event?

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

Teacher/Faculty Career Day Tip Sheet

Note: If you're coordinating a Career Day, have a look at the Connector Career Day Checklist.

Career Days are designed to:

- Expose learners⁶ to a variety of careers and jobs by connecting them with business partners.
- Provide a realistic picture of the workplace and careers.
- Help learners make the connection between learning and the workplace.
- Inform career planning.

Before Career Day

- Review the Career Day Fact Sheet
- Assess how the day can support classroom activities and help meet curriculum goals.
- Identify desired learning objectives and talk to the learners about the day and what they can expect to learn.
- Share the list of visiting guests and have learners research guests' company websites and LinkedIn profiles. Have learners prepare at least three questions for each employer.
- Build excitement for the day. Help learners connect the day to their career goals. Collect any required forms.

During Career Day

- If employers are visiting the classroom, introduce the speaker(s) and help moderate the session. Keep an eye on the time for each visitor's discussion and wrap up the day with thanks to all.
- If the Career Day is taking place in the auditorium or a large meeting space, help learners navigate the room and approach visitors professionally.
- If the Career Day is taking place on-line, help move learners into rooms and approach visitors appropriately. Moderate the session and troubleshoot any technology issues.
- Distribute and collect feedback forms from learners and speakers.

After Career Day

- Provide individual and group reflection activities for learners and help them make the connection between what they are learning and the workplace.
- Help learners update their career development plan and think about any next steps they would like to take to further their career goals.
- Have learners write thank-you notes to the employer partners.
- Assess the impact and value of the Career Day with the connector and utilize employer, staff and learner feedback to improve future Career Days.
- Document and archive information about the Career Day.

Go Deeper

- Make the Career Day part of a project and have learners prepare and deliver a presentation.

The Classroom Connection: Preparation and Reflection

The day before Career Day

Set learners up for success by having them:

- Research visiting Career Day speakers.
- Prep their resume.
- Practice their elevator pitch.
- If online, practice using the platform with your learners.

After Career Day

- Spark Learner reflection with an activity.
- Ask, "What new things did you learn about jobs and industries?"
- Ask if they want to get more information.
- Send a thank-you email and connect with professionals on LinkedIn.

⁶ 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.

Employer Career Day Tip Sheet

Thanks for agreeing to participate in a Career Day. As you think about how to best prepare for the day, keep the following success factors in mind.

Before the Career Day

- Review the information packet about the school and the Career Day, including the format, learning objectives and schedule. Review the goals for the day and align what you plan to talk about with curriculum goals.
- Build talking points that will engage the learners⁷. Ask the connector or teacher/faculty for presentation tips and to help you address any concerns you may have.
- Review where to park and enter the school. If you have special requirements for the day, such as a projector or computer set-up, let the Connector know. If you're handing out materials, ask for an estimate of the number you'll require.
- If participating in the Career Day online, practice with the technology and make sure the connector has your materials in advance.
- Send your bio to the Connector in advance or bring it with you on Career Day. Pack your business cards or include your contact information in your presentation. The learners have been asked to request them.
- The evening before Career Day, review the key points of your presentation.

Suggested Talking Points for Your Presentation to Learners:

- Describe your career journey.
- Talk about obstacles you overcame.
- Discuss need for perseverance, hard work and getting along well with others.
- Manage learners' expectations on the world of work.

Professional Development Tips to Share:

- Avoid job hopping.
- Build your network (talk about how to do that).
- Be a continuous learner and stay abreast of industry changes.

During the Career Day

- Introduce yourself and state your company and title. If you're speaking to a large group, let the learners know what to expect from your presentation. Try not to read from prepared notes and if you're using insider lingo, define those industry terms and acronyms.
- Whether you're speaking to a large group, online or one-on-one, use visual aids such as a product, tool or any materials from your company that will help the learners understand what you do.
- Talk about how school subjects (such as math and language arts) and good habits (such as punctuality and consistent attendance) are important skills in the workplace.

After the Career Day

- Provide feedback to the Connector to improve future Career Days.
- Consider how you might use this and other Career Days to promote your company's visibility in the community.

Go Deeper

- Explore ways that you might further interest learners and grow the pool of potential future employees.
- Talk to the Connector about being a classroom speaker or guest trainer, helping with curriculum, or hosting learners for Job Shadows, Jobs or Internships.

⁷ 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.

Employer Career Day Fact Sheet

On Career Day, business partners from a variety of careers come together at a school or online to share information about their company, their job, and what education, skills and knowledge are required for success in their career.

Designed to meet specific learning objectives, a Career Day helps learners⁸ connect what they're learning in school with the workplace. They listen to speakers or navigate the event independently, seeking information about the industry and the career options it provides. They also learn about the participating business's role in the local economy.

Program Level: 9th grade or higher.
Employer/Learner Ratio: Varies. 1-8 employers to 40-100 learners.
Duration: Usually 3 hours
Frequency: One time
Location: School or Online
Costs: Staff time
Special Considerations: Employee selection. Company volunteer policies and practices.

Why are Career Days important for learners?

- Career Days expose learners to potential careers and jobs and help build occupational knowledge.
- They illustrate the education and training needed for entry into certain industries.
- They let learners know about your company's processes and products/services and the role your business plays in the community.

What are the benefits to my company?

- Exposes potential future workers to job opportunities and careers with your company, as well as the required skills and education to be successful in your industry.
- Introduces learners to your employees and co-workers.
- Helps your employees understand how to communicate with the next generation of workers.
- Provides a way to introduce and engage multiple employees with your commitment to education and connect your company with the community.

What do I need to do next?

- Determine who will coordinate Career Day for your company and have them connect with the work-based learning Connector to address scheduling, planning and logistics.
- Arrange for a presentation to those employees who will participate in the Career Day.
- Distribute the Employer Career Day Tip Sheet to interested employees.
- Consider any impacts on company policy.

Resources

- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with Earn & Learn.

⁸ 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.



Remote and Virtual Career Day Options Sheet

Translating a Career Day activity to a remote classroom or set of classrooms is a fairly straightforward process. While Career Days are usually conducted at the school in an assembly-like setting, in some cases Career Days may be organized for the remote classroom or set of classrooms via Zoom, WebEx, Microsoft Teams, Google Meet or some other technology. Virtual options are also possible, where learners⁹ conduct on-line research and share their findings, serving as a foundation for an activity and/or discussion in the classroom.

Remote Career Day Options

Remember, remote activities promote “live” learner contact with adult professionals and front-line workers via the use of technology.

Career Day Remote Classroom (with Breakouts)

An interactive, online career day where employers visit a classroom or classrooms remotely. After a panel presentation, learners visit individual industry partners in breakout rooms. At the end of the session, the class comes back together to share what they’ve learned and reflect on the activity.

Career Day Remote Classroom (Sequenced)

- Schedule a number of industry partners to visit the remote classroom or set of classrooms throughout a school day.
- Combine a brief Guest Speaker activity followed by a group informational interview.

Steps to Success

- Review the Career Day Guide and distribute materials to all parties
- Create a timed agenda for the Career Day
- Arrange for industry partners provide a panel presentation
- Assign industry partners to breakout rooms by industry
- Rotate learners or assign them to breakout rooms based on interest
- Rotate learners through breakout rooms
- Debrief in a group discussion(s)

Special Considerations:

- Get employer permission to record and reuse the session
- Select and test appropriate technology with all parties
- Decide how learners will pose questions (raise hand, chat box etc.)
- Decide who will moderate and who will provide tech support during the session
- Conduct a dry run with learners

⁹ 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.

Virtual Career Day Activity Options

Remember, virtual activities are generally simulations and provide learners with employer exposures through recordings, on-line research and related classroom activities.

Career Day Virtual Research and Share

- Have learners conduct online research on a range of careers in an industry of interest, gather information, find compelling recorded presentations on careers in the industry and have them share their findings in the remote classroom.
- Consider making it a team-based activity and have a small group of learners work together and prepare a presentation for the rest of the class or pathway cluster.

Career Day Hybrid Activity

Hybrid options are those that combine some virtual activities with some live remote interactions with employers.

Record a career day panel and use it as a basis for a remote classroom activity. If possible, have one or more of the career day panelists visit the remote classroom to share information and answer questions.

Tips for Conducting an Online Career Day

- Select and personally practice using the selected technology.
- Make sure all learners have access to appropriate technology.
- Decide how you will have learners pose questions – Verbally or by entering them on their device.
- Do a practice run with your learners as well as the presenter(s).
- Preload any slides or presentations from the speaker(s)
- Decide how you want to manage the session. Sometimes it takes one person to moderate the session and another to monitor the technology and address questions.
- Decide which learner reflection activities will take place and how you will support them.
- Remember, it's possible that parents or guardians will be around and would be a good resource for potential future speakers,
- Make sure you get feedback on the activity from the speaker and the learners.
- Record and post the presentation for others to view and use in their classrooms.

Resources and Links

Below you will find two examples of online resources that provide information and presentations on wide range of careers in a range of industries. Consider having your learners conduct internet research on careers your pathway cluster or industry cluster. Have them share what they found with the class.

United States Dept of Labor

<https://www.bls.gov/ooh/>

Provides extensive career information on occupations and careers including O*Net and the Occupational Outlook Handbook.

Cue Career

<https://www.cuecareer.com>

Cue Career aggregates the resources of industry associations for career exploration/navigation and workforce development. Learners explore careers by watching video interviews with people who are early in their career (members of associations)

Career Day Learner¹⁰ Preparation Activity

Complete the following research assignment as part of your preparation for the upcoming Career Day.

Learner name:
List three careers that are interesting to you. 1. 2. 3.
What companies are presenting at Career Day that may be related to one of these careers? If you're not sure, ask a classmate or teacher.
If you wanted to pursue one of these career options, what might you do to prepare in the next five years, both in high school and afterwards?
List three other companies presenting at Career Day that you'll speak to. 1. 2. 3.
What are three questions you could ask a Career Day presenter? 1. 2. 3.

Adapted from original material created by NAF. Used with permission.

¹⁰ Learner includes K-12, community college and college students; youth and young adults engaged in workforce development programs; and adults participating in career development activities.

Career Day Learner¹¹ Reflection Activity

Take some time to think about Career Day and reflect on how it might affect your college and career plans in the future.

Learner name:	School:
Name of one Career Day presenter you spoke to:	
Company of presenter:	

What aspects of the Career Day were interesting? Why? Be specific.

What aspects of the Career Day were not interesting? Why not? Be specific.

What did you learn about the presenter's company? Please explain.

How does the presenter use skills like reading and math in his/her career?

¹¹ Learner includes K-12, community college and college students; youth and young adults engaged in workforce development programs; and adults participating in career development activities.

What were the steps that the presenter took to get to his/her current career?

Would you consider a career in this field? Why or why not?

If you wanted to pursue this career option, what might you do to prepare in the next five years, both in high school and afterwards?

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Preparing Learners¹² for a Career Day

Your learners will be participating in a career awareness work-based learning activity in the coming weeks. Career Days help learners connect the lessons they're learning in the classroom with the college and career options ahead of them.

Career Awareness Learner Learning Objectives

- Learn about different careers and the basic pathways leading to them.
- Learn about how basic skills such as math and reading are used in the workplace.
- Understand the importance of post-secondary education and training following high school graduation.

Learner Career Interest

There are a variety of online career interest assessment tools for your learners to use to help narrow their career interests. Help them through the process. After they've determined areas of interest, have learners compare their own list of potential careers with the list of career day presenters, and generate a list of questions for the visitors.

Tell learners to take notes during Career Day, so they can record the presenters they visit or talk to. They will use this information to write thank-you notes later.

Thank-You Note

After Career Day, conduct a thank-you note writing activity with learners.

Work-Based Learning Activity Evaluation

The Work-Based Learning Learner Evaluation will provide important information to the Connector and will help shape future Career Days.

Career Day Learner Reflection

Learner reflection allows learners to analyze their experiences and prompts thinking about education and career decisions based on the experience. Reflection exercises encourage analysis and thinking about the connection between school and work.

Conduct activities that will allow learners to reflect individually and then share what they learned from the Career Day. This is an excellent time to begin including the guidance counselor in the classroom activities if you haven't done so already.

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¹² 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.



Career Mentoring Guide

Career Mentoring Fact Sheet

A fact sheet that provides a definition and learning objectives for the activity.

WBL Connector Checklist

A checklist of steps to guide WBL Connectors in creating successful career mentoring activities for all parties.

Learner¹ Checklist

A checklist for learners participating in career mentoring that facilitates deeper learning from the work-based learning experience.

Teacher/Faculty Tip Sheet

Tips for teachers/faculty that describes ways to connect the experience to the larger curriculum.

Employer Tip Sheet

Tips for employer volunteers participating as a career mentor to support their engagement.

Employer Fact Sheet

Facts about career mentoring to help employers decide whether their company or organization can participate.

Implementation Tools

Career Mentoring Research Activity

A worksheet for learners to complete before the activity.

Career Mentoring Learner Reflection

A worksheet and discussion guide that supports learner reflection after the activity.

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Career Mentoring Fact Sheet

Career Mentoring

Career Mentoring is a Career Exploration activity in which a learner² is matched one-on-one with an adult professional to explore potential careers and related educational issues. Different than programs such as Big Brothers, Big Sisters, the career mentor serves as a *career* resource by sharing insights and providing guidance about the workplace, careers and postsecondary education/training. This is accomplished through formal and informal meetings organized at the school, in the workplace or online, but never in an unsupervised environment or the home. Some career mentors may work with and support a small group of learners.

Building a trusting relationship between the learner and the mentor is the key to a successful experience. Designed to meet specific learning objectives, career mentoring is educationally rich, is tied to the curriculum, and helps learners connect what they're learning in school or training with the workplace.

Career mentoring is one activity in the continuum of authentic work-based experiences provided to all learners engaged in career-related programs or course of study in the Earn & Learn community.

Career Mentoring is designed to:

- Give learners exposure to jobs, careers and industries.
- Help build a relationship with a caring and knowledgeable adult.
- Offer a chance to practice communication skills and develop professional skills.
- Help make the connection between school and the workplace.
- Inform career planning.

Career Mentoring is structured to:

- Build self-esteem, self-worth, confidence and flexibility.
- Build occupational knowledge.
- Enable learners to identify areas of career interest.
- Allow for the mentor and mentee to select each other.
- Build knowledge about the education and training needed for a particular job, career path and entry into the industry.

Career Mentoring is supported by:

- Classroom preparation and reflection upon the experience verbally and in writing.
- A long-term commitment from an adult role model (generally at least a year).
- A focus on building trust and respect with each other.
- Clear and reasonable expectations for learners and their career mentor.
- Meetings or communication with enough regularity to develop a strong relationship.

Career Mentoring is connected to:

- Individual career development/training plans.

What is a Career Mentor?

A career mentor is:

- A role model
- A guide
- A coach
- An advisor
- Experienced
- Reliable
- Approachable
- Relatable
- Invested in outcomes
- An additional resource

A career mentor is not:

- Assigned
- Any employer partner a learner happens to interact with
- A teacher
- A worksite supervisor or internship host (though a mentor/mentee relationship may evolve during or after the experience)
- A counselor or case manager
- Paid to be there

² 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.

- A continuum of future work-based learning activities that build over time.
- The learner's next steps.

Career Mentoring Models

Below are some sample mentoring models that can be used alone or in combination to offer learners and mentors a range of opportunities.

- Traditional mentoring (one adult to one learner)
- Small group mentoring (one adult to as many as four learners)
- Team mentoring (several adults working with small groups of learners. Adult-to-learner ratio is no greater than 1:4.
- Large group mentoring (one or two adults to seven to ten learners)
- Peer mentoring (older learners mentoring other learners)
- E-mentoring (mentoring via email and the internet combined with another model from the list above.

Career Mentoring Support Materials

Checklists, Tip Sheets and Fact Sheets:

- Connector Career Mentoring Checklist
- Learner Career Mentoring Checklist
- Teacher/Faculty Career Mentoring Tip Sheet
- Employer Career Mentoring Tip Sheet
- Employer Career Mentoring Fact Sheet

Implementation Tools:

- Career Mentoring Research Activity
- Career Mentoring Learner Reflection
-

Remote Note

Learners who are currently paired with a Career Mentor may continue to receive support via telephone or some other technology if the necessary permissions, protections and guidance are in place to promote learner safety.

Tips for Success Work-Based Learning Essential Elements

Effective Career Mentoring includes structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- ✓ Conduct Effective Planning
- ✓ Prepare for Success.
- ✓ Identify Learning Objectives.
- ✓ Create Authentic and Engaging Experiences
- ✓ Connect to Careers
- ✓ Support Learner Growth
- ✓ Ensure Activities are Safe and Legal
- ✓ Provide Ongoing Support
- ✓ Provide for Reflection, Presentation and Feedback.
- ✓ Connect to the Learner Next Step
- ✓ Assess and Document the Experience

Sustaining and growing Career Mentoring and all other work-based learning activities depend on maintaining positive relationships with the participating employers. These employers should be treated as valued customers and partners with frequent check-ins to address their needs and support their participation.

Work-Based Learning Connector Career Mentoring Checklist

Quick tips for Work-Based Learning Connectors³ to ensure successful career mentoring.

Before Career Mentoring

- Identify all interested teachers/faculty and help them plan for career mentoring. Share the Teacher/Faculty Tip Sheet.
- Select and design the appropriate career mentoring model with a focus on career exploration, training and related education.
- Assess potential mentors and select those who are compatible with the learners⁴.
- Conduct background checks and fingerprinting if required. Determine costs and who will bear expenses.
- Support teachers/faculty in selecting appropriate learners and creating learning objectives.
- Match learners with potential mentors. Allow the mentor and mentee to select each other.
- Onboard mentors with an orientation and training. In training, reinforce that there is to be no face-to-face meeting outside of supervised activities. Remind mentors to keep equity issues in mind, ensuring that one mentee isn't offered many perks while another receives few.
- Define how much face-to-face time is desirable. (Early in the experience, the more the better.)
- Explore alternative forms of connecting, such as ZOOM, email and other social media.

Sample Career Mentoring Timeline

Phase 1: Identify interested teachers/faculty, mentors and learners. Select career mentoring model.

Phase 2: Match learners with mentors (or assist them in choosing each other).

Phase 3: Prepare teachers/faculty and learners.

Phase 4: Provide orientation and training to career mentors. Arrange mentoring events.

Phase 5: Provide ongoing support to learners and career mentors.

Phase 6: Use feedback to document effectiveness of program and help learners update their career development plan.

During Career Mentoring

- Share the Work-Readiness Competencies with the mentor.
- Share the current focus of classroom activities on a regular basis.
- Provide ongoing support and training for career mentors. Encourage them to share their story of the pathway to their current position. Support them in helping learners build their personal traits. Help mentors understand issues of confidentiality.
- Provide ongoing support for learners. Encourage them to share interests, concerns and ideas with their mentors. Suggest they invite mentors to school activities. Have learners share assignments and study topics with their mentors.

After Career Mentoring

- Document the career mentoring. Review feedback from mentors, teachers/faculty and learners and summarize results. Make recommendations for improvements.
- Help learners update their career development plan and think about any next steps they would like to take to further their career goals.
- Send thank-you notes to mentors.
- Publicize the career mentoring and the businesses that participated by placing a story in the local newspaper or posting on the school or agency webpage.
- Consider other potential public relations benefits and opportunities.

³ This includes work-based learning connectors and others who facilitate, arrange and support work-based learning activities for learners.

⁴ 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.

Learner⁵ Career Mentoring Checklist

Career mentoring is a great way for you to get one-on-one support from a professional in a field that interests you. You and your mentor will make a long-term commitment to work together (generally, at least a year). During that time, you'll regularly communicate, giving you the chance to get answers to your career questions and practice professional behavior.

Use this checklist to help you get the most out of your career mentoring experience. Read through the list and check off things when you complete them.

Have you done all you can to prepare?

- Fill out and turn in any required forms.
- Participate in pre career mentoring activities in your class.
- Meet with a Teacher/Faculty or Connector about what you want to get out of your career mentorship (e.g. communication skills). These are your learning objectives.
- Research your mentor's company. Check out their website and write at least three questions that address what you'd like to know about the mentor and his/her job.
- If the career mentorship requires traveling, make sure you have transportation arranged.

Have you thought about what you can do to make career mentoring a big success?

- Dress appropriately and arrive on time, every time.
- Be respectful. Make sure your phone is off during meetings/activities.
- Pay attention to what your mentor shares with you and the advice you receive.
- Be engaged. When you hear something that interests you, ask if it's okay to take notes.
- Work toward your learning objectives.
- Try to make connections between what you're hearing and what you're learning in class.

When the career mentoring is over, how will you keep moving your career forward?

- Reflect on the experience. Talk to your classmates and teachers/faculty about the mentoring and whether you're interested in pursuing a career in your mentor's industry.
- Participate in classroom activities that help you think about the value of the career mentoring.
- Update your career development plan and think about next steps in moving your career plans forward.
- Give feedback about the mentoring experience. If you feel it wasn't a good match, let your Teacher/Faculty or Connector know so you can be matched with someone else.
- Send a thank-you letter to the mentor for taking the time to work with you. Think about staying connected on LinkedIn or elsewhere.
- Ask your career mentor if you can use them as a reference.
- Share your experience with your peers on social media. Perhaps a blog post?

Are you Ready for Game Day?

Have you...

- Completed all required forms?
- Set your learning objectives?
- Researched your mentor's company?
- Prepared your questions?
- Arranged transportation?
- Thought about what you'll share at you first session?

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.

Teacher/Faculty Career Mentoring Tip Sheet

Note: If you're coordinating a career mentoring program, have a look at the Connector Career Mentoring Checklist.

Career Mentoring is designed to:

- Give learners⁶ exposure to jobs, careers, and industries.
- Offer the opportunity to build a relationship with a caring and knowledgeable adult.
- Offer a chance to practice communication skills and develop professional skills.
- Help learners make connection between school and the workplace.
- Inform career planning.

Before Career Mentoring

- Review the Career Mentoring Fact Sheet and this tip sheet.
- Identify interested and qualified learners and help the Connector select career mentors who are compatible with the learners. (When possible, let them interview and select each other.)
- Assess how career mentoring can support classroom activities and help meet curriculum goals.
- Identify desired learner learning objectives. These should include personal, academic, occupational and work-readiness objectives.
- Regularly provide the mentors with information about what learners are studying or learning about so they can better support key concepts.
- Have learners research the career mentor's employer website and prepare at least three meaningful questions to ask during their first meeting.

During Career Mentoring

- Provide opportunities for learners to share in the classroom—verbally and in writing—what they're learning through their career mentorship.
- Encourage learners to share current study topics, interests, aspirations, and ideas with their mentor.
- Suggest that learners invite their mentors into the classroom for specific events or activities.
- Set regular check-ins with the learners.

After Career Mentoring

- Thank the career mentor and together identify follow-up activities for the learners.
- Provide opportunities for reflection through discussions, presentations, and/or projects. Help learners make the connection between the classroom and the workplace.
- Help learners update their career development plan and think about any next steps they would like to take to further their career goals.
- Assess the impact and value of the career mentoring with the Connector and utilize mentor, teacher/faculty and learner feedback to improve future career mentoring activities.
- Document and archive information about the career mentoring activity.

The Classroom Connection: Preparation and Reflection

Before Career Mentoring

Set learners up for success by having them.

- Research mentor's company and industry.
- Discuss how career mentoring can help them meet learning objectives.
- Help learner craft questions and develop goals

After Career Mentoring

- Spark learner reflection with an activity.
- Ask, "What new things did you learn about the workplace and careers?"
- See if they want to find out more or further explore careers in the mentor's industry.

⁶ 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.

Employer Career Mentoring Tip Sheet

Thanks for agreeing to be a career mentor! As you think about how to best prepare for the experience, keep the following success factors in mind.

Before Career Mentoring

- Commit to stay engaged for a minimum of one year and possibly longer.
- Attend the career mentoring orientation.
- If you have questions or concerns, discuss them with the Connector or Teacher/Faculty.
- Provide Teacher/Faculty with website link(s) about your company, industry and profession to help your mentee prepare questions and know a bit about your workplace.
- Find out what your mentee is currently studying so you can link the classroom with the workplace and support key concepts.

During Career Mentoring

- Meet or communicate regularly with your mentee. Some activities will be organized by the Connector and some contact will be generated by your mentee or yourself via email or telephone.
- Follow all school and company rules, including volunteer policies and boundary/equity issues. Make sure there's no face-to-face connection outside of supervised and approved activities. (The orientation you attend will help you with this.)
- Regularly review the information on what your mentee is studying and ask questions about it. Provide feedback on their work.
- Pay attention and show your mentee that you're listening.
- Make it real. It's all about the relationship you're able to develop with your mentee.
- Help your mentee focus on learning about and practicing professional skills.
- Share the educational and career path you took to your current position.
- Talk about how school subjects (such as math and language arts) and good habits (such as punctuality and consistent attendance) are important skills in the workplace.
- If possible, share mistakes you've made and how you have addressed problems.
- If you can no longer be a mentor, give as much notice as possible, try to recruit someone else, and make sure your mentee knows why you need to stop and that it has nothing to do with him/her.

After Career Mentoring

- Provide feedback to the Connector to improve future career mentoring experiences. Complete the WBL Activity Evaluation.
- Consider how you might use the career mentoring experience to promote your company's visibility in the community.

Go Deeper

- Consider having your mentee shadow you at work for a day.
- Arrange an internship at your company for your mentee. Check in regularly around his or her progress.

Why is Career Mentoring Important?

- Research shows that career mentors help learners stay in school, stay focused on their career options and pursue their goals.
- A career mentor lets a young person know that someone cares, that they matter and can have a bright future.
- A career mentor can help a young person see the connection between what they learn in the classroom and the real world.
- A career mentor can help their mentee better communicate with and relate to adults.

Employer Career Mentoring Fact Sheet

In career mentoring, a learner⁷ is matched one-on-one with an adult professional to explore potential careers and related educational issues. Different than programs such as Big Brother, Big Sister, the career mentor serves as a *career* resource by sharing insights and providing guidance about the workplace, careers and education. This is accomplished through formal and informal meetings organized at the school, in the workplace or online, but never in an unsupervised environment or the home.

Program Level: All Grades or Ages
Employer/Learner Ratio: Usually 1:1 but sometimes 1 to small group
Duration: Usually 1 year
Frequency: One time
Location: Varies
Costs: Staff time
Special Considerations: Employee selection. Company volunteer policies and practices.

The development of a trusting relationship between the learner and the mentor is the key to a successful experience. Designed to meet specific learning outcomes, career mentoring is educationally rich, is tied to the curriculum, and helps learners connect what they're learning in school with the workplace.

Why is career mentoring important for learners?

- Research shows that career mentors help learners stay enrolled in school, stay focused on their career options and pursue their goals.
- A career mentor lets a young person know that someone cares, that they matter and can have a bright future.
- A career mentor can help learners see the connection between what they learn in the classroom and the real world, as well as the education needed for entry into certain positions.
- A career mentor can help their mentee better communicate with and relate to adults.

What are the benefits to my company?

- Exposes potential future workers to job opportunities and careers with your company, as well as the required skills and education to be successful in your industry.
- Introduces learners to one or more of your employees.
- Helps your employees understand how to communicate with the next generation of workers.
- Provides an efficient way to introduce and engage multiple employees with your commitment to education and connect your company with the community.

What do I need to do next?

- Contact the work-based learning connector.
- Arrange for a presentation to those employees who will participate as career mentors.
- Distribute the Employer Career Mentoring Tip Sheet to interested employees.
- Consider any impacts on company policy.

Resources

- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with Earn & Learn.

⁷ 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.

Career Mentoring Research Activity

Complete the following research assignment as part of your preparation for your upcoming career mentoring experience. This research will be the basis for in-class discussion and presentations prior to the tour.

Your name:
Your career mentor's company:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with your career mentor's company?
After researching the company, what are some questions that you will ask your career mentor?
Based on your research, what do you think you will like most about your career mentoring experience?
Based on your research, what is your biggest concern about your career mentoring experience?
If you could leave the career mentoring experience having learned one thing, what would that be?
Anything else you learned while doing your research that you'd like to share with your Teacher/Faculty or the class?

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Career Mentoring Learner⁸ Reflection

Now that you have completed your career mentoring, take some time reflect on what you experienced and how the mentoring might inform your college and career plans in the future.

Learner Name:

School:

Career Mentor's Company:

Mentoring date range:

What aspects of the career mentoring were interesting? Which were not? Why?

What did you like about the career mentoring? What would you change?

Would you consider a career in your mentor's field? Why or why not?

What was the most memorable aspect of your career mentoring experience? Why?

What did you learn about your mentor's company and its employees? Please explain.

Describe ways that technology is used at your career mentor's workplace.

⁸ 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.

If you wanted to work where your career mentor works, what might you do to prepare in the next five years, both in high school and afterwards?

What knowledge and skills are you learning in school that might be used at your career mentor's workplace? Please explain.

What knowledge or skills do you need to strengthen to be successful at the mentor's workplace? Please explain.

Would you recommend that other learners have a career mentoring experience? Explain.

Anything else you'd like to say about the career mentoring experience?

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Workplace Tour Guide

Workplace Tour Fact Sheet

A fact sheet that provides a definition and learning objectives for the activity.

WBL Connector Checklist

A checklist of steps to guide WBL Connectors in creating successful workplace tours for all parties.

Learner¹ Checklist

A checklist for learners participating in the activity that facilitates deeper learning from the work-based learning experience.

Teacher/Faculty Tip Sheet

Tips for teachers and faculty that encourages ways to connect the experience to the larger curriculum.

Employer Tip Sheet

Tips for employee volunteers participating in the workplace tour to support their engagement.

Employer Fact Sheet

Facts about workplace tours to help employers decide whether their company or organization can participate.

Implementation Tools

Workplace Tour Learner Research Activity

A worksheet to support learners research in preparation for career day.

Workplace Tour Learner Reflection

A worksheet and discussion guide that supports learner reflection after the activity.

¹ 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.



Workplace Tour Fact Sheet

Workplace Tour

A Workplace Tour is a highly structured Career Awareness activity in which learners² visit a workplace, learn about the business, meet employees, ask questions and observe work in progress.

More than a simple field trip or site visit, a Workplace Tour is designed and structured to meet specific learning outcomes, be educationally rich, and build awareness of the business, its industry sector, its role in the economy and the career options it provides.

A Workplace Tour involves preparation and follow-up in the classroom, including research and reflection by learners. Tours generally last between an hour-and-a-half to two hours.

Workplace Tours are one activity in the continuum of authentic work-based experiences provided to all learners engaged in career-related programs or course of study in the Earn & Learn community.

Workplace Tours are designed to:

- Provide exposure to the industry sector, potential career opportunities and jobs.
- Build occupational knowledge.
- Build an understanding of the education and training needed for entry into careers in the industry.
- Foster an understanding of the business's workforce and its contributions to the community.

Workplace Tours are structured to:

- Enhance workplace knowledge and build career awareness.
- Illustrate how key academic concepts are applied in the real world.
- Offer learners a chance to ask questions and observe work in progress.
- Promote learner interaction with professional adults.

Workplace Tours are supported by:

- Learner preparation and follow-up in the classroom.
- Research on the industry, the careers it offers and the hosting company.
- Support for employer partners in delivering an engaging and interactive tour.
- Opportunities to reflect upon the experience verbally and in writing.

Workplace Tours are connected to:

- Classroom learning and preparation.
- Individual career development/training plans.
- A sequence of educational, training and workplace activities.

² 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.

- The learner's next step, by intentionally sequencing with future work-based or career-related classroom experiences.

Workplace Tour Support Materials

Checklists, Tip Sheets and Fact Sheets

- WBL Connector Workplace Tour Checklist
- Learner Workplace Tour Checklist
- Teacher/Faculty Workplace Tour Tip Sheet
- Employer Workplace Tour Tip Sheet
- Employer Workplace Tour Fact Sheet

Implementation Tools

- Workplace Tour Research Activity
- Workplace Tour Learner Reflection

Remote Note

Some employers may be in a position to conduct a remote tour of their workplace, perhaps as part of a scheduled Guest Speaker activity.

- Consider working with an industry partner to provide an on-line tour of their facilities using Zoom, Microsoft Teams or Facetime.
- Allow for learners to interact with employees and ask questions during the tour.

Tips for Success **Work-Based Learning Essential Elements**

Effective Workplace Tours include structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- ✓ Conduct Effective Planning
- ✓ Prepare for Success
- ✓ Identify Learning Objectives.
- ✓ Create Authentic and Engaging Experiences
- ✓ Connect to Careers
- ✓ Support Learner Growth
- ✓ Ensure Activities are Safe and Legal
- ✓ Provide Ongoing Support
- ✓ Provide for Reflection, Presentation and Feedback
- ✓ Connect to the Learner Next Step
- ✓ Assess and Document the Experience

Sustaining and growing Workplace Tours and all other work-based learning activities depend on maintaining positive relationships with the participating employers. These employers should be treated as valued customers and partners with frequent check-ins to address their needs and support their participation.

WBL Connector Workplace Tour Checklist

Quick tips for Work-Based Learning Connectors³ to ensure a successful Workplace Tour.

Before the Workplace Tour

- Identify the appropriate employer contact and work with them to plan the tour, providing them with materials and support.
- Suggest that the employer bring in someone from the HR team to talk about entry-level recruitment.
- Arrange for transportation, permission slips, food and address all logistics.
- Find out if safety gear is required and, if so, arrange for it to be provided.
- Talk with teachers/faculty about how a workplace tour can help them meet curriculum goals and make the classroom connection.
- Prepare learners⁴ by having them research the company and practice their personal introduction.
- Identify and document desired learning objectives.

During the Workplace Tour

- Work with the tour host. Make sure to provide time for introductions, an overview of the business and its operations and what to expect during the tour.
- Ensure learners and teachers/faculty receive instruction in workplace safety and an orientation to workplace norms.
- Structure the tour so learners see the full spectrum of activities and occupations within the company.
- Help ensure that learners can observe and interact with employees at different levels of responsibility in the organization.
- If possible, have learners experience some hands-on activity during the tour.
- Have learners experience the tour in small groups and ask questions.

After the Workplace Tour

- Help learners connect what they're learning in class to what they experienced on the tour.
- Provide individual and group reflection activities for learners.
- Suggest that learners share their experiences via social media.
- Support learners in determining their next steps in learning about careers.
- Debrief with the tour host.
- Have the learners write thank-you letters.
- Assess the impact and value of this tour and utilize employer, teacher/faculty and learner feedback to improve future tours. Document and archive information in ELENA.
- Help learners update their career development plan and think about any next steps they would like to take to further their career goals.

Sample Workplace Tour Timeline

Beginning of the school year: Identify and communicate with potential sites. Determine dates.

Three months in advance: Confirm sites and dates. Share format options.

Two months in advance: Confirm format and travel logistics. Recruit learners.

One month in advance: Collect forms. Prepare learners.

One week in advance: Review orientation and logistics.

During the workplace tour: Facilitate agenda, learner management and social media.

After the workplace tour: Thank-you notes, reflection and update career development plan.

³ This includes Earn & Learn work-based learning connectors and others who facilitate, arrange and support work-based learning activities for learners.

⁴ 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.



Go Deeper

- Make the tour part of a project and have learners prepare and deliver a presentation about the company after the tour.
- Have learners create a presentation about their career pathway and deliver it to the employer partner during the tour.
- Take pictures from the tour and provide them to the company for their website or newsletter.
- Publicize the tour and the business by placing a story in the local newspaper or posting on your webpage. (Make sure you clear this with the employer partner first.)
- Consider other potential public relations benefits and opportunities.

Learner⁵ Workplace Tour Checklist

When you get the chance to go on a workplace tour, you'll look behind the scenes of a business or company and ask yourself if this is somewhere you can see yourself in the future. Keep the following things in mind as you get ready for the tour.

Have you done all you can to prepare for the workplace tour?

- Turn in all required forms.
- Learn what the dress code is for the place you're visiting.
- Research the company—how they got started, the kinds of jobs they have and how they contribute to your community.
- Think about what you want to learn and come up with at least three questions about the company or the careers it offers.
- Practice your elevator pitch. Include your name, grade, why you are in this program and what you'd like to do with your future. Summarize your knowledge, skills, accomplishments and anything else that would make an employer see you positively.

Are You Ready for the Big Day?

Have you...

- Turned in your forms?
- Decided what to wear?
- Researched the company?
- Crafted your questions?
- Polished your resume?
- Practiced your pitch?
- Thought about how you'll share your day on social media?

Do you know what you need to do during the workplace tour?

- Pay attention to what's going on at the worksite. Can you see yourself working in a place like this? What kinds of jobs are you interested in?
- Actively participate. Ask the questions you came up with and any others that will help you determine if a career in this industry is for you.
- See if you can connect what's going on in the workplace with what you're learning in school.
- If you have a chance, ask the people you meet for their business cards or see if they'll connect with you on LinkedIn.

Some Social Media Do's and Don'ts

Do...

- Choose your profile picture carefully.
- Keep a professional profile.
- Create a LinkedIn profile and build your personal brand.
- Maintain privacy. If you don't want something to be seen by all, don't post it on the internet.

Don't...

- Post illegal activities.
- Threaten violence.
- Lie about professional and

When the workplace tour is over, how will you keep moving your career forward?

- Talk to your classmates and teachers/faculty about the workplace tour and your feelings about pursuing a career in that industry. What kind of jobs do you want to know more about? Would you be interested in going on another tour in the future? What kind of education will it take to get there?
- Write a thank-you note to the people who hosted the tour.
- Fill out the tour evaluation. Be honest. What worked for you? That will help improve future tours.
- Update your career development plan and think about any next steps you'd like to take to further your career goals.
- Share your experience with your peers on social media. Perhaps a blog post about the event?

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.

Teacher/Faculty Workplace Tour Tip Sheet

Note: If you're coordinating the tour, have a look at the Connector Workplace Tour Checklist.

Workplace Tours are designed to:

- Provide exposure to the industry sector, potential career opportunities and jobs.
- Build occupational knowledge.
- Build an understanding of the education and training needed for entry into careers in the industry.
- Foster an understanding of the business's workforce and its contributions to the community.

The Classroom Connection: Preparation and Reflection

- Support learners in recognizing the curriculum connection.
- Structure a reflection activity based on a "What? So what? Now what?" format.

Before the Workplace Tour

- Review the Workplace Tour Fact Sheet. Assess how a tour can support classroom activities and help meet curriculum goals.
- Review the plan for the tour with the Connector and decide where you can be helpful.
- Identify and document desired learner learning objectives.
- Discuss expectations for the tour with learners⁶ and point out what they might learn from it.
- Have learners research the employer and prepare at least three meaningful questions to ask during the tour. What do they want to know about the company and the industry?
- Collect signed permission forms.

During the Workplace Tour

- Attend the tour and work with the WBL Connector to support aspects of the tour.
- Support the employer by making sure learners are attentive, polite and engaged.
- Help connect what you see at the workplace with classroom topics.

After the Workplace Tour

- Provide individual and group reflection activities for learners. Help them make the connection between the classroom and the workplace.
- Support learners in updating their career development plan and determining their next steps in learning about careers.
- Provide feedback to help assess the impact and value of the tour.
- Document and archive information about the tour.
- Have learners write thank-you notes to the employer partner.
- Suggest learners share a post about the day via social media, tagging the company in posts.

Go Deeper

- Guide learners through a comparison of the culture and style of the workplace with others they have observed, including behavioral and communication expectations.
- Make the tour part of a project and have learners prepare and deliver a presentation to others at your school about the company.
- Take pictures from the tour and provide them to the company for their website or newsletter. Ensure you have signed releases for all photos.
- Publicize the tour and business by placing a story in the local newspaper or posting on school website.

⁶ 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.

Employer Workplace Tour Tip Sheet

Thanks for agreeing to be a host for a workplace tour! In preparing for the visit, keep the following tips in mind.

Before the Workplace Tour

- Review the information packet about the school and the objectives of the tour.
- Let the work-based learning Connector know who the main contact is and provide email/phone, etc.
- Work with your Connector to design an engaging tour of your workplace.
- Let the Connector know where the visiting group should park and enter the building. Include information about security procedures and appropriate dress.
- If safety gear is required at the worksite, arrange for it to be available.
- Brief the employees who will be involved in the tour. Provide an overview of your partnership with the sponsoring school or program, what to expect during the tour, their role and why their involvement is important.

During the Workplace Tour

- Provide an overview of the business, its operations and what to expect during the tour.
- Provide instruction in workplace safety, if needed, and an orientation to workplace norms.
- Bring in someone from HR to talk about entry-level recruitment and careers at the company.
- If possible, arrange for learners to participate in small groups.
- Have learners observe, hear from and speak to employees with different levels of responsibility and roles in your company. See if any of your employees are connected to the school in some way and make sure those individuals get to talk with the learners⁷.
- Make sure learners are exposed to a range of career options in your industry and let them know what it will take for them to be hired when they complete their education and training.

After the Workplace Tour

- Debrief with your team.
- Provide feedback to the work-based learning connector to improve future tours.
- Consider how you might use the tour to promote your company's visibility in the community.

Go Deeper

- Explore ways that you might further interest learners and grow the pool of potential future employees.
- Talk to the work-based learning connector about being a classroom speaker or guest trainer, helping with curriculum, or hosting learners for Job Shadows, Jobs or Internships.

⁷ 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.

Employer Workplace Tour Fact Sheet

On a workplace tour, learners visit a workplace, learn about the business, meet employees, ask questions and observe work in progress.

More than a simple field trip or site visit, a workplace tour is designed and structured to meet specific learning outcomes, be educationally rich, and build awareness of the business, its industry sector, its role in the economy and the career options it provides.

Program Level: Starts 9th grade. Ongoing.
Employer/Learner Ratio: Varies. 1 or 2 employees to 20+ learners.
Duration: Usually 1.5 to 2 hours
Frequency: One time
Location: Workplace
Costs: Staff time
Special Considerations: Safety, company policies on visitors.

Why are Workplace Tours important for learners⁸?

- Provides exposure to potential careers and jobs and helps identify potential interests as well as those occupations *not* of interest.
- Helps build occupational knowledge and familiarity with the education and training needed for success in the industry.
- Helps make the connection between academic theory and practical application.
- Creates awareness of the business's role in the community, as well as its functions, processes, products and employees.

What are the benefits to my company?

- Exposes potential future workers to job opportunities and careers with your company.
- Introduces your employees to learners, which helps them understand how to communicate with the next generation of workers.
- Helps current employees feel good about the company's commitment to education and the community.
- Promotes an understanding of the role and contributions of your business.

What do I need to do next?

- Contact your work-based learning connector.
- Arrange for a presentation to those of your employees who will be hosting the tour.
- Consider any impacts on company policy.

Resources

- Distribute the Employer Workplace Tour Tip Sheet to interested employees.
- Review Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with Earn & Learn.

⁸ 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.

Workplace Tour Research Activity

Complete the following research assignment as part of your preparation for the upcoming workplace tour. This research will be the basis for in-class discussion and presentations prior to the tour.

Your name:
Company you'll visit on your workplace tour:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with your workplace tour company?
After researching your company, what are some questions that you will ask your workplace tour host?
Based on your research, what do you think you will like most about your workplace tour experience?
Based on your research, what is your biggest concern about your workplace tour experience?
If you could leave the workplace tour having learned one thing, what would that be?
Anything else you learned while doing your research that you'd like to share with your teacher/faculty or the class?

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Workplace Tour Learner⁹ Reflection

Now that you have completed your workplace tour, take some time reflect on what you experienced and how the workplace tour might inform your college and career plans in the future.

Learner Name:

School:

Tour Host Company:

Date of Tour:

What aspects of the workplace tour were interesting? Which were not? Why?

What did you like about the workplace you visited? What would you change?

Would you consider a career in this field? Why or why not?

What was the most memorable aspect of your workplace tour experience? Why?

What did you learn about the company and its employees? Please explain.

⁹ 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.

How did the people at the workplace treat one another? Please explain.

Describe ways that technology is used at the workplace you visited.

If you wanted to work in the department/ workplace that you visited, what might you do to prepare in the next five years, both in high school and afterwards?

What knowledge and skills are you learning in school that are used in the workplace you toured? Please explain.

What knowledge or skills do you need to strengthen to be successful at this workplace? Please explain.

Would you recommend that other learners tour this workplace in the future? Circle one and explain.

Anything else you'd like to say about your workplace tour?

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Informational Interview Guide

Informational Interview Fact Sheet

A fact sheet that provides a definition and learning objectives for the activity.

WBL Connector Checklist

A checklist of steps to guide WBL Connectors in creating successful Informational Interviews for all parties.

Learner¹ Checklist

A checklist for learners participating in an Informational Interview that facilitates deeper learning from the work-based learning experience.

Teacher/Faculty Tip Sheet

Tips for teachers/faculty that describes ways to connect the experience to the larger curriculum.

Employer Tip Sheet

Tips for employee volunteers participating in an Informational Interview to support their engagement.

Employer Fact Sheet

Facts about Informational Interviews to help employers decide whether their company or organization can participate.

Remote and Virtual Options Sheet

An options sheet for WBL Connectors describing remote and virtual informational approaches and activities.

¹ 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.

Implementation Tools

Informational Interview Research Activity

A worksheet for learners to complete before the activity.

Informational Interview Learner Reflection

A worksheet and discussion guide that supports learner reflection after the activity.

Remote and Virtual Fact Sheets

Supplemental resources designed to help support remote or virtual activities.



Informational Interview Fact Sheet

Informational Interviews

Using informational interviews to support learning is a structured Career Exploration activity in which learners formally interview an employer partner about his or her industry, educational and career path, and chosen profession. Learners² may also explore the range of career opportunities within the company or industry, opportunities for growth and the salary ranges for different occupations.

Designed to meet specific learning objectives, informational interviews are educationally rich, are tied to the curriculum, and help learners connect what they're learning in school with the workplace. Unlike a guest speaker activity, where speakers usually address a group in the classroom, informational interviews are one-to-one interactions and generally take place at the company's workplace. They may also be conducted via telephone or online – ideally utilizing Facetime or ZOOM. In some cases, hybrid informational interviews may be conducted via Zoom, Microsoft Teams, Google Meet or some other technology; are conducted on-line; and learners participate via a remote classroom. There are also virtual simulations available where a recording of a live informational interview, conducted by a teacher or small group of learners, can be viewed on-line and serve as a foundation for an activity and/or discussion in the classroom.

Informational interviews are one activity in the continuum of authentic work-based experiences provided to all learners engaged in career-related programs or course of study in the Earn & Learn community.

Informational Interviews are designed to:

- Provide exposure to potential careers and jobs.
- Provide a realistic picture of the business, its role in the community and the career paths and occupations of its workforce.
- Help learners make the connection between school and the workplace.
- Inform career planning.

Informational Interviews are structured to:

- Offer learners the chance to practice and demonstrate key professional skills, including communication, critical thinking, workplace appearance and timeliness.
- Enable learners to begin identifying areas of career interest.
- Build knowledge about the education and training needed for a particular job, career path and entry into the industry.

Informational Interviews are supported by:

- Classroom preparation, including research on the industry and participating businesses.
- Employer orientation and support.
- Opportunities to reflect upon the experience verbally and in writing.

² 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.

Informational Interviews are connected to:

- Individual career development/training plans.
- Future work-based learning activities.
- The learner's next steps.

Informational Interview Support Materials

Checklists, Tip Sheets and Fact Sheets:

- Connector Informational Interview Checklist
- Learner Informational Interview Checklist
- Teacher/Faculty Informational Interview Tip Sheet
- Employer Informational Interview Tip Sheet
- Employer Informational Interview Fact Sheet
- Remote and Virtual Informational Interview Options Sheet

Required Forms and Documents

- WBL Travel and Media Consent Form
- Career Development Plan

Implementation Tools

- Informational Interview Research Activity
- Informational Interview Learner Reflection
- Remote and Virtual Fact Sheets

Tips for Success **Work-Based Learning Essential Elements**

An effective Informational Interview includes structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- ✓ Conduct Effective Planning
- ✓ Prepare for Success.
- ✓ Identify Learning Objectives.
- ✓ Create Authentic and Engaging Experiences
- ✓ Connect to Careers
- ✓ Support Learner Growth
- ✓ Ensure Activities are Safe and Legal
- ✓ Provide Ongoing Support
- ✓ Provide for Reflection, Presentation and Feedback.
- ✓ Connect to the Learner Next Step
- ✓ Assess and Document the Experience

Sustaining and growing Informational Interviews and all other work-based learning activities depend on maintaining positive relationships with the participating employers. These employers should be treated as valued customers and partners with frequent check-ins to address their needs and support their participation.

Work-Based Learning Connector Informational Interview Checklist

Quick tips for Work-Based Learning Connectors³ to ensure a successful informational interview.

Before the Informational Interview

- Identify all interested teachers/faculty and help them plan for the informational interviews.
- Address any relevant school policies that may apply (in the way that field trips may be handled).
- Make sure the employer partners are good matches for the careers learners are interested in.
- Prepare teachers/faculty and encourage them to support the informational interviews and reflect them in their classroom activities. Share the Teacher/Faculty Tip Sheet.
- Have teachers/faculty help create learning objectives and work with learners to prepare a list of questions to ask.
- Create and provide appropriate support materials for distribution to employee volunteers who will participate in an interview. Share the Employer Tip Sheet.
- Work with employee volunteers to help them prepare for the interview. Discuss best methods for being real with and engaging learners⁴.
- Arrange for learner transportation and other logistics.
- Find out if safety gear is required and, if so, arrange for it to be provided.
- Have the learner call or email the staff member/company to confirm the details for the informational interview. Ideally, it should take place at the worksite. If it's a telephone or online hybrid activity, confirm the technical details, time and format.
- If conducting the activity in a remote classroom, test and practice with the interface prior to the presentation. Ask for permission to record and share the interview with others in the future.
- If learners are interviewing employer partners over the phone or using another technology, ensure appropriate permissions, guidance and protections are in place and share those policies with employer partners and learners.

After the Informational Interview

- Document the informational interview in ELENA. Review feedback from interviewed employees, learners and teachers/faculty and summarize results. Make recommendations for improvements.
- Help learners update their career development plan and think about any next steps they would like to take to further their career goals.
- Work with teachers/faculty to connect the informational interview to the classroom.
- Send thank-you notes to employer partners.
- Publicize the informational interviews and the companies that participated by placing a

Sample Informational Interview Timeline

Beginning of the school year:

Identify interested teachers/faculty and brainstorm companies that could participate.

Two months in advance: Invite business partners to participate. Find out the best days and time for the employer partners.

One month in advance: Confirm learner participation. Have learners research the industry or company.

One week in advance: Send employers logistics for the day and questions to expect. Have learners confirm the interview day and time.

After the Interview: Send thank-you notes to all hosts and ensure learner reflection activities take place.

³ This includes Earn & Learn work-based learning connectors and others who facilitate, arrange and support work-based learning activities for learners.

⁴ 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.

- story in the local newspaper or posting on the school website or social media.
- Suggest the learners share their experiences on social media and tag the partner businesses.
 - Consider other potential public relations benefits and opportunities.

Tips for Conducting Hybrid Informational Interviews

- Select and personally practice using the selected technology.
- Make sure all students have access to appropriate technology.
- Do a test run with your students as well as the presenter.
- Have all students who will participate in the activity brainstorm and prepare questions they would like the Interviewee to answer.
- Select a small group of students (or individual student) and have them pose the group's questions to the interviewee using the selected on-line platform or conduct the interview yourself. Record the activity.
- Decide how you want to organize and moderate the session. Sometimes it takes one person to manage the session and another to monitor the technology and address questions.
- Decide which student reflection activities will take place and how you will support them.
- Remember, it's possible that parents or guardians will be around and would be a good resource for potential future speakers.
- Make sure you get feedback on the activity from the interviewee and the students.
- Record and post the presentation for others to view and use in their classrooms.

Learner⁵ Informational Interview Checklist

An informational interview is a chance for you to interview someone at a company about his or her industry, education, and career path. You can ask why the person decided to choose this career and how they got to where they are. You'll have the opportunity to ask questions, practice professional behavior and become more comfortable communicating with professionals. Have fun with this one. You'll be surprised what you learn, and you might want to follow in that person's footsteps!

Have you done all you can to prepare?

- Fill out and turn in any required forms.
- Do some research on the company you'll visit. Check out their website and learn as much as you can about the place, its history, what they do and how it impacts your community.
- Figure out what to wear. Look for employee photos on the website/social and mirror the dress code.
- Get information on the logistics, including how to get there and where to go when you arrive.
- Prepare a list of questions about the company, the industry, career opportunities, and what kind of education and training is needed for different jobs.
- Practice introducing yourself as a professional (name, grade, organization or school, why you chose to take part in the interview, and what you'd like to do with your future).
- If you are participating in an online activity, make sure you have practiced using the technology, and are ready 5 minutes prior to the start time.

Virtual Interview Tips

Have you...
 Arranged for internet access and tested your device?
 Practiced with the online tool you are using?
 Shared your questions with your teacher and student representatives?
 Reviewed the on-line practices and protocols fact sheet?

Have you thought about what you can do to make the informational interview a big success?

- Be respectful. Arrive on time (be at least 10 minutes early) and make sure your phone is turned off.
- Be an active participant. Pay attention and ask good questions.
- Make connections between what you're learning in the interview and what you're learning in class.
- At the end of the interview, shake hands, thank the person for his or her time and ask if you can stay connected via LinkedIn or email. Ask for a business card.

When the informational interview is over, how will you keep moving your career forward?

- Reflect on the day. Talk to your teachers/faculty and classmates about the informational interview and your feelings about what you experienced. Would you work there or somewhere similar?
- Participate in evaluating the experience and give ideas to improve future interviews. What worked and what didn't? Be honest! It will help make future interviews more impactful.
- Update your career development plan and think about next steps in moving your career plans forward.

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.



- Send a follow-up email thanking the interviewee for his or her time. If you're interested in working there or learning more, say so and ask for next steps.
- Is there more you want to know about this field or company? Would you be interested in going on another interview in the future?
- Share your experience with your peers on social media. Perhaps a blog post about the event?
- If you are representing others in your pathway, make sure you prepare for your presentation with your teacher or connector.

Teacher/Faculty Informational Interview Tip Sheet

Note: If you're coordinating an informational interview, have a look at the Connector Informational Interview Checklist.

Informational Interviews are designed to:

- Provide exposure to potential careers and jobs.
- Provide a realistic picture of the business, its role in the community and the career paths and occupations of its workforce.
- Help learners make the connection between school and the workplace.
- Inform career planning.

Before the Informational Interview

- Review the Informational Interview Fact Sheet and this tip sheet.
- Identify desired learner learning objectives.
- Assess how the interview can support classroom activities and help meet curriculum goals.
- Have learners research the involved companies and the careers they offer and prepare questions for the interviewees.
- Build excitement for the activity and talk to learners about what they can expect to learn.
- If conducting a virtual Informational activity online, make sure both you and your learners are comfortable with and have practiced using the technology.
- Send participating employee volunteers information about the school and curriculum. Talk with them about how to be real with and fully engage learners⁶.

After the Informational Interview

- Thank the employer and participating employees.
- Debrief with the WBL connector and together identify follow-up learner activities.
- Ask learners to assess the effectiveness of the informational interviews and make recommendations for improvements. (use the WBL Activity Evaluation)
- Provide individual and group reflection activities for learners and help them make the connection between training topics and the workplace.
- Help learners update their career development plan and think about any next steps they would like to take to further their career goals.
- Have learners write thank-you notes to the employer partners.
- Assess the impact and value of the informational interviews with the connector and utilize employer, teacher/faculty and learner feedback to improve future informational interviews.
- Document and archive information about the informational interview. If appropriate, share recordings of an on-line interview for use in a hybrid activity.

Go Deeper

- Make the informational interviews part of a project and have learners prepare and deliver a presentation to others at your school about the participating companies.

The Classroom Connection: Preparation and Reflection

Before Informational Interviews

Set learners up for success by having them:

- Research participating companies and industries.
- Discuss how the interviews can help them meet learning objectives.

After Informational Interviews

- Spark learner reflection with an activity.
- Ask, "What new things did you learn about this job and industry?"
- See if they want to find out more or further explore careers in the industries represented.

⁶ 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.

Employer Informational Interview Tip Sheet

Thanks for agreeing to be interviewed by one of our learners⁷. As you think about how to best prepare for the interview, keep the following success factors in mind.

Before the Informational Interview

- Provide teacher/faculty or connector with company website link(s) and info about your industry and profession to help learners prepare for the interview.
- Ask the instructor about the learner who will interview you and find out what he or she is currently focused on in the classroom so you can explain how the academic content being learned is applied in the workplace. Provide real-world examples.
- Though it's best if the interview takes place at your work, if it's happening at the school, ask where to park and enter the building.
- If the interview will be held at your workplace and safety gear is necessary, arrange for it to be available.
- If you are conducting the interview remotely, make sure you review the format, timing and logistics prior to the interview itself. Make sure you are comfortable with the interview being recorded and shared with others at the school.
- Let the connector know if you would like the learner to contact you directly to arrange the interview.

Suggested Talking Points:

- Describe your career journey.
- Talk about obstacles you overcame.
- Discuss need for perseverance, hard work and getting along well with others.
- Manage expectations about the world of work.

Tips to Share:

- Avoid job hopping.
- Build your network (talk about how to do that).
- Be a continuous learner and stay abreast of industry changes.

During the Informational Interview

- Describe a typical day at your company and help learners understand as much as they can about the culture of the workplace and the nature of the world of work.
- Talk to the learners about the range of career options in your company or industry. What will it take to be hired when education and training is completed?
- Be real. If possible, share mistakes you've made and how you addressed problems. What was your experience like in school? Did you struggle at all? If so, share that story!
- How did you get to the job you're in today? Share the educational and career path you took to your current position.
- Talk about how school subjects (such as math and language arts) and good habits (such as punctuality and consistent attendance) are important skills in the workplace.

After the Informational Interview

- Provide feedback to the connector to improve future informational interviews.
- Consider how you might use the interview to promote your company's visibility in the community.

Go Deeper

- Explore ways that you might further interest learners in your company.
- Talk to the connector about being a classroom speaker or guest trainer, helping with curriculum, or hosting learners for Job Shadows, Jobs or Internships.

⁷ 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.

Employer Informational Interview Fact Sheet

In an Informational Interview, learners formally interview an employer partner about his or her industry, educational and career path, and chosen profession. Learners⁸ may also explore the range of career opportunities within the company or industry, opportunities for growth and the salary ranges for different occupations.

Designed to meet specific learning outcomes, Informational Interviews are linked to the curriculum and help learners connect what they're learning in school with the workplace. Informational Interviews are one-to-one interactions and generally happen at the company's workplace. They may also be conducted at the school or via telephone or online – ideally utilizing Facetime or Skype.

Program Level: All grades. All Levels.
Employer/ Learner Ratio: 1:1
Duration: 30 mins to an hour
Frequency: One time
Location: Worksite preferred
Costs: Staff time
Special Considerations: Employee selection. Company visitor and volunteer policies or practices.

Why are informational interviews important for learners?

- Informational interviews expose learners to potential jobs and careers and help build occupational knowledge.
- They illustrate the education and training needed for entry into certain positions and industries.
- They let learners know about your company's processes and products/services and the role your business plays in the community.

What are the benefits to my company?

- Exposes potential future workers to job opportunities and careers with your company, as well as the required skills and education to be successful in your industry.
- Introduces learners to one or more of your employees.
- Helps your employees understand how to communicate with the next generation of workers.
- Provides an efficient way to introduce and engage multiple employees with your commitment to education and connect your company with the community.

What do I need to do next?

- Determine who will coordinate the informational interview(s) for your company and have them connect with the work-based learning connector to address scheduling, planning and logistics.
- Arrange for a presentation to those employees who will participate in the interviews.
- Distribute the Employer Informational Interview Tip Sheet to interested employees.
- Consider any impacts on company policy.

Resources

- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with Earn and Learn.

⁸ 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.



Remote and Virtual Informational Interview Options Sheet

Conducting informational interviews remotely requires a careful look and policies and procedures regarding learner contact via phone or the internet with industry partners outside the school setting.

Informational interviews are usually conducted individually at the workplace or the school, however they may take place over the phone or using technologies such as FaceTime, Skype, Zoom, Microsoft Teams, or Google Meet when appropriate permissions, guidance and protections are in place.

Virtual and hybrid informational interviews approaches are more straight-forward in terms of conducting them in an on-line environment, yet they lack the power of direct learner and industry partner interaction. There are also a number of virtual simulations available where a recording of a live interview with an industry partner can be viewed on-line and serve as a foundation for an activity and/or discussion in the classroom

Remote Informational Interview Options

Remember, remote activities promote “live” learner contact with adult professionals and front-line workers via the use of technology. Appropriate permissions, protections and guidance should be developed to support these experiences.

Informational Interviews by Phone or Internet

A learner formally interviews an Industry Partner over the phone or internet about his or her industry, educational and career path, and chosen profession.

Steps to Success

- Review the Informational Interview Guide. Review and distribute appropriate tip sheets and check lists.
- WBL Connector and/or Teachers recruit a range of Industry Partner(s) and support learners in selecting those they would like to interview.
- In some cases, learners may identify and reach out to an industry partner they would like to interview.
- Consider having learners interview someone they know about their career path and industry (could be a parent guardian, friend, coach, pastor, shopkeeper, etc.).
- WBL Connector and/or Teachers help learners select and test the platform as well as schedule the interview with the industry partner.
- Learners then contact, asks questions and interacts with the interviewee.
- Teacher support reflection activities and helps learners update their employability skills profile

Special Considerations

- Ensure appropriate permissions, guidance and protections are in place and share those policies with employer partners and learners

- Distribute and collect necessary permission forms
- Get employer permission to record and reuse the session
- Make sure learners are comfortable with the selected technology

Virtual Informational Interview Activities

Remember, virtual activities are generally simulations and provide learners with employer exposures through recordings, on-line research and related classroom activities.

Virtual Informational Interviews

Learners review a prerecorded interview with an industry professional in the remote classroom and engage in a guided discussion after the interview. What did you learn? What surprised you? What do you wish the person had been asked? How can you follow up to learn more? (See below for some sample links. Consider having learners conduct on-line research to locate prerecorded interview session with employers and use those on the classroom.

Hybrid Informational Interviews

Hybrid options are those that combine some virtual activities with some live remote interactions with employers.

A model where small groups interview an industry partner via Skype, Zoom, Microsoft Teams, Google Meet or some other technology, record the session and then use it to form the foundation for a classroom activity and discussion.

Resources and Links

Below you will find examples websites or resources that provide recordings of informational interviews with industry professionals.

GLADEO - <https://gladeo.org>

A next gen career exploration platform featuring interviews with industry professional

Road Trip Nation <https://roadtripnation.com>

Nearly 1000 Leaders from 29 Industries share their stories on video

Grant Associates/DOE Industry Professionals Speaker Videos

<https://www.youtube.com/channel/UCKhLFrSEoKGBFqv4qqmO2vw/featured>

Tips for Conducting a Hybrid Informational Interview Activity

- Select and personally practice using the selected technology.
- Make sure all learners have access to appropriate technology.
- Do a test run with learners as well as the presenter.
 - Have all learners brainstorm and submit questions.
- Decide how you want to organize and moderate the session. Sometimes it takes one person to manage the session and another to monitor the technology and address questions.
- Decide which learner reflection activities will take place and how you will support them.
- Remember, it's likely that parents or guardians will be around and would be a good resource for potential future speakers.
- Make sure you get feedback on the activity from the speaker and the learners.
- Record and post the presentation for others to view and use in their classrooms.

Informational Interview Research Activity

Complete the following research assignment as part of your preparation for the upcoming informational interview. This research will be the basis for in-class discussion and presentations prior to the day

Your name:
Interviewee's company:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with the interviewee's company?
After researching the company, what are some questions that you will ask the person you're interviewing?
Based on your research, what do you think you will like most about the informational interview?
Based on your research, what is your biggest concern about the informational interview?
If you could come away from the informational interview having learned one thing, what would that be?
Anything else you learned while doing your research that you'd like to share with your teacher or the class?

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Informational Interview Learner⁹ Reflection

Now that the informational interview is over, take some time reflect on what you learned and how the experience might inform your college and career plans in the future.

Learner Name:

School:

Interviewee's Company:

Date of Interview:

What aspects of the informational interview were interesting? Which were not? Why?

What did you like about the informational interview? What would you change?

Would you consider a career in the interviewee's field? Why or why not?

What was the most memorable aspect of the informational interview? Why?

What did you learn about the interviewee's company and its employees? Please explain.

What knowledge and skills are you learning in school that are likely to be used at the interviewee's workplace? Please explain.

⁹ 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.

What knowledge or skills do you need to strengthen to be successful at a workplace like the interviewee's? Please explain.

Would you recommend that other learners take part in an informational interview? Explain.

Anything else you'd like to say about the informational interview?

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Job Shadowing Guide

Job Shadowing Fact Sheet

A fact sheet that provides a definition and learning objectives for the activity.

WBL Connector Checklist

A checklist of steps to guide WBL Connectors in creating successful Job Shadowing activities for all parties.

Learner¹ Checklist

A checklist of participating in Job Shadowing that facilitates deeper learning from the work-based learning experience.

Teacher/Faculty Tip Sheet

Tips for teachers/faculty that describes ways to connect the experience to the larger curriculum.

Employer Tip Sheet

Tips for employee volunteers participating in Job Shadowing to support their engagement.

Employer Fact Sheet

Facts about Job Shadowing to help employers decide whether their company or organization can participate.

Implementation Tools

Job Shadowing Research Activity

A worksheet for learners to complete before the activity.

Job Shadowing Learner Reflection

A worksheet and discussion guide that supports learner reflection after the activity.

¹ 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



Job Shadowing Fact Sheet

Job Shadowing

Job Shadowing is a structured Career Exploration activity in which a learner² is paired with and observes the workday of an employee, interacts with his or her clients or customers and attends meetings and other appointments with them..

Designed to help learners explore a field of interest while developing research skills and building occupational knowledge, job shadowing is conducted at the workplace and occurs over most of the workday.

Job shadowing is one activity in the continuum of authentic work-based experiences provided to all learners engaged in career-related programs or course of study in the Earn & Learn community.

Job Shadowing is designed to:

- Promote exploration of a field of interest.
- Provide an up-close look at a particular occupation, company and industry and the career path to that occupation.
- Help learners make the connection between school and the workplace.
- Inform career planning.

Job Shadowing is structured to:

- Allow learners to listen, receive information and ask questions.
- Enable learners to begin identifying areas of career interest.
- Build knowledge about the education and training needed for a particular job, career path and entry into the industry.
- Allow learners to practice and demonstrate key work-readiness skills such as communication and appropriate workplace behavior.

Job Shadowing is supported by:

- Classroom preparation, including research on the occupation, its industry and the participating company.
- Employer orientation and support.
- Opportunities to reflect upon the experience verbally and in writing.

Job Shadowing is connected to:

- Individual career development/training plans.
- Future work-based learning activities.
- The learner's next steps.

Job Shadowing Options

- Arrange for a group of learners to shadow different employees at the same time at the same company. Start the day with a Workplace Tour.
- Rotational Job Shadowing: Arrange for a learner to shadow a number of different people in the same company over time, rotating through a range of departments with different levels of employees in a series of Job Shadows.

² 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

Job Shadowing Support Materials

Checklists, Tip Sheets and Fact Sheets:

- WBL Connector Job Shadowing Checklist
- Learner Job Shadowing Checklist
- Teacher/Faculty Job Shadowing Tip Sheet
- Employer Job Shadowing Tip Sheet
- Employer Job Shadowing Fact Sheet

Implementation Tools

- Job Shadowing Research Activity
- Job Shadowing Learner Reflection

Remote Note

Job shadowing does not lend itself to remote or virtual activities.

Tips for Success **Work-Based Learning Essential Elements**

Effective Job Shadowing activities include structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- ✓ Conduct Effective Planning
- ✓ Prepare for Success
- ✓ Identify Learning Objectives.
- ✓ Create Authentic and Engaging Experiences
- ✓ Connect to Careers
- ✓ Support Learner Growth
- ✓ Ensure Activities are Safe and Legal
- ✓ Provide Ongoing Support
- ✓ Provide for Reflection, Presentation and Feedback
- ✓ Connect to the Learner Next Step
- ✓ Assess and Document the Experience

Sustaining and growing Job Shadowing activities and all other work-based learning activities depend on maintaining positive relationships with the participating employers. These employers should be treated as valued customers and partners with frequent check-ins to address their needs and support participation.

Work-Based Learning Connector Job Shadowing Checklist

Quick tips for Work-Based Learning Connectors³ to ensure a successful job shadowing program.

Before the Job Shadow

- Identify all interested teachers/faculty and help them plan for job shadowing. Share the Teacher/Faculty Tip Sheet.
- Effectively match learners⁴ with job shadow hosts, based on their career interests and personal factors.
- Collect any required forms.
- Have teachers/faculty help create learning objectives and work with learners to prepare for the day.
- Confirm scheduling and transportation arrangements for the student(s). Check school policies, and ask about workers' compensation insurance coverage.
- Give employer information about the participating student(s) and make sure plans have been made to receive them. Ask about dress requirements.
- Determine if host site requires visitors to sign visitor confidentiality and/or non-disclosure agreement.
- Provide Employer Tip Sheet and other support materials so the company can plan effectively.
- Share this toolkit's Workplace Competencies with the employer hosts.

During the Job Shadow

- Make sure learners receive instruction in workplace safety, if needed. Have the employer include a safety talk at start of day and highlight potential hazards.
- Have learners share the day on social media if company allows.
- Arrange for learners to visit different departments and observe employees with different levels of responsibility in the company.

After the Job Shadow

- Document the job shadow in ELENA. Review feedback from all parties and summarize results (Use the WBL Activity Evaluation). Make recommendations for improvements.
- Help learners update their career development plan and think about any next steps they would like to take to further their career goals.
- Work with teachers/faculty to help connect the job shadow to the classroom.
- Send thank-you notes to host employers.
- Share pictures from the job shadow with the companies for their websites or newsletters. Encourage learners to share photos on social media. (Ensure you have signed releases for all photos.)
- Place a story about the job shadow in the local newspaper or on the school website.

Sample Job Shadow Timeline

Beginning of the school year:

Identify interested teachers/faculty and learners. Brainstorm business partners who could participate.

Two months in advance: Develop a schedule. Secure available dates, times and locations.

One month in advance: Confirm participation of employer hosts. Have learners research the occupation and company.

One week in advance: Send hosts information about the student. Make sure logistics have been handled.

Day of the Job Shadow: Make sure learners receive safety instruction, if required.

After the Job Shadow: Send thank-you notes to all host employers and ensure learner reflection activities take place.

³ This includes Earn & Learn work-based learning connectors and others who facilitate, arrange and support work-based learning activities for learners.

⁴ 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

Learner⁵ Job Shadowing Checklist

A job shadow is a great opportunity to learn about the world of work. You'll have the opportunity to ask questions, practice professional behavior and become more comfortable communicating with professionals.

Below is a checklist of what you can expect to learn. Read through it and check off what interests you and the goals for the day that are most important to you. Your interests don't have to be prioritized. If you would like to learn something that's not listed, just add it!

Have you done all you can to prepare?

- Turn in any required forms.
- Think about your interests and determine the kind of job you'd like to explore or company you'd like to visit in your job shadow.
- Once chosen, research your host company. Check out their website and learn as much as you can about the organization's history, what they do and how it impacts your community.
- Meet with your teacher/faculty or the connector to finalize a learning plan for the job shadow.

Have you thought about what you can do to make the job shadow a big success?

- Arrive at the workplace appropriately dressed and on time. Attend the orientation if one is offered.
- Turn off your cellphone, except to take photos, if the company allows (ask first).
- Develop some skill-specific learning outcomes with your job shadow host and work on them.
- Comply with all health and safety regulations.
- Be observant and ask appropriate questions.
- Reflect on the connection between what you're learning in the classroom and what goes on in the workplace.

When the job shadow is over, how will you keep moving your career forward?

- Reflect on the day. Talk to your classmates and teachers/faculty about the job shadow and whether you're interested in pursuing a career in that industry.
- Participate in classroom activities that help you think about the value of the job shadow.
- Update your resume⁵ and career development plan and think about next steps in moving your career forward.
- Send a follow-up email thanking the employer for his or her time. Ask if you can connect on LinkedIn. If you're interested in working there, say so and ask for next steps.
- Fill out any evaluation forms. Be honest. That will help make future job shadows more impactful.
- Share your experience with your peers on social media. Perhaps a blog post about the job shadow?

Are you Ready for Game Day?

Have you...

- Turned in required forms?
- Researched the host company?
- Considered the best way to make a good impression on the employer?
- Thought about how you'll share your experience on social media?
- Updated your resume and career development plan?

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

Teacher/Faculty Job Shadowing Tip Sheet

Note: If you're coordinating a job shadowing activity, have a look at the Connector Job Shadowing Checklist.

Job Shadowing is designed to:

- Promote exploration of a field of interest.
- Provide an up-close look at a particular occupation, company and industry and the career path to that occupation.
- Help learners⁶ make the connection to the workplace.
- Inform career planning.

Before the Job Shadow

- Review the Job Shadowing Fact Sheet and this tip sheet.
- Assess how the day can support classroom activities and help meet curriculum goals.
- Help the connector identify interested learners and help match them to the most appropriate hosts.
- Collect any required permission forms.
- Work with learners to identify learning objectives.
- Have learners research the company, its industry and occupations.
- Discuss behavioral expectations and workplace norms.
- Provide the host employer with information about the participating student(s). Help the employer understand where learners are in their development, their career aspirations, and how the employer can link the experience to the classroom.

During the Job Shadow

- Have learners learn about workplace safety and reflect workplace norms.
- Support employer hosts in effective interactions by developing strategies to "keep it real."
- If possible, encourage the host to have learners observe and interact with employees who have different levels of responsibility in the company.
- Make sure learners are attentive, polite and engaged.

After the Job Shadow

- Thank the host employer and see if they have a suggestion for learner follow-up activities.
- Provide reflection activities for learners and help them make the connection between what they're learning and the workplace.
- Help learners update their career development plan and think about any next steps they would like to take to further their career goals.
- Have learners write thank-you notes to the employer partners.
- Assess and document the impact and value of the job shadowing activity and utilize employer and learner feedback to improve future job shadows. (Use the WBL Activity Evaluation from this toolkit).

Go Deeper

- Make the job shadow part of a project and have learners prepare and deliver a presentation to others at your school about the host company.

The Classroom Connection: Preparation and Reflection

Before the Job Shadow

Set learners up for success by having them:

- Research company and industry of host employers.
- Discuss how the job shadow can help them meet learning objectives.

After the Job Shadow

- Spark learner reflection with an activity.
- Ask, "What new things did you learn?".
- Explore whether they want to find out more or further explore careers in the employer's industry.

⁶ 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

Employer Job Shadowing Tip Sheet

Thanks for agreeing to host a learner⁷ for a job shadow. As you think about how to best prepare for the day, keep the following success factors in mind.

Before the Job Shadow

- Provide the WBL Connector with website link(s) about your company, industry and profession to help the learner prepare for the job shadow.
- Find out what the learner is currently focused on in the classroom so you can link the job shadow to the curriculum.
- Ask the connector or teacher/faculty for tips on how best to interact with the learner and let them know of any concerns you may have.
- Let the learner know where to go when they arrive at your workplace. If they need identification to enter, be sure to tell them that.

During the Job Shadow

- Give learners instruction in workplace safety, if needed. Include a safety talk at start of day and highlight potential hazards.
- Be sure the learner shadowing you is engaged in a range of activities throughout the day. Try to choose activities that highlight the skills needed to do your job.
- Ensure the learner can't inadvertently disrupt or damage your work.
- Be ready to adjust the level of difficulty of any shared tasks depending on the learner's abilities.
- Share the educational and career path you took to your current position.
- Ask questions about what the learner shadowing you is learning, and what his/her career aspirations are.

After the Job Shadow

- Provide feedback to the connector to improve future job shadows using the WBL Activity Evaluation.
- If you're willing to stay connected with the student, offer your email address or connect on LinkedIn.

Go Deeper

- Share a blurb about the job shadow with photos on your company website or social media.
- If the learner shares a post on social media about the day, share it on your company page.
- Consider other ways you might use the job shadow to promote your company's visibility in the community.
- Talk to the connector about being a classroom speaker, helping with curriculum, or participating in Career Days, Mock Interviews, or Internships.

Suggested Talking Points:

- Describe your career journey.
- Talk about any challenges or obstacles you overcame.
- Discuss the need for perseverance, hard work and getting along well with others.
- Manage expectations about the world of work.

Tips to Share:

- Avoid job hopping.
- Build your network (talk about how to do that).
- Be a continuous learner and stay abreast of industry changes.

⁷ 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

Employer Job Shadowing Fact Sheet

In a job shadow, a learner⁸ is paired with and observes the workday of an employee, interacts with his or her clients or customers and attends meetings and other appointments with the person they are shadowing.

Designed to help learners explore a field of interest while developing research skills and building occupational knowledge, job shadowing is conducted at the workplace and occurs over most of the workday.

Program Level: All Grades.
Employer/Learner Ratio: 1:1
Duration: Usually 1 workday
Frequency: One time
Location: Workplace
Costs: Staff time
Special Considerations: Employee selection. Company visitor and volunteer policies or practices.

Why are job shadows important for students?

- Job shadows let learners explore potential careers and jobs and help build occupational knowledge.
- They illustrate the education and training needed for entry into certain industries.
- They let learners know about your company's processes and products/services and the role your business plays in the community.
- They provide a context for learning and foster an understanding of how academic concepts are applied in a real-world setting.
- They offer the opportunity to interact with adult professionals and practice observation and communication skills.

What are the benefits to my company?

- Exposes potential future workers to job opportunities and careers with your company, as well as the required skills and education to be successful in your industry.
- Introduces learners to one or more of your employees.
- Helps your employees understand how to better communicate with the next generation of workers.
- Provides an efficient way to introduce and engage multiple employees with your commitment to education and connect your company with the community.

What do I need to do next?

- Determine who will coordinate the job shadowing activity for your company and have them connect with the work-based learning connector to address scheduling, planning and logistics.
- Arrange for a presentation to those employees who will participate in job shadows.
- Distribute the Employer Job Shadowing Tip Sheet to interested employees.
- Consider any impacts on company policy.

Resources

- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with Earn & Learn.

⁸ 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

Job Shadowing Research Activity

Complete the following research assignment as part of your preparation for the upcoming job shadowing. This research will be the basis for in-class discussion and presentations prior to the day

Learner ⁹ name:
Host company:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with the host company's?
After researching the company, what are some questions that you will ask your job shadow host?
Based on your research, what do you think you will like most about the job shadowing?
Based on your research, what is your biggest concern about the job shadowing?
If you could come away from the job shadowing having learned one thing, what would that be?
Anything else you learned while doing your research that you'd like to share with your teacher/faculty or the class?

Adapted from original material created by NAF. Used with permission.

⁹ 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

Job Shadowing Learner¹⁰ Reflection

Now that the job shadowing is over, take some time reflect on what you learned and how the experience might inform your college and career plans in the future.

Learner Name:

School:

Host Company:

Date of Shadowing:

What aspects of the job shadowing were interesting? Which were not? Why?

What did you like about the job shadowing? What would you change?

Would you consider a career in the host company's field? Why or why not?

What was the most memorable aspect of the job shadowing? Why?

What did you learn about the host company and its employees? Please explain.

¹⁰ 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

What knowledge and skills are you learning in school that would likely be used at the host company? Please explain.

What knowledge or skills do you need to strengthen to be successful at a workplace like the host company's? Please explain.

Would you recommend that other learners have a job shadowing experience? Explain.

Anything else you'd like to say about the job shadowing?

Adapted from original material created by NAF. Used with permission.



Mock Interview Guide

Mock Interview Fact Sheet

A fact sheet that provides a definition and learning objectives for the activity.

WBL Connector Checklist

A checklist of steps to guide WBL Connectors in creating successful Mock Interviews for all parties.

Learner¹ Checklist

A checklist for learners participating in a Mock Interview that facilitates deeper learning from the work-based learning experience.

Teacher/Faculty Tip Sheet

Tips for teachers/faculty that describes ways to connect the experience to the larger curriculum.

Employer Tip Sheet

Tips for employee volunteers participating in a Mock Interview to support their engagement.

Employer Fact Sheet

Facts about Mock Interviews to help employers decide whether their company or organization can participate.

Remote and Virtual Options Sheet

An options sheet for WBL Connectors describing remote and virtual informational approaches and activities.

Implementation Tools

Preparing Learner for a Mock Interview

A teacher/faculty guide to preparing learners for mock interviews.

Sample Mock Interview Questions for Employers

Sample questions for employer volunteers to use in a mock interview.

¹ 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.

Mock Interview Rating Sheet

A rating sheet for employer volunteers to use when rating learner performance in a mock interview.

Mock Interview Learner Reflection

A worksheet and discussion guide that supports learner reflection after the activity.

Remote and Virtual Fact Sheets

Supplemental resources designed to help support remote or virtual activities.



Mock Interview Fact Sheet

A Mock Interview is a highly structured Career Awareness activity in which learners² are paired one-on-one with a business partner who interviews each learner as if he/she were being interviewed by an employer for a paid internship or job. Mock Interviews can be held at the school but are more valuable if held at a workplace.

The experience allows learners to practice their interviewing skills and professional behaviors while at the same time developing a level of comfort in communicating with professionals. A Mock Interview also offers the chance to demonstrate the connection between academic concepts being taught in school and how they are applied in the workplace.

Mock Interviews are one activity in the continuum of authentic work-based experiences provided to all learners engaged in career-related programs or course of study in the Earn & Learn community.

Mock Interviews are designed to:

- Provide learners an opportunity to practice and demonstrate key work-readiness skills.
- Help learners practice a work-readiness skill.
- Allow learners to develop a level of comfort in communicating with adult professionals.

Mock Interviews are structured to:

- Enhance workplace knowledge.
- Expose learners to the skill sets and education/training required for jobs.
- Simulate an actual job interview.
- Promote learner and adult interactions.

Mock Interviews are supported by:

- learner preparation and research in the classroom and online.
- Opportunities to reflect upon the experience verbally and in writing.
- Employer assessment and feedback regarding a learner's interviewing skills.

Mock Interviews are connected to:

- Classroom learning.
- Individual career development/training plans.
- The development or updating of a resume.

Mock Interview Options

Option #1: Group Visit. Learner Learners visit a worksite as a group and participate in one-on-one mock interviews with employee volunteers. Can happen as part of a Workplace Tour or as a separate activity. Learners interview for a generic position, but scenarios may be used to provide context. Group orientations are provided for learners (at the school) and employee volunteers (at the workplace).

Option #2: At the School or College: Employer volunteers are recruited and come to the school to conduct mock interviews for a number of learners in sequenced one-on-one settings. Can happen as part of a Career Day or as a separate activity. Learners conduct research on the industries and kinds of positions available, but not on a specific company or position. Scenarios may be used to provide context. Group orientations are provided for learners (and the employee volunteers).

Option #3: At the Worksite – One on One. Learners meet with an employee volunteer at their place of work and conduct a mock interview for a specific position on which s/he has developed an interest and conducted research. The interviewing employer is given information about the learner, including a resume.

Option #4: Remote One on One. Learners meet with an employee volunteer remotely via telephone, Zoom or Facetime.

² 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.

Mock Interview Support Materials

Checklists, Tip Sheets and Fact Sheets

- WBL Connector Mock Interview Checklist
- learner Mock Interview Checklist
- Teacher/Faculty Mock Interview Tip Sheet
- Employer Mock Interview Tip Sheet
- Employer Mock Interview Fact Sheet
- Remote and Virtual Mock Interview Options Sheet

Implementation Tools

- Preparing Learners for a Mock Interview
- Sample Mock Interview Questions for Employers
- Mock Interview Rating Sheet
- Mock Interview Learner Reflection
- Remote and Virtual Fact Sheets

Tips for Success **Work-Based Learning Essential Elements**

An effective Mock Interview includes structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- ✓ Conduct Effective Planning
- ✓ Prepare for Success.
- ✓ Identify Learning Objectives.
- ✓ Create Authentic and Engaging Experiences
- ✓ Connect to Careers
- ✓ Support Learner Growth
- ✓ Ensure Activities are Safe and Legal
- ✓ Provide Ongoing Support
- ✓ Provide for Reflection, Presentation and Feedback.
- ✓ Connect to the Learner's Next Step
- ✓ Assess and Document the Experience

Sustaining and growing Mock Interviews and all other work-based learning activities depend on maintaining positive relationships with the participating employers. These employers should be treated as valued customers and partners with frequent check-ins to address their needs and support their participation.

Connector Mock Interview Checklist

Quick tips for work-based learning connectors³ to ensure successful mock interviews.

Before the Mock Interview

- Identify how many learners⁴ will be ready for a mock interview and begin scheduling.
- Determine how you will structure the mock interviews.
- Work with teachers/faculty to conduct a resume-building workshops with learners.
- If a group activity at the school, make sure that space is set up for one-on-one interviews—the right number of tables and chairs and that there are enough employer volunteers to conduct the needed number of interviews in the set period of time.
- If the mock interviews are happening at the place of business, it may be considered a field trip and school district policies regarding transportation, Workers Compensation and liability insurance may apply. Make sure you plan ahead and address all logistics.
- Create and provide appropriate support materials for distribution to employee volunteers.
- Work with the employer to prepare for the interview. Brief the employer on the career pathways learners are pursuing and what's going on in the classroom.
- If conducting an online activity, confirm the technical details, time and format, Test and practice with the interface prior to the mock interview.

During the Mock Interview (if a sequenced group activity)

- If rotating learners through a group of employers, make sure you have a schedule and that someone is keeping track of time and coordinating the activity.
- Check in with the employers to see if they need anything, such as water, pens, or forms.
- If being conducted in an online remote classroom, have someone manage the breakout rooms while you and the teacher monitor activities.

After the Mock Interview

- Conduct follow-up activities by reviewing the completed evaluations or assessments with the learners.
- Help learners update their career development plan and think about any next steps they would like to take to further their career goals.
- Coordinate opportunities for learner reflection with teachers/faculty to help learners make the connection between the mock interview, classroom learning and next steps.
- Assess the effectiveness of the mock interview and make recommendations for adjustments in the future.
- Document the experience in ELENA.

Sample Mock Interview Timeline

Beginning of the school year:

Communicate with potential hosts. Determine dates and learner cohorts with school community.

Three months in advance: Confirm dates and format, conduct resume-building workshop and recruit learners.

Two months in advance: Hold employer orientation and elevator pitch workshop. Do portfolio review and assembly.

One month in advance: Send/receive forms, confirm logistics and review resumes.

One week in advance: Cover travel, safety and attire protocols, resume and portfolio folder.

During Mock Interview: Facilitate agenda, learner management and social media.

After Mock Interview: Oversee thank-you notes, reflection and career development plan update.

³ This includes Earn & Learn work-based learning connectors and others who facilitate, arrange and support work-based learning activities for learners..

⁴ 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.



Go Deeper

- Make the interview part of a project and have learners prepare and deliver a presentation to others at your school about the company.
- Consider any potential public relations benefits and opportunities for the participating companies and share that with them.

Tips for Conducting Mock Interviews Online

- Identify the preferred format and structure for the mock interviews
- Select and personally practice using the selected technology.
- Make sure all learners have access to appropriate technology.
- Do a test run with learners.
- Decide how you want to organize and moderate the session. Sometimes it takes one person to manage the session and another to monitor the technology and address questions.
- Decide which learner reflection activities will take place and how you will support them.
- Make sure you get feedback on the activity from the speaker and the learners.
- Record the interview and use it as a way for each learner to reflect on and rate their performance

Learner⁵ Mock Interview Checklist

A Mock Interview gives you the chance to be paired one-on-one with a business partner who interviews you as if you were applying for a real paid internship or job. It lets you practice your interviewing skills and become comfortable communicating with an adult professional. Pay attention to the items on this checklist to get the most out of the experience.

Have you done all that you can to prepare for your mock interview?

- Fill out and turn in forms.
- If you're going with a group from school, make sure you know where and when to meet. If you're going by yourself to a company, map out how you'll get there and plan to arrive at least 10 minutes before the interview. Have ID ready, in case they require that.
- If the mock interview is to be online and conducted through a facetime session or through a remote classroom, get all the details and prepare for the experience by practicing with others.
- If you know what companies will be involved, check out their websites and learn as much as you can.
- Prepare to answer questions from the interviewer and develop some of your own.
- Practice your elevator pitch. Include your name, grade, why you are in this program and what you'd like to do with your future. Summarize your knowledge, skills, accomplishments and anything else that would make an employer see you in a positive light.

Are You Ready for the Big Day?

Have you...

- Turned in your forms?
- Decided what to wear?
- Researched the company?
- Crafted your questions?
- Polished your resume?
- Practiced your pitch?
- Thought about how you'll share your day on social media? (Remember to take pics. Ask first.)
- Prepared for the interviewer's questions?

Do you know what you need to do during your mock interview?

- Dress professionally, whether the interview happens at the workplace, at the school, over the phone or online.
- Hand or send an updated resume to the interviewer.
- Think about your body language. Keep your arms uncrossed and sit up straight. Make eye contact.
- Be enthusiastic when answering questions.
- Turn off your cellphone.
- If you're asked a question you don't know the answer to, take a deep breath and restate the question before answering to buy yourself some time. If you need clarification on a question, go ahead and ask.
- Ask for a business card or to connect on LinkedIn.
- Shake hands and say, "thank you for your time."

Some Do's and Don'ts

Do Ask...

- What skills and attributes do you value in a person you're looking to hire?
- What do you think is this company's greatest challenge in the future?

Don't Ask...

- How much would I get paid for this job?
- How much vacation would I get?

When your mock interview is over, how will you keep moving your career forward?

- Talk to your teachers/faculty and classmates about the mock interview and your feelings about what you experienced. Would you work there or somewhere similar? Is there more you want to know about this field or a particular job? Would you be interested in doing another mock interview?
- Participate in evaluating the experience and give ideas to improve future interviews. What worked and what didn't? Be honest!

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.



- Update your Career development plan and think about what you would like to do next to move your career plans forward.
- Write a thank-you note and send it to the person who interviewed you.
- Share your experience with your peers on social media. Perhaps a blog post about the event?

Teacher/Faculty Mock Interview Tip Sheet

Note: If you're coordinating a mock interview, have a look at the Connector Mock Interview Checklist.

Mock Interviews are designed to:

- Provide learners⁶ an opportunity to practice and demonstrate key work-readiness skills, including communication, critical thinking, workplace appearance and timeliness.
- Help learners practice a work-readiness activity.
- Allow learners to develop a level of comfort in communicating with adult professionals.

The Classroom Connection: Preparation and Reflection

- Support learners in recognizing the curriculum connection.
- Help learners practice their elevator pitch and update their resume.
- Structure a reflection activity based on a "What? So what? Now what?" format.

Before the Mock Interview

- Review the Mock Interview Fact Sheet and assess how mock interviews can help meet curriculum goals.
- Identify desired learner learning objectives and help learners set clear goals and expectations.
- Share and review the Learner Mock Interview Tip Sheet with your learners. Let them know what they can expect to learn from the interview and help them prepare for it.
- Let the learners know how the mock interview connects to the curriculum, so the experience is not seen as an isolated activity.
- When you know which companies are participating, have learners research them.
- Support learners in preparing the questions they want to ask during the interview. If the mock interviews are happening offsite or online, hand out and collect the necessary permission forms.
- If the interviews are being conducted via a remote classroom with breakout rooms, make sure you understand your role and do a dry run with your learners prior to the activity.

After the Mock Interview

- Provide individual and group reflection activities for learners. If the interviews are being conducted via a remote classroom with breakout rooms, make sure you understand your role and do a dry run with your learners prior to the activity.
- Support learners in updating their career development plan and determining their next steps in learning about careers.
- Work with the work-based learning connector to debrief with employer volunteers.
- Assess the effectiveness of the activity and make recommendations for any needed adjustments.
- Document learner learning.
- Have learners write thank-you notes to those who interviewed them.

Go Deeper

- After the interview, ask the employer to provide industry information that they find valuable to help learners learn more about this field.
- Identify and schedule any follow-up activities suggested by the employer or indicated by particular interest from participating learners.

⁶ 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.

Employer Mock Interview Tip Sheet

Thanks for agreeing to conduct mock interviews! As you think about how to best prepare, keep the following success factors in mind.

Before the Mock Interview

- If a learner⁷ is coming to your workplace, prepare as if you were getting ready to interview any new candidate.
- If the mock interviews are happening at the school, find out where to park and enter the building and review any other logistics.
- If the mock interview is happening via facetime or is being conducted through a remote classroom, make sure you get the details in advance and are comfortable with the tech platform.
- Review the informational materials provided. If you know what the learner is currently focused on in the classroom, you can tie needs of the position to key learning objectives.
- Review the sample mock interview questions to help you prepare for the interview.

Quick Tips

- Treat the activity as if it were an actual interview.
- Review the sample interview questions.
- Be open to questions.
- Complete the rating sheet.
- Debrief with the learner.

During the Mock Interview

- Greet the learner and ask for his/her resume or review it if sent to you. Provide a brief introduction of yourself and your company.
- Act as you would in conducting a real interview.
- At the end of the interview ask, "Do you have any questions for me?" Offer the learner your business card and the way to connect with you on LinkedIn, if that's acceptable to you.
- Take notes and complete the Mock Interview Rating Sheet and debrief the interview with the learner. What went well? What could have been better? If the learner rambled or said "um" a lot, or had distracting mannerisms, point that out. Note where the learner can improve answers, but also note strengths.
- Debrief with the learner, let them know where they excelled and what could be improved for next time.

After the Mock Interview

- Provide feedback to the work-based learning connector or teacher/faculty to improve future mock interviews.
- Consider how you might use the interviews to promote your company's visibility in the community.

Go Deeper

- Explore ways that you might further interest learners and grow the pool of potential future employees.
- Talk to the connector about being a guest speaker or hosting learners for Job Shadows, Workplace Tours or Internships.

⁷ 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.

Employer Mock Interview Fact Sheet

In a mock interview, employee volunteers are paired one-on-one with a learner⁸ who is interviewed as if your company was considering hiring him/her for a paid internship or job.

Formats vary, but typically mock interviews are conducted at the school or worksite, and often involve groups of employees interviewing three or more learners individually over a two-hour period. Mock Interviews also may be conducted individually via facetime or with small groups through a remote classroom.

Mock interviews allow learners to practice their interviewing skills and demonstrate professional behavior. They also help learners see the connection between what they're learning in school and how it's applied in the workplace.

Program Level: 9th grade or higher.

Employer/Learner Ratio: 1:1

Duration: 15-30 minutes per interview (could be multiple interviews).

Frequency: One time.

Location: At the school, online, by phone or at the worksite.

Costs: Staff time.

Special Considerations: Employee recruitment and selection. Company volunteer policies and practices.

Why are Mock Interviews important for Learners?

- Provides an opportunity to practice and demonstrate key professional skills, including communication, critical thinking, workplace appearance and timeliness.
- Allows learners to practice a work-readiness activity.
- Helps learners become more comfortable communicating with adult professionals.

What are the benefits to my company?

- Introduces learners to your company and its employees.
- Exposes potential future workers to job opportunities and careers with your organization.
- Shows learners the skills and educational requirements for careers in your industry.
- Helps your employees understand how to communicate with the next generation of workers.
- Shows your employees you're committed to education and the community.

What do I need to do next?

- Contact your work-based learning connector.
- Arrange for a presentation to the employee(s) who will participate in the mock interviews.
- Consider any impacts on company policy.

Resources

- Distribute the Employer Mock Interview Tip Sheet to interested employees.
- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with Earn & Learn.

⁸ 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.



Remote and Virtual Mock Interviews Options Sheet

Conducting Mock Interviews remotely requires a careful look at policies and procedures regarding learner contact via phone or the internet with industry partners outside the school setting. Mock Interviews are usually conducted individually at the workplace or the school, however they may take place over the phone or using an online platform.

Remote Mock Interview Options

Remember, remote activities promote "live" learner⁹ contact with adult professionals and front-line workers via the use of technology. Appropriate permissions, protections and guidance should be developed to support these experiences.

Mock Interviews by Phone or Internet

A learner is formally interviewed via phone, FaceTime, Skype, Microsoft Teams or Zoom by an Industry Partner as if they were applying for a job with the company the partner represents.

Mock Interviews via Remote Classroom

Multiple Employers are invited to a remote classroom. Each is assigned to a breakout room and interviews learners individually.

Steps to Success

- Review the Mock Interview Guide. Review and distribute appropriate tip sheets and checklists.
- WBL Connector and/or Teachers recruit a range of Industry Partner(s) and match learners for the interviews.
- WBL Connector and/or Teachers help learners select and test the platform they are planning to use as well as to schedule the interview with the industry partner.
- Learners then contact the industry partner and participates in the interview.
- Teachers support reflection activities and helps learners update their employability skills profile.

Special Considerations

- Ensure appropriate permissions, guidance and protections are in place and share those policies with employer partners and learners.
- Distribute and collect necessary permission forms.
- Make sure learners are comfortable with the selected technology.
- Remind learners to dress as if they were participating in a real interview.

⁹ 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.

Virtual Mock Interview Activities

Remember, virtual activities are generally simulations and provide learners with employer exposures through recordings, online research and related classroom activities.

Mock Interviews do not lend themselves well to a virtual option. You may wish to have learners view a recorded mock interview and have learners critique it in the classroom.

Resources and Links

There are number of fee-based websites offering online support and practice for interviewing that include mock interviews. There are also plenty of free resources that offer guidance and advice for successful interviews. Some samples are provided below. Consider having your learners conduct internet research on interview tips and have them share what they found with the class.

[21 Job Interview Tips: How to Make a Great Impression](https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression)

<https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression>

[Job Interview Do's and Don'ts for Job Seekers](https://www.livecareer.com/resources/interviews/prep/interviewing-dos-donts)

<https://www.livecareer.com/resources/interviews/prep/interviewing-dos-donts>

[Job-Hunt.org: For a Shorter, Smarter, and Safer Job Search](https://www.job-hunt.org)

<https://www.job-hunt.org>

Tips for Conducting Mock Interviews Online

- Identify the preferred format and structure for the mock interviews.
- Select and personally practice using the selected technology.
- Make sure all learners have access to appropriate technology.
- Do a test run with your learners.
- Decide how you want to organize and moderate the session. Sometimes it takes one person to manage the session and another to monitor the technology and address questions.
- Decide which Learner reflection activities will take place and how you will support them.
- Make sure you get feedback on the activity from the speaker and the learners.
- Record the interview. Use the recording as a way for each learner to reflect on and rate their performance.

Preparing Learners¹⁰ for a Mock Interview

Your learners will be participating in a career exploration work-based learning activity in the coming weeks. Mock interviews help learners connect the lessons they're learning in the classroom with the college and career options ahead of them.

Career Exploration Learner Learning Objectives

- Provide learners an opportunity to practice and demonstrate key work-readiness skills, including communication, critical thinking, appearance and timeliness.
- Help learners practice a work-readiness activity.
- Allow learners to develop a level of comfort in communicating with adult professionals.

There are many classroom activities that can help prepare learners for a mock interview. Inform learners when they will participate in mock interviews and let them know they will be asked to provide a resume.

How to Write a Resume and Cover Letter

Consider partnering with an English teacher/faculty or going on-line to help learners create a resume and cover letter.

How to Dress Professionally

Learners often have misconceptions about how to dress professionally, so it's important to clearly and candidly discuss this work aspect with them. YouTube has many videos that illustrate good and bad examples of professional dress that can help learners prepare for their interview.

Prepare for the Interview

Use a class period to practice interviewing skills through a combination of class discussions and by asking learners to role play the interview, switching off the role of interviewer and applicant. Learners should have their application and resume on hand. Be sure to reflect on what learners learned. YouTube has many videos that illustrate good and bad examples of interviews that will help learners practice and prepare for their interview.

Thank-You Note

Have learners to write, proofread and send a thank-you note to the interviewer.

Mock Interview Evaluation

Help learners complete the Work-Based Learning Experience Evaluation to help shape future work-based learning experiences.

Mock Interview Learner Reflection

Learner Reflection allows learners to analyze their experiences and prompts thinking about education and career decisions based on the experience. Reflection exercises encourage analysis and thinking about the connection between school and work, what it feels like to be at a worksite, what makes a positive mock interview experience, and the preparation, knowledge and skills that will be important in pursuing their career goals.

Adapted from original material created by NAF. Used with permission.

¹⁰ Learners include K-12, community college and college learners; youth and young adults engaged in workforce development programs; and adults participating in career development activities.

Sample Mock Interview Questions (for Employers to use)

Use the following questions to guide the Mock Interview (feel free to add some of your own or use an interview guide from your workplace)

- Tell me about yourself. What are your long range and short-range goals?
- What do you know about our organization/company?
- Why are you interested in this position?
- What do you consider your greatest strengths and weaknesses?
- Interacting with others can be challenging at times. Tell me about the greatest difficulty you faced when trying to get along with peers, team members, or others at school or work. How did you handle the situation?
- What was the most difficult course you took in school? What steps did you take to get all your work done?
- Tell me about a time when you were able to help team members solve a problem. What was your role? What did you do?
- Tell me about the most difficult or demanding customer (or teacher) you have faced. Describe a specific interaction you had with this customer.
- Give me an example of a good decision you made recently. What alternatives did you consider? Why was it a good decision?
- Have you ever worked on a group project for a class or work? How did you make sure that the other group members were doing their share of the project?
- Deadlines can't always be met. Tell me about a time when you missed a deadline on a project. What were the causes? What could have been done differently
- Tell me about a detailed class or project that you worked on. How did you keep track of the details? How did the project turn out?
- Tell me how you balance your schoolwork with extracurricular activities.
- Can you describe a situation in which you had difficulty getting along with someone at school? How did you handle it
- Do you have any questions for me?

Adapted from original material created by NAF. Used with permission.

Mock Interview Rating Sheet

Directions for interviewer: Have a brief discussion with the learner¹¹ on how well they performed at the end of the interview. Afterwards, please complete this form for each interview and submit to the connector or teacher/faculty. The information and feedback on this form will be used to improve learner interviewing skills, better preparing them for interviews for internships, college and the world of work.

Please provide your honest feedback and advice.

Name of Learner: _____

Name of Interviewer: _____ Date: _____

Application, Resume, and Cover Letter	Excellent	Average	Needs Work
Learner brought copies of documents to the interview.			
Documents were neat and easy to read.			
Documents were complete and contain appropriate information.			
Comments/advice:			

Appearance and Professionalism	Excellent	Average	Needs Work
Learner was dressed in appropriate professional attire.			
Learner greeted the interviewer with their name and a firm handshake.			
Learner closed the interview by thanking the interviewer and offering a firm handshake.			
Learner referred to the interviewer by name during the interview, made appropriate eye contact, and maintained a confident posture.			
Learner communicated clearly and confidently throughout the interview.			
Learner used proper body language throughout the interview.			
Comments/advice:			

¹¹ 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.

Interview Content	Excellent	Average	Needs Work
Learner stated skills and experiences clearly, using concrete examples.			
Learner avoided giving inappropriate information (i.e., personal problems, negative feelings about past employers, etc.)			
Learner asked at least two questions regarding the position or company.			
Comments/advice:			

Overall Review	Yes	No
If I had a job opening, I would consider this applicant for employment.		
Overall comments regarding the interview:		

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Mock Interview Learner¹² Reflection Worksheet

Now that you have completed your mock interview, take some time reflect on what you experienced and how it might affect your college and career plans in the future.

Learner name:	School:
Name of interviewer:	Date of interview:
Company/Organization of interviewer:	Email address for interviewer:

What aspects of the mock interview were most helpful to you? Which were not? Why?

What questions did you feel most prepared to answer? Why?

What questions did you feel least prepared to answer? Why?

What did you learn about yourself through the mock interview? Please explain.

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

What knowledge or skills do you need to strengthen to be successful on your next interview? Please explain.

How did previous school experiences prepare you for the mock interview?

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Workplace Challenge Guide

Workplace Challenge Fact Sheet

A fact sheet that provides a definition and learning objectives for the activity.

WBL Connector Checklist

A checklist of steps to guide WBL Connectors in creating successful workplace challenges for all parties.

Learner¹ Checklist

A checklist for learners participating in t workplace challenges that facilitates deeper learning from the work-based learning experience.

Teacher/Faculty Tip Sheet

Tips for teachers/faculty that encourages ways to connect workplace challenges to the larger curriculum.

Employer Tip Sheet

Tips for employee volunteers participating in a workplace challenge to support their engagement.

Employer Fact Sheet

Facts about workplace challenges to help employers decide whether their company or organization can participate.

Implementation Tools

Workplace Challenge Preparation Activity

A worksheet to support learner research in preparation for a workplace challenge.

¹ 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.

Workplace Challenge Learner Reflection

A worksheet and discussion guide that supports learner reflection after the workplace challenge.

Remote and Virtual Fact Sheets

Supplemental resources designed to help support remote or virtual activities.

Remote Workplace Challenge

A guide created by Grant Associates and the NYC Department of Youth and Community Development

[Download the Provider Guide: The Workplace Challenge](#)

http://wbltoolkit.cte.nyc/wp-content/uploads/2022/01/20.3.4-Provider-Guide_The-Workplace-Challenge.pdf



Workplace Challenge Fact Sheet

Workplace Challenge

A Workplace Challenge is a Career Preparation activity where small groups of learners ²(four to six per team) are engaged in solving a real-world problem or a challenge issued by an employer. The challenge is identified by the employer in consultation with the work-based learning connector and a classroom teacher or faculty member. The structure of the challenge is based upon effective project-based learning approaches, enhanced by a focus on the targeted career pathway and an authentic problem or issue faced by an employer partner.

Learners work as a team to identify possible solutions. They then create and deliver a presentation on their solutions to the employer. Designed to meet specific learning objectives, workplace challenges are educationally rich, are tied to the curriculum, and help learners connect what they're learning in school with the workplace.

Workplace challenges are one activity in the continuum of authentic work-based experiences provided to all learners engaged in career-related programs or course of study in the Earn & Learn community.

Workplace Challenges are designed to:

- Provide exposure to potential careers in an industry of interest.
- Develop problem solving and research skills.
- Develop teamwork and presentation skills.
- Help learners make the connection between school and the workplace.
- Inform career planning.

Workplace Challenges are structured to:

- Offer learners the opportunity to explore and practice in a field of interest.
- Give learners the opportunity to enhance the relevance of academic concepts through the application of applied knowledge.
- Build knowledge about the education and training needed for a particular career path and entry into the industry.
- Allow for Teacher/Employer interaction to support the challenge.

Workplace Challenges are supported by:

- Classroom preparation, including research on the industry and participating businesses.
- Employer orientation and support.
- Opportunities to reflect upon the experience verbally and in writing.

Workplace Challenges are connected to:

- Individual career development/training plans.
- Future work-based learning activities.
- Identifiable academic curricular goals.
- The learner's next steps.

² 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.

Go Deeper

- Have several teams of learners address the same challenge and reward the most innovative solutions through a competition—with the employer or a team of employers serving as the judge(s).
- After the presentation of the solution and critique by the employer partner, have the team(s) revisit their approach, define a new solution and present it to the employer partner(s).
- Sequence a series of challenges for the same team of learners so the experiences build on one another.
- Model aspects of the challenge after reality TV shows such as “Shark Tank” (with the learners pitching their solutions to a group of employers).
- Have the challenge flow into an internship for successful learners.

Workplace Challenge Lite

If the time and intensity of the workplace challenge described here is difficult to apply in your program model, consider a “workplace challenge lite.” Maintain key components of the challenge (employer issues a real-world challenge, learners work together to define a solution and present to the employer) but identify a simpler problem with the employer that a small group of learners might define over a single two- or three-hour session.

Workplace Challenge Support Materials

Checklists, Tip Sheets and Fact Sheets:

- WBL Connector Workplace Challenge Checklist
- Learner Workplace Challenge Checklist
- Teacher/Faculty Workplace Challenge Tip Sheet
- Employer Workplace Challenge Tip Sheet
- Employer Workplace Challenge Fact Sheet

Implementation Tools:

- Workplace Challenge Research Activity
- Workplace Challenge Learner Reflection

Remote Workplace Challenge

- Please see “Provider Guide: The Workplace Challenge” in the Remote and Virtual Section of this toolkit.

Tips for Success
Work-Based Learning Essential Elements

Effective Workplace Challenges include structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- ✓ Conduct Effective Planning
- ✓ Prepare for Success
- ✓ Identify Learning Objectives.
- ✓ Create Authentic and Engaging Experiences
- ✓ Connect to Careers
- ✓ Support Learner Growth
- ✓ Ensure Activities are Safe and Legal
- ✓ Provide Ongoing Support
- ✓ Provide for Reflection, Presentation and Feedback
- ✓ Connect to the Learner Next Step
- ✓ Assess and Document the Experience

Sustaining and growing Workplace Challenges and all other work-based learning activities depend on maintaining positive relationships with the participating employers. These employers should be treated as valued customers and partners with frequent check-ins to address their needs and support their participation.

Connector Workplace Challenge Checklist

Quick tips for Work-Based Learning Connectors³ to ensure a successful workplace challenge.

Before the Workplace Challenge

- Identify all interested teachers, help them plan their challenges. Share the Teacher/Faculty Tip Sheet.
- Work with the teacher/faculty to recruit and team learners⁴, create learning objectives and work with learners to prepare for the challenge.
- Design the challenge with the employer and teacher, making sure that it's one the learners can potentially address, and that teachers/faculty can support. Typically, the employer presents a number of possible problems or issues that might constitute the challenge and you can help select and develop one that's a good fit with the current focus in the classroom. Selection should also reflect the interests of participating learners and the availability of resources to support addressing the challenge.
- Encourage the employer to identify a real-world problem or issue—one that the industry is facing today. Make it real.
- Develop a timeline for the challenge. Include when and where it will be issued, the time set aside in the regular schedule for learners to address the challenge, scheduled "touch" points with the challenge host, and when and where the solution presentation will take place.
- Distribute and collect appropriate forms.
- Address any additional logistical issues such as transportation, safety gear or access to equipment and tools.
- Determine the employer's preferred form and frequency of contact and define an ongoing communication strategy and feedback protocols for the challenge.

During the Workplace Challenge

- Observe and meet with learners as they address the challenge. Make sure they're engaged in the challenge and interacting with the employer as appropriate.
- Share the Work-Readiness Competencies with the workplace challenge hosts.
- Support the challenge host in preparing to receive the presentation on the solution(s) to the challenge.

After the Workplace Challenge

- Document the workplace challenge. Review feedback from employers, teachers/faculty and learners and summarize results. Make recommendations for improvements.
- Help learners update their career development plan and think about any next steps they would like to take to further their career goals.

Sample Workplace Challenge Timeline

Beginning of the school year: Identify interested teachers/faculty and brainstorm business partners who could participate.

One month in advance: Invite business partners to participate. Design the challenge with employer and teacher.

One week in advance: Send employers logistics and address any questions.

During challenge: Observe the presentation and the challenge process in the classroom. Help teachers/faculty and employers support the activity.

At end of challenge: Observe the solution presentation (ideally at worksite), engage in dialogue and receive feedback on the approach.

Note: While it's desirable to bookend the challenge with visits to the company, take care to minimize the impact on small- to medium-sized organizations.

³ This includes Earn & Learn work-based learning connectors and others who facilitate, arrange and support work-based learning activities for learners.

⁴ 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.

- Work with teachers/faculty to coordinate “go deeper” activities to connect the workplace challenge to the classroom.
- Send thank-you notes to employers and identify possible next steps with the employer.
- Take pictures from the workplace challenge and provide them to the companies for their websites or newsletters. Ensure you have signed releases for all photos.
- Publicize the workplace challenge and the businesses that participated by placing a story in the local newspaper or posting on the school or agency webpage.
- Consider other potential public relations benefits and opportunities.

Learner⁵ Workplace Challenge Checklist

A workplace challenge is a unique way of getting involved in helping solve a problem that would happen in a real-world professional setting. This is an opportunity for you to be innovative and creative with a group of classmates. When you finish your project, you'll deliver a presentation to the employer or organization, showing them how you solved their problem!

Participating in a workplace challenge can be difficult if you're not prepared. Below is a checklist of what you can expect to learn. Read through the list and check off what interests you and the goals that are most important to you. Your interests don't have to be prioritized. If you would like to learn something that's not listed here, just add it.

Have you done all you can to prepare?

- Participate in pre-workplace challenge opportunities in your class.
- Research the company that is presenting the workplace challenge.
- Write down at least four questions you would like answered about the challenge. You might ask what resources are available, for instance, or how to get more information.
- Know who your teammates are and what your role is on the team.

Have you thought about what you can do to make the workplace challenge a big success?

- Pay attention to the challenge that's being presented and take notes so you can think about it.
- Be engaged. You want to get as much information as possible.
- Keep in constant communication and meet regularly with your teammates so that you can all brainstorm together.
- Figure out how you'll solve the workplace challenge.
- Present your solution to the person or company that issued the challenge.

When the workplace challenge is over, how will you keep moving your career forward?

- Reflect on your experience and participate in self-evaluation activities. (Would you have done anything differently?)
- Share with others what you enjoyed about the experience and participate in classroom activities that help you think about the value of the challenge.
- Complete any required paperwork, including candid feedback on the workplace challenge. What did you enjoy most or least about it? Be honest when rating your teammates and yourself on your performance. That will help make future workplace challenges more meaningful.
- Update your career development plan and consider next steps in moving your career forward.
- Send an email thanking the employer for his or her time. If you're interested in working there or learning more, say so and ask for next steps.
- Share your experience with your peers on social media. Perhaps a blog post about the event?

Are you Ready for the Challenge?

Have you...

- Completed any required paperwork?
- Researched the partner company?
- Crafted your questions?
- Met with your teammates to clarify your role and get ready for the challenge?
- Thought about how you'll share your experience on social media?

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.

Teacher/Faculty Workplace Challenge Tip Sheet

Note: If you're coordinating a workplace challenge, have a look at the Connector Workplace Challenge Checklist.

Workplace Challenges are designed to:

- Provide exposure to potential careers in an industry of interest.
- Develop problem solving and research skills.
- Develop teamwork and presentation skills.
- Help learners⁶ make the connection between school and the workplace.
- Inform career planning.

Before the Workplace Challenge

- Review the Workplace Challenge Fact Sheet and this tip sheet.
- Assess how the challenge can support classroom activities and help meet curriculum goals.
- Identify desired learner learning objectives. Build excitement for the challenge and talk to learners about what they can expect to learn.
- Work with the connector and employer to make sure the challenge is one that learners can potentially address and that you can support.
- Recruit learners and form small teams of four to six participants to work together on addressing the challenge. Learner Workplace Challenge Tip Sheet.
- Have learners research the employer's company.
- Schedule regular time for the learners to work on the challenge.
- Organize the resources needed to support learners as they address the challenge.
- If learners will be at worksite, find out if certain dress or safety gear is required.
- Collect required forms.

During the Workplace Challenge

- Meet with learners regularly as they address the challenge and monitor their progress.
- Design and coordinate concurrent learning activities in the classroom.
- Provide opportunities for learners to reflect on the challenge.
- Support learners in practicing skills that are relevant to the challenge.
- Distribute and collect feedback forms from learners.

After the Workplace Challenge

- Have learners discuss what they learned and what else they'd like to learn.
- Provide reflection activities for learners and help them make the connection between classroom topics and the challenge.
- Help learners update their career development plan and think about any next steps they would like to take to further their career goals.
- Have learners write thank-you notes to the employer partners.
- Assess the impact and value of the workplace challenge with the connector and utilize employer and learner feedback to improve future workplace challenges.
- Document and archive information about the workplace challenge.

The Classroom Connection: Preparation and Reflection

Before the Workplace Challenge

Set learners up for success by having them.

- Research the partner companies.
- Discuss how the challenge can help them meet learning objectives.

After the Workplace Challenge

- Spark learner reflection with an activity.
- Ask, "What new things did you learn about this industry?"
- See if they want to find out more or further explore careers in the employer partner's industry.

⁶ 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.

Employer Workplace Challenge Tip Sheet

Thanks for agreeing to participate in a workplace challenge. As you think about how to best prepare for the challenge, keep the following success factors in mind.

Before the Workplace Challenge

- Identify a few issues or problems your company or industry is facing that might be a good focus for a team of learners to work on together. Keep in mind that authentic issues work much better than hypotheticals.
- Work with a connector or teacher/faculty who will help you select and develop a challenge that is a good fit with the current focus in the classroom, learner⁷ interests and available resources.
- Present the challenge to the participating learners. Workplace challenges work best when the challenge is issued at the workplace, where learners can actually “see” the problem.
- Provide teacher/faculty with website link(s) about your company and industry to help learners prepare for the challenge.
- If learners are visiting the workplace, let them know where to enter the building and whether identification is needed. If safety equipment is required, have it ready for the learners.

During the Workplace Challenge

- Touch base with the connector or teacher/faculty during the challenge period of six to eight weeks to answer questions or clarify anything.
- If you have the time, you may want to schedule a visit to the classroom to observe and engage with the learners during the process.
- Arrange for you and others at your company to view the solution presentation provided by the learners and provide feedback. Again, this works best if conducted at the workplace.

After the Workplace Challenge

- Participate in an evaluation and assessment of the learners' performance and the workplace challenge itself.
- Consider how you might use the workplace challenge to promote your company's visibility in the community.

Go Deeper

- Talk to the connector about being a guest speaker, conducting a mock interview, or hosting learners for job shadows or internships.

Workplace Challenge Timeline

Before the challenge:

- Identify a few issues or problems at your company or industry and discuss challenge options with connector and/or teacher.
- Present the challenge to learners.
- Provide teacher/faculty with company/industry website links.

During the challenge:

- Answer any questions that arise.
- Consider visiting the classroom to observe challenge in process.
- View the solution with coworkers and offer feedback.

After the challenge:

- Evaluate learners' performance and the challenge itself.
- Think about best ways to publicize your company's involvement.
- Consider your next steps in applying the approach or solution presented by the learners.

⁷ 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.

Employer Workplace Challenge Fact Sheet

In a workplace challenge, small groups of learners⁸ (four to six per team) are engaged in solving a real-world problem or a challenge issued by an employer. The challenge is identified by the employer in consultation with the work-based learning connector and a classroom teacher. The structure of the challenge is based upon effective project-based learning approaches, enhanced by a focus on the targeted career pathway and an authentic problem or issue faced by an employer partner.

Program Level: All Grades.
Employer/Learner Ratio: 1-2 employees to 4-6 learners.
Duration: 6-8 weeks (periodic contact)
Frequency: One time
Location: School/Workplace
Costs: Staff time
Special Considerations: Employee selection. Company volunteer policies and practices.

Learners work as a team to identify possible solutions. They then create and deliver a presentation on their solutions to the employer. Designed to meet specific learning outcomes, workplace challenges are educationally rich, are tied to the curriculum, and help learners connect what they're learning in school with the workplace.

Why are workplace challenges important for learners?

- Provide exposure to potential careers and jobs.
- Help develop problem solving and research skills.
- Help develop teamwork and presentation skills.
- Provide a context for learning and foster an understanding of how academic concepts are applied in a real-world setting.
- Inform career planning.

What are the benefits to my company?

- Exposes potential future workers to your company and shows them some of the required skills and education needed for success in your industry.
- The solution uncovers fresh approaches and potential solutions to a problem or issue you are facing.
- Introduces learners to one or more of your employees.
- Helps your employees understand how to communicate with the next generation of workers.
- Provides an efficient way to introduce and engage multiple employees with your commitment to education and connect your company with the community.

What do I need to do next?

- Determine who will participate in the workplace challenge and have them connect with the work-based learning connector to address scheduling, planning and logistics.
- Distribute the Employer Workplace Challenge Tip Sheet to interested employees.
- Consider any impacts on company policy.

Resources

- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with Earn & Learn.

⁸ 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.

Workplace Challenge Research Activity

Complete the following research assignment as part of your preparation for the upcoming workplace challenge. This research will be the basis for in-class discussion and presentations prior to the day.

Your name:
Workplace challenge company:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with the workplace challenge company?
After researching the company, what are some questions that you will ask to address the challenge?
Based on your research, what do you think you will like most about the workplace challenge?
Based on your research, what is your biggest concern about the workplace challenge?
If you could come away from the workplace challenge having learned one thing, what would that be?
Anything else you learned while doing your research that you'd like to share with your teacher/faculty or the class?

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Workplace Challenge Learner⁹ Reflection

Now that the workplace challenge is over, take some time reflect on what you learned and how the experience might inform your college and career plans in the future.

Learner Name:

School:

Challenge Company:

Challenge Date Range:

What aspects of the workplace challenge were interesting? Which were not? Why?

What did you like about the workplace challenge? What would you change?

Would you consider a career in the challenge host's field? Why or why not?

What was the most memorable aspect of the workplace challenge? Why?

⁹ 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.

What did you learn about the challenge host's company and its employees? Please explain.

What knowledge and skills are you learning in school that are likely to be used at the host company's workplace? Please explain.

What knowledge or skills do you need to strengthen to be successful at a workplace like the challenge host's? Please explain.

Would you recommend that other learners take part in a workplace challenge? Explain.

Anything else you'd like to say about the workplace challenge?

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Internship Guide

Internship Fact Sheet

A fact sheet that provides a definition and learning objectives for the activity.

WBL Connector Checklist

A checklist of steps to guide WBL Connectors in creating and supporting successful internships for all parties.

Learner¹ Checklist

A checklist for learners participating in the internship that facilitates deeper learning from the work-based learning experience.

Teacher/Faculty Tip Sheet

Tips for teachers and faculty that encourages ways to connect the internship to the broader curriculum.

Employer Tip Sheet

Tips for employee volunteers participating as an internship host to support their engagement.

Employer Fact Sheet

Facts about internships to help employers decide whether their company or organization can participate.

Remote and Virtual Options Sheet

An options sheet for WBL Connectors describing remote and virtual internship approaches and activities.

¹ 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.

Implementation Tools

Unpaid Internships Fact Sheet

A fact sheet for employers to help understand when interns need to be paid.

USDOL Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act

The regulations governing internships from the federal government.

What Every Worksite Supervisor Should Know

Suggestions and tips for internship supervisors.

Work-Based Learning Plan and Evaluation

A guide and evaluation too that helps guide and assess the internship experience.

Remote and Virtual Fact Sheets

Supplemental resources designed to help support remote or virtual activities.



Internship Fact Sheet

Internship

An Internship is a highly structured, time-limited, Career Preparation activity in which learners² are placed at a worksite to participate in and observe work firsthand.

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

Internships are one activity in the continuum of authentic work-based experiences provided through Earn & Learn.

Internships are designed to:

- Promote hands-on experience in a field of interest.
- Provide productive value for the employer.
- Provide exposure to a wide range of careers and jobs within the industry.
- Offer opportunities to develop, practice and demonstrate employability skills.
- Build occupational knowledge.
- Create awareness of the education needed to be successful in the industry.

Internships are structured to:

- Enhance workplace knowledge and career awareness.
- Help build the skills required for specific occupations.
- Expose learners to a wide spectrum of workplace activities.
- Support key academic concepts, as well as technical and occupational skills development.

Internships are supported by:

- learner preparation in the classroom.
- Internship design with the employer partner.
- Employer host orientation and ongoing troubleshooting.
- Multiple opportunities for reflection on the experience, both verbally and in writing.
- Employer assessment of skills acquisition.

Internships are connected to:

- Classroom learning.
- Individual career development/training plans.
- A sequence of educational, training and workplace activities.
- The learner's next steps.

Internships take place for a minimum of 60 hours with more hours being optimal. They may be paid or unpaid, depending on whether the learner is performing productive work for the employer and other factors.³

² 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.

³ See USDOL Internship Factsheet #71 <https://www.dol.gov/agencies/whd/fact-sheets/71-flsa-internships> or the Unpaid Internships Fact Sheet

Internship Support Materials

Checklists, Tip Sheets and Fact Sheets

- WBL Connector Internship Checklist
- Learner Internship Checklist
- Teacher/Faculty Internship Tip Sheet
- Employer Internship Tip Sheet
- Employer Internship Fact Sheet

Documents, Forms and Implementation Tools

- Unpaid Internships Fact Sheet
- USDOL Fact Sheet #71:
Internship Programs Under the Fair Labor Standards Act
- What Every Worksite Supervisor Should Know
- Remote and Virtual Fact Sheets

Resources

- Remote Internships
'CareerReady Work Learn_Grow_Remote Internship Industry Partner Guide'
http://wbltoolkit.cte.nyc/wp-content/uploads/2022/01/20.3.3-CareerReady-Work-Learn_Grow_Remote-Internship-Industry-Partner-Guide.pdf
- Virtual Internships
2020 Virtual Internships
<https://sites.google.com/site/virtualinternshipswbl/2020-virtual-internships>

Tips for Success **Work-Based Learning Essential Elements**

Quality Internships include structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- ✓ Conduct Effective Planning
- ✓ Prepare for Success.
- ✓ Identify Learning Objectives.
- ✓ Create Authentic and Engaging Experiences
- ✓ Connect to Careers
- ✓ Support Learner Growth
- ✓ Ensure Activities are Safe and Legal
- ✓ Provide Ongoing Support
- ✓ Provide for Reflection, Presentation and Feedback.
- ✓ Connect to the Learner Next Step
- ✓ Assess and Document the Experience

Sustaining and growing Internships and all other work-based learning activities depend on maintaining positive relationships with the employers who are providing opportunities. These employers should be treated as valued customers and partners with frequent check-ins to address participation needs as they arise.

Connector Internship Checklist

Quick tips for Work-Based Learning Connectors⁴ to ensure successful internships.

Before the Internship

- Review the Fact Sheet and any required forms.
- Meet with teachers/faculty and discuss how they can help with student/learner selection, internship design, reflection activities and support the classroom connection. Share the Teacher/Faculty Tip Sheet.
- Maintain regular communications with teachers/faculty.
- Design and develop the internship with the employer.
- Arrange for learner interviews.
- Debrief following the interviews.
- Have the employer sign the worksite agreement.
- Identify interested learners and review resumes.
- Select and refer qualified learners matched to employer specifications.
- Confirm placement details by providing both the employer and learner an offer letter.
- Conduct a site visit to address key legal or safety issues.
- Prepare hosts by providing an orientation and determining the preferred frequency and method of contact.
- Prepare interns by sharing the learner checklist.
- Develop specific learning objectives for their WBL plan.

During the Internship

- If possible, meet with the intern and worksite supervisor at the workplace and observe workplace activities. Finalize training plan and make appointments for any future visits.
- Assist the worksite supervisor in completing the Employer Evaluation of learner performance at the mid-point and completion of the internship.
- Facilitate learning by coordinating opportunities for interns to reflect on their internships in the classroom and regularly assess progress using evaluations.
- If applicable, monitor intern timesheets and payroll. Resolve any issues that may arise.

After the Internship

- Conduct follow-up activities by reviewing the completed evaluations with the intern.
- Help interns update their career plan and think about any next steps they would like to take to further their career goals.
- Provide avenues for feedback on the effectiveness of the internship and make recommendations for adjustments in the future.
- Coordinate opportunities for student/learner reflection with teachers/faculty to help make the connection between this internship, classroom learning and next steps.
- Document the experience in ELENA and provide reports to all parties.

Sample Internship Timeline

Five months in advance:

- Develop and design the internship.
- Confirm student/learner availability and schedule with appropriate stakeholders.
- Get signed worksite agreement.

Three months in advance:

- Review resumes.
- Schedule interviews.
- Process results.
- Confirm placement details.
- Conduct a site visit.

Two months in advance:

- Prepare internship hosts.
- Prepare interns.
- Prepare teachers.

Two weeks in advance:

- Confirm details with all parties.

On the start date:

- Check in with the intern and employer.

⁴ This includes Earn & Learn work-based learning connectors and others who facilitate, arrange and support work-based learning activities for students or other learners.

Learner⁵ Internship Checklist

Internships can give you valuable experience in the workplace. It is a really exciting time because you get a preview of what your life could be like working at a job in an area of interest to you.

You'll meet many new people and learn a lot, so pay close attention and think about the possibility of this being a job for you one day.

Have you done all that you can to prepare for your internship?

- Think about the kind of internship you might like to have. Once you've asked around about what's available, decide on the one that fits best for you and apply for it.
- Turn in all required forms and complete any assignments.
- Create a resume' and prepare for your interview.
- Practice your "elevator pitch" introduction (who you are, why you're interested in the internship, what you are studying and what your career goals are).
- Do some research. Find out what you can about the company and the position.
- Have questions ready for the employer.
- Map out the location and leave early enough to ensure you arrive 10 minutes before the interview. Plan out what you are going to wear for this important first meeting.
- Once you have a placement confirmed, CONGRATULATIONS! learn all you can about the company, the internship and what will be expected of you.

Getting Ready for Your First Day

- Map out employer location and plan to get there 10 minutes early.
- Dress professionally.
- Bring your ID and any other forms that you need.
- Know the name of your supervisor and who to ask for when you get there.
- Relax and smile!

Have you thought about what you can do to make your internship a big success?

- Talk to a teacher or faculty member about what your learning goals are. Think about what you want to learn, the skills you'd like to develop, and work with your worksite supervisor to improve them. Include these in your WBL Training Plan.
- Go to the orientation and any trainings that your worksite supervisor asks you to.
- Make sure you understand your duties and complete all assigned tasks.
- Ask questions if something is unclear!
- Regularly talk with your connector, teachers/faculty and parents/guardians about how it's going at your internship.
- Track your hours and submit your timesheet (on time) to be paid!
- Consider keeping a daily journal about what you are learning and experiencing.

When your internship is over, how will you keep moving your career forward?

- Participate in ongoing self-reflection activities and classroom assignments. What were you able to accomplish and what did you learn through this experience?
- Send a thank-you letter to your worksite supervisor and ask if you can use him/her as a reference on your resume' or connect on LinkedIn.
- Update your resume' based on new skills and experiences gained and record the experience in your career development plan.
- Think about what you would like to do next to move your career plans forward.

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.

Teacher/Faculty Internship Tip Sheet

Note: If you're coordinating an Internship, review the Connector Internship Checklist.

Internships are designed to:

- Promote hands-on experience in a field of interest.
- Provide productive value for the employer.
- Provide exposure to a wide range of careers and jobs within the industry.
- Offer opportunities to develop, practice and demonstrate employability skills.
- Build occupational knowledge.
- Create awareness of the education needed to be successful in the industry.

Did You Know?

Internships can support classroom curriculum and allow for learners to see and apply practical applications of key academic concepts.

Learners who participate in internships while in High School or College pay more attention in class, enjoy higher graduation

Before the Internship

- Give the work-based learning connector information about learners⁶ who are ready for an internship. Talk about how you can support interns in reflection activities.
- Review the Connector Internship Checklist with the work-based learning connector and decide who will facilitate each activity.
- Help match learners to specific internship opportunities based on their skills and interests and the employer's needs.
- Help learners prepare for the interview, including their "elevator pitch" and how to dress.
- Have learners research the employer and identify career options/pathways of interest.
- Work with the intern to define their learning objectives for their WBL Training Plan.
- Let interns know how they will be evaluated on their internship performance.
- Explore what concepts in the classroom might be demonstrated in the workplace.
- Distribute and collect all required forms.

During the Internship

- Work with the work-based learning connector to document learning objectives.
- Design and coordinate concurrent learning activities in the classroom.
- Provide opportunities for interns to reflect on their experience - in the classroom, both verbally and in writing.

After the Internship

- Review completed evaluations with interns. Discuss and record next steps.
- Work with the work-based learning connector to finalize documentation of student learning. Together, assess the effectiveness of the internship and make recommendations for adjustments.
- Provide opportunities for learners to reflect on their internships or showcase their work through presentations or demonstrations.
- Help interns update their career development plan.

Go Deeper

- Guide learners through a comparison of the culture and style of the workplace with others they have observed, including behavioral and communication expectations.

⁶ 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.

Employer Internship Tip Sheet

Through an Earn & Learn internship, learners 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 learners⁷ 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 a number of departments and job functions.

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

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.

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.

⁷ 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.

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/factsheets/71-flsa-internships>

⁸ 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.

Remote and Virtual Internships Options Sheet

Introduction

Translating an internship to remote or virtual settings proves to be one of the more straightforward of all the Work-Based Learning activities, as long as the activity and tasks of the internship can be completed remotely. While internships are generally conducted in the workplace or with a partner organization, in some cases interns may engage in an internship remotely and connect to their internship host and team members electronically via telephone, Skype, Zoom, WebEx, Microsoft Teams or some other technology. There are also virtual simulations available where a learner⁹ can select a particular career or occupation, conduct online research and then address and complete one or more mock work assignments for review by a teacher or connector.

Remote Internship Options

Remember, remote activities promote "live" learner contact with adult professionals and front-line workers via the use of technology.

Remote Internships

In a remote internship, a learner is engaged in his or her internship remotely. Many industries and employer partners have recently shifted to a model where their employees work from home-based settings. Most of these employers have established protocols, communications systems and supports to ensure that work is productive, employees are engaged and connected to each other. These same protocols apply to interns who are completing their internship from home.

Creating a Remote Internship

To design an effective and meaningful virtual internship, look to what has been successful for in-person internships with your industry partners or your organization. The first step is identifying projects that are appropriate for remote interns, such as those appropriate for an entry-level worker, that require minimal oversight. Consider the age, academic status, and skill set of your interns. Projects assigned to the interns should have clear and attainable goals. Informing interns of the connections between their projects and how they contribute to the organization can provide students an invaluable perspective.¹⁰

Remote Internship Resources

"CareerReady Work Learn_Grow_Remote Internship Industry Partner Guide"
http://wbltoolkit.cte.nyc/wp-content/uploads/2021/01/20.3.3-CareerReady-Work-Learn_Grow_Remote-Internship-Industry-Partner-Guide.pdf

⁹ 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.

¹⁰ Adapted from "'CareerReady Work Learn_Grow_Remote Internship Industry Partner Guide' NYC Department of Youth and Community Development, with Grant Associates and the NYC Center for Youth Employment, 2020.

Steps to Success

- Review the Internship Guide.
- Distribute and review checklists and tip sheets to all parties.
- Recruit Internship hosts or work with existing Internship sponsors to design and implement remote internship experiences.
- Pair learners with appropriate internship opportunities. Facilitate learner choice and preference.
- Arrange interviews with Internship Host, who selects the intern via an online interview.
- Create an individualized WBL plan with the Internship host, WBL Connector and Intern.
- Teacher Supports the internship, the work-based learning plan, and checks in with the Intern and host regularly.

Special Considerations

- Ensure equity in learner access to technology to effectively participate in the internship.
- Help learners think about time management and how to focus on tasks when participating in a remote internship.
- Consider school policy relayed to online interactions.

Virtual Internship Options

Remember, virtual activities are generally simulations and provide learners with employer exposures through recordings, on-line research, and related classroom activities.

Virtual Internships

Virtual Internships are simulations where a learner or group of learners can select a particular career or occupation, conduct online research and then address and complete one or more mock assignments for review by a teacher or WBL connector.

Virtual Internship Resources

<https://sites.google.com/site/virtualinternshipswbl/home>

The activities on the Virtual Internships website can be used in several different formats. The educator may:

1. Lead the class as a group exploring one of the internships.
2. Assign the activities for out of class work.
3. Have learners work in groups on chosen internships.
4. Have learners work independently on a chosen internship.



Internship Tools

Documents, Forms and Implementation Tools Packet

Unpaid Internships Fact Sheet

A fact sheet for employers to help understand when interns need to be paid.

USDOL Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act

The regulations governing internships from the federal government.

What Every Worksite Supervisor Should Know

Suggestions and tips for internship supervisors.

Work-Based Learning Plan and Evaluation

A guide and evaluation tool that helps guide and assess the internship experience.

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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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

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 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

Title _____ 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 learner's career interests. The learner, teachers and connector determine what learning opportunities are available and appropriate and set 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 completes the evaluation at the midpoint and completion of the experience.

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 Learner's Talents and Abilities

Time Frame: From _____ To _____ Total Hours _____

Worksite Supervisor Signature _____ Date _____

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

Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns and students working for “for-profit” employers are entitled to minimum wages and overtime pay under the Fair Labor Standards Act (FLSA).¹

Background

The FLSA requires “for-profit” employers to pay employees for their work. Interns and students, however, may not be “employees” under the FLSA—in which case the FLSA does not require compensation for their work.

The Test for Unpaid Interns and Students

Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA.² In short, this test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

¹ The FLSA exempts certain people who volunteer to perform services for a state or local government agency or who volunteer for humanitarian purposes for non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation, for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships for public sector and non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible.

² E.g., *Benjamin v. B & H Educ., Inc.*, --- F.3d ---, 2017 WL 6460087, at *4-5 (9th Cir. Dec. 19, 2017); *Glatt v. Fox Searchlight Pictures, Inc.*, 811 F.3d 528, 536-37 (2d Cir. 2016); *Schumann v. Collier Anesthesia, P.A.*, 803 F.3d 1199, 1211-12 (11th Cir. 2015); see also *Walling v. Portland Terminal Co.*, 330 U.S. 148, 152-53 (1947); *Solis v. Laurelbrook Sanitarium & Sch., Inc.*, 642 F.3d 518, 529 (6th Cir. 2011).

Courts have described the “primary beneficiary test” as a flexible test, and no single factor is determinative. Accordingly, whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case.

If analysis of these circumstances reveals that an intern or student is actually an employee, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA.

Where to Obtain Additional Information

This publication is for general information and is not a regulation. For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210

1-866-4-USWAGE
TTY: 1-866-487-9243
[Contact Us](#)



Work Experience Guide

Work Experience Fact Sheet

A fact sheet that provides a definition and learning objectives for the activity.

WBL Connector Checklist

A checklist of steps to guide WBL Connectors in creating successful work experiences for all parties.

Learner¹ Checklist

A checklist for learners participating in a work experience that facilitates deeper learning from the work-based learning experience.

Teacher/Faculty Tip Sheet

Tips for teachers/faculty /faculty that encourages ways to connect work experiences to the larger curriculum.

Employer Tip Sheet

Tips for employee volunteers participating in a work experience to support their engagement.

Employer Fact Sheet

Facts about work experiences to help employers decide whether their company or organization can participate.

Implementation Tools

Work Experience Preparation Activity

A worksheet to support learner research in preparation for a work experience.

Work Experience Learner Reflection

¹ 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.

A worksheet and discussion guide that supports learner reflection after the work experience.

Remote and Virtual Fact Sheets

Supplemental resources designed to help support remote or virtual activities.

Remote Work Experience

In a remote work experience, a learner is engaged as an employee with an employer or organization partner. As with internships, many industries and employers have recently shifted to a model where their employees work from home-based settings. Most of these employers have established protocols, communications systems and supports to ensure that work is productive, employees are engaged and connected to each other. These same protocols apply to learners who are working from home. Follow the tips for remote internships when implementing remote work experiences for learners.



Work Experience Fact Sheet

Work Experience

A Work Experience is a Career Preparation activity in which a learner² is at a worksite doing real work for pay. The learner is held to the same expectations as all employees and is evaluated by the worksite supervisor based on workplace expectations and performance.

Work experiences range from regular, paid employment in summer and/or year-round jobs to subsidized employment and learning-rich work experience. They include both “found” jobs and those arranged by the school or program. There are also a range of education and training linked work experience program types defined at the state and federal levels.

Work experiences are one activity in the continuum of authentic work-based experiences provided to all learners engaged in career-related programs or course of study in the Earn and Learn community.

Work Experiences are designed to:

- Promote hands-on, real-world experience in a field of interest.
- Provide productive value for the employer.
- Offer opportunities to develop, practice and demonstrate work-readiness skills.
- Build occupational knowledge.
- Create awareness of the education needed to be successful in the industry.

Work Experiences are structured to:

- Enable learners to practice and prepare for work, potentially in an area of career interest.
- Help learners develop and demonstrate Work-Readiness Competencies.
- Build knowledge about the education and training needed for a particular job, career path and advancement in the industry.

Work Experiences are supported by:

- Classroom preparation, including research on the industry and participating businesses.
- Employer orientation and support.
- Opportunities to reflect upon the experience verbally and in writing.

Work Experiences are connected to:

- Individual career development/training plans.
- Future work-based learning activities.
- The learner’s next steps.

² 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.

Work Experience Support Materials

Checklists, Tip Sheets and Fact Sheets:

- Connector Work Experience Checklist
- Learner Work Experience Checklist
- Teacher/Faculty Work Experience Tip Sheet
- Employer Work Experience Tip Sheet
- Employer Work Experience Fact Sheet

Implementation Tools:

- Work Experience Research Activity
- Work Experience Learner Reflection
- Remote and Virtual Fact Sheets

Remote Work Experience Resources:

- Digital Summer Youth Employment Toolkit 2.0
<https://aspencommunitysolutions.org/report/digital-summer-youth-employment-toolkit-2-0/>
- The Aspen Institute Forum for Community Solutions released the 2.0 version of our Digital Summer Youth Employment Toolkit December 16, 2020. This resource builds on the initial toolkit from June 2020, and is informed by implementation lessons from 2020's "summer like no other" from communities across the Opportunity Youth Forum (OYF) network and national partners.

Tips for Success

Work-Based Learning Essential Elements

Effective Work Experiences include structured activity before, during and after the experience. Pay attention to these tips to ensure meaningful experiences that result in enriched learning.

- ✓ Conduct Effective Planning
- ✓ Prepare for Success
- ✓ Identify Learning Objectives.
- ✓ Create Authentic and Engaging Experiences
- ✓ Connect to Careers
- ✓ Support Learner Growth
- ✓ Ensure Activities are Safe and Legal
- ✓ Provide Ongoing Support
- ✓ Provide for Reflection, Presentation and Feedback
- ✓ Connect to the Learner Next Step
- ✓ Assess and Document the Experience

Sustaining and growing Work Experiences and all other work-based learning activities depend on maintaining positive relationships with the participating employers. These employers should be treated as valued customers and partners with frequent check-ins to address their needs and support their participation.

Work- Based Learning Connector Work Experience Checklist

Quick tips for Work-Based Learning Connectors³ to ensure a successful work experience.

Before the Work Experience

- Define the work experience program structure (timeframe, expectations, host expectations, and staff support, for example).
- Identify all interested teachers/faculty and help them plan for the work experience activity.
- Prepare teachers/faculty and encourage them to support and leverage the work experience. Share and review the Teacher/Faculty Tip Sheet with them.
- Work with teachers/faculty to create a list of interested and qualified learners⁴.
- Select and refer appropriate candidates for interviews, matched to employer/supervisor specifications.
- Provide supervisor with the Employer Work Experience Tip Sheet and What Every Worksite Supervisor Should Know.
- Determine the worksite supervisor's preferred form and frequency of contact.
- Distribute and collect appropriate forms.
- Identify learning objectives and complete the WBL Plan
- Address any transportation or safety gear needs.

During the Work Experience

- If possible, meet with learners and worksite supervisors at their workplaces and observe workplace activities. Make sure these visits are pre-arranged with the host and don't disrupt workflow.
- Regularly assess learner progress and impact of the experience.

After the Work Experience

- Have the worksite supervisor complete the WSS Evaluation and review with the learner.
- Document the work experience in ELENA. Get feedback from employers and teachers/faculty and summarize the results using the WBL Activity Evaluation.
- Help learners update their Resume' and career development plan and think about any next steps they would like to take to further their career goals.
- Work with teachers/faculty to coordinate "go deeper" activities to connect the work experience to the classroom and their career goals.
- Take pictures from the work experience and provide them to the company for use on their website or newsletter. Ensure you have signed releases for all photos.
- Publicize the work experience and the business that participated by placing a story in the local newspaper or posting on the school or agency webpage.
- Consider other potential public relations benefits and opportunities.

Sample Work Experience Timeline

Beginning of the school/program year or cycle: Identify interested teachers/faculty and brainstorm business partners who could participate.

Two months in advance: Invite business partners to list opportunities and post in ELENA.

One month in advance: Screen learners to employer specifications and arrange for interviews with the employer.

One week in advance: Confirm selection and make sure the learner has proper documentation.

During work experience: Visit worksite, if possible, and observe workplace activities. Provide support and address any issues that may arise.

After work experience: Send thank-you notes to employers and supervisors and ensure learner reflection activities take place.

³ This includes Earn & Learn work-based learning connectors and others who facilitate, arrange and support work-based learning activities for learners.

⁴ 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.

Learner⁵ Work Experience Checklist

A work experience gives you the opportunity to have a real job doing productive work with an employer. Through this experience, you will develop and have the chance to demonstrate professional and occupational skills by addressing a core business function.

You'll also be able to ask questions, practice professional behavior, learn and demonstrate new skills, and become more comfortable communicating with adults.

Have you done all you can to prepare?

- Fill out and turn in any required forms.
- Meet with your teacher/faculty to discuss what you want to get out of the work experience. These are your learning objectives.
- Do some research on the host company and the job. Check out their website and learn as much as you can about the company's history, what they do and how it impacts your community.
- Research the dress code at the workplace and do your best to mirror it.
- Make sure you have transportation taken care of to and from the place of business.

Have you thought about what you can do to make the work experience a big success?

- Dress appropriately and arrive on time.
- Make sure you understand your job assignment and tasks, and don't be afraid to ask questions.
- Learn what you need to do to fill out and turn in your timesheet.
- Follow through with the goals you set for yourself.
- Work on your communication skills, including active listening. Always be respectful.
- Observe and reflect how people act in the workplace. Put your electronics away until the end of your shift each day.
- Ask your supervisor if he or she would be willing to provide you with a reference after the job is over. Thank them for the experience.

When the work experience is over, how will you keep moving your career forward?

- Reflect on the experience. Talk to your classmates and teachers/faculty and discuss your level of interest in pursuing a career in that industry.
- Participate in classroom activities that help you think about the value of the work experience.
- Update your resume and career development plan and think about next steps in moving your career forward.
- Send a follow-up email thanking the employer/supervisor for his or her time.
- Ask your supervisor if you can use him/her as a reference.
- Fill out the evaluation form. Be honest. That will help make future work experiences more meaningful.
- Share your experience with your peers on social media. Perhaps a blog post about the work experience?

Are you Ready for Game Day?

Have you...

- Filled out the required forms?
- Researched the host company?
- Found out everything you can about the job and what will be expected of you?
- Figured out how to fill out your timesheet?
- Decided what you'll wear?
- Arranged for transportation?
- Met with your teacher/faculty to discuss learning objectives?
- Thought about how you'll share your experience on social media?

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.

Teacher/Faculty Work Experience Tip Sheet

Note: If you're coordinating a work experience, have a look at the WBL Connector Work Experience Checklist.

Work Experiences are designed to:

- Promote hands-on, real-world experience in a field of interest.
- Provide productive value for the employer.
- Offer opportunities to develop, practice and demonstrate work-readiness skills.
- Build occupational knowledge.
- Create awareness of the education needed to be successful in the industry.

Before the Work Experience

- Review the Work Experience Fact Sheet and this tip sheet.
- Assess how the work experience can support classroom activities and help meet curriculum goals.
- Identify learning objectives for the job with the learner(s)⁶ and record in the WBL Plan. excitement for the work experience.
- Have learners research the job, the host company and the careers it offers.
- Find out if certain dress or safety gear is required and communicate any requirements to the learner(s).
- Distribute and collect any required forms.

During the Work Experience

- Design and coordinate concurrent learning activities in the classroom, so the work experience is not an isolated activity but is connected to academic learning.
- Check in with learners about how things are going on the job and provide opportunities for groups to share their experiences with each other.
- Provide opportunities for learners to reflect on the experience in the classroom, both verbally and in writing.

After the Work Experience

- Continue to provide reflection activities for learners and help them make the connection between what they're learning and the workplace.
- Help the learner(s) update his or her Resume' and career development plan and think about any next steps they would like to take to further their career goals.
- Assess and document the impact and value of the work experience and discuss the completed worksite supervisor evaluation with the learner.
- Work with the connector and utilize employer, teacher/faculty and learner feedback to improve future work experiences. (Use the WBL Activity Evaluation)

Go Deeper

- Make the work experience part of a project and have the learner(s) prepare and deliver a presentation to others at your school about the host company or the job.

The Classroom Connection: Preparation and Reflection

Before the Work Experience

Set the student(s) up for success by having them:

- Research the job, company and industry of the employer.
- Discuss how the work experience can help them meet learning objectives.

After the Work Experience

- Spark learner reflection with an activity.
- Ask, "What new things did you learn from this job and what skills did you acquire?"
- See if they want to find out more or further explore different jobs and careers in the employer's industry.

⁶ 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.

Employer Work Experience Tip Sheet

Thanks for agreeing to hire one of our learners and provide them with valuable work experience. As you think about how to best prepare for the experience, keep the following success factors in mind.

Before the Work Experience

- Work with the connector to develop a job description.
- Interview, select and hire the learner⁷.
- Review the informational packet provided to you by the connector or teacher/faculty.
- Provide teacher/faculty or connector with website link(s) about the job, your company and industry to help learners prepare for the work experience.
- Work with the teacher/faculty or connector to help define ways in which the work experience can align with and support the curriculum.

Did You Know?

While working at your company, learners are learning about your industry and are considering how they might prepare for a career.

Some learners are studying in the context of a career pathway and preparing for a career in your industry.

Students who experience early employment while in High School enjoy higher graduation rates and better employment outcomes later in life.

During the Work Experience

- Provide a workplace orientation and tour for the learner.
- Review the Work-Readiness Competencies document provided by the connector and reinforce those concepts when possible.
- Consider if there are opportunities for learners to be exposed to a range of jobs in your organization.
- Identify opportunities that will support the learner's academic, occupational and work-readiness skill development and assist them in working toward learning objectives.
- Think about ways you can serve as both a coach and supervisor. Review "What Every Worksite Supervisor Should Know".
- Communicate successes and assignments to the connector that can be used to enhance the value of classroom connections.
- Use the WBL Training Plan and Evaluation to assess the learner's performance at a mid-point and completion of the internship. Discuss it with the learner and the connector.

After the Work Experience

- Provide feedback to the connector to improve future work experiences.
- If you're comfortable doing so, offer to stay in touch via email or LinkedIn.
- Hold a debriefing session internally at the company to review the effectiveness of the work experience program and make suggestions for improvement.
- Consider how you might use the work experience to promote your company's visibility in the community.

Go Deeper

- Talk to the connector about being a guest speaker in the classroom, participating in a mock interview or hosting learners for job shadows and/or internships.

⁷ 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.

Employer Work Experience Fact Sheet

Work experiences offer learners⁸ the opportunity to be at a worksite doing real work for pay. The experience can be regular, paid summer or year-round employment, or it may be learning-rich, subsidized employment.

While delivering productive work for pay, learners also work on developing and demonstrating professional and occupational skills, communicating effectively and being a productive part of the team. The learner is held to the same expectations as all employees and is evaluated by the workplace supervisor based on workplace expectations and performance.

Program Level: Usually 11th grade or higher.
Employer/Learner Ratio: 1:1
Duration: Varies, can be summertime or year-round
Frequency: One time
Location: Worksite
Costs: Wages (often subsidized)
Special Considerations: Supervisor selection. Labor laws and safety considerations. Impacts on personnel policies.

Why are work experiences important for learners?

- Every young person needs a first job, and for many, participation in a work experience program provides that opportunity.
- Work experiences expose learners to potential careers and jobs and help build work-readiness skills and occupational knowledge.
- They provide a context for learning and foster an understanding of how academic concepts are applied in a real-world setting.
- They illustrate the education and training needed for entry into certain occupations and careers.
- They let learners know about your company's processes and products/services and the role your business plays in the community.

What are the benefits to my company?

- Learners are engaged a core productive activity in your company.
- Exposes potential future workers to advanced job opportunities and careers with your company, as well as the required skills and education to be successful in your industry.
- Introduces learners to one or more of your employees.
- Helps your employees understand how to better communicate with the next generation of workers.
- Provides leadership development opportunities for your existing workforce

What do I need to do next?

- Determine who will supervise the learner during the experience and have that person connect with the work-based learning connector or learner to address scheduling, planning and logistics.
- Arrange for a presentation to those employees who will participate in the work experience.
- Distribute the Employer Work Experience Tip Sheet to identified supervisors.
- Consider any impacts on company policy.

Resources

- Review the Employer Participation Options Fact Sheet to learn more about how to get the most out of your partnership with Earn & Learn.

⁸ 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.

Work Experience Research Activity

Complete the following research assignment as part of your preparation for the upcoming work experience.

Learner ⁹ name:
Host company:
Company's web address:
Company's physical address:
Company's mission statement:
What is the company's primary business?
What departments exist within the company?
What companies do you think are in competition with the host company?
After researching the company, what are some questions that you will ask your supervisor?
Based on your research, what do you think you will like most about the work experience?
Based on your research, what is your biggest concern about the work experience?
If you could come away from the work experience having learned one thing, what would that be?
Anything else you learned while doing your research that you'd like to share with your teacher/faculty or the class?

Adapted from original material created by NAF. Used with permission.

⁹ 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.

Work Experience Learner¹⁰ Reflection

Now that the work experience is over, take some time reflect on what you learned and how the experience might inform your college and career plans in the future.

Learner Name:

School/Org:

Host Company:

Work Date Range:

What aspects of the work experience were interesting? Which were not? Why?

What did you like about the work experience? What would you change?

Would you consider a career in the host company's field? Why or why not?

What was the most memorable aspect of the work experience? Why?

¹⁰ 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.

What did you learn about the host company and its employees? Please explain.

What knowledge and skills are you learning in school that would likely be used at the host company? Please explain.

What knowledge or skills do you need to strengthen to be successful at a workplace like the host company's? Please explain.

Would you recommend that other learners participate in a work experience? Explain.

Anything else you'd like to say about the work experience?

Adapted from original material created by NAF. Used with permission.



Universal Tools

Work-Based Learning Evaluation – Adult

An evaluation form for employers, WBL connectors and teachers/faculty to use to help improve future experiences.

Work-Based Learning Evaluation – Learner

An evaluation form for students/learners to use to help improve future experiences.

Work-Based Learning Plan and Evaluation

A guide and evaluation tool that helps guide and assess the internship experience.



Work-Based Learning Activity Evaluation

Host/Volunteer

WBL Coordinator

Teacher

Work-Based Learning Activity Type _____ Date(s) _____ Employer Partner _____ School/Organization _____ Industry/Career Pathway _____ # of learners _____ <p style="text-align: center;">Please rate your experience with this work-based learning activity</p> <p style="text-align: center;">Circle the number that best describes your level of agreement with each statement</p> <p style="text-align: center;">4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree</p>				
I understood the purpose of the activity and my role in it prior to the experience.	4	3	2	1
The experience was valuable and worth my time and effort.	4	3	2	1
I felt supported in making the experience a success.	4	3	2	1
I think the activity benefited the participating student(s)/learner(s)	4	3	2	1
I would participate in this or another Earn & Learn activity in the future.	4	3	2	1
Comments:				



Work-Based Learning Activity Evaluation

Student

Work-Based Learning Activity Type _____ Date(s) _____ Employer Partner _____ School/Organization _____ Industry/Career Pathway _____ # of Learners _____ <p style="text-align: center;">Please answer all questions to the best of your ability. Rate your experience by circling a number below. 4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree</p>				
I understood the purpose of the activity and what was expected of me ahead of time.	4	3	2	1
The experience was valuable and worth my time and effort.	4	3	2	1
I was able to meet my learning objectives for the activity	4	3	2	1
I felt supported by the adults involved with this activity.	4	3	2	1
This is a career pathway I would be interested in pursuing in the future,	4	3	2	1
I would like to participate in this or another work-based learning activity in the future	4	3	2	1
Comments or Ideas:				

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 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 student/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 _____

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 set 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.

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



Fact Sheets

Apprenticeship Fact Sheet

A fact sheet that describes Apprenticeship opportunities and how to access them.

Unpaid Internships Fact Sheet

A fact sheet for employers to help understand when interns need to be paid.

USDOL Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act

The regulations governing internships from the federal government.

What Every Worksite Supervisor Should Know

Suggestions and tips for internship supervisors.



Apprenticeship Fact Sheet

Apprenticeship is a career preparation activity designed to prepare an individual—generally a high school graduate—for careers, traditionally 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, and results in the apprentice earning a portable, industry recognized credential.

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 25,000+ 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. In fact, over the past several years many apprenticeship programs outside the traditional crafts and trades have emerged. For a list of apprenticeable occupations in your area from the State of California Department of Industrial Relations, please click the following link:

<https://www.dir.ca.gov/databases/das/pwaddrstart.asp>.

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 standards.

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.
- Advancement on the career ladder into positions in supervision, management and company ownership.

Registered Apprenticeship Key Elements¹

- **Employer involvement.** The employer hires and trains the apprentice at the workplace, using a curriculum and standards customized to the employer's work processes.
- **Structured on-the-job learning.** The apprentice learns by doing, with support from their supervisor or other workplace mentor.
- **Related instruction.** Courses, typically held in a classroom (often at a community college), or increasingly online, complement the applied work experience.
- **Rewards for skills gains.** Apprentices earn wages from day one. The more they learn, the more they earn.
- **National occupational credential.** Apprentices receive a nationally recognized credential or certificate once they complete the program

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.

Pre-Apprenticeship

Pre-apprenticeship programs are designed to prepare individuals to enter and succeed in a Registered Apprenticeship or other high-quality apprenticeship program, and ultimately a career. They can be delivered by a range of entities including community-based organizations, high schools, labor organizations, workforce agencies, or community colleges.

For educational institutions, the programs can and should integrate directly into their existing curriculum and structure. High-quality pre-apprenticeship programs link directly to existing apprenticeship programs and provide the instruction, preparation, and supports to advance participants to apprenticeship programs or careers.

Success Factors

- Build connections for students/learners to existing apprenticeship programs in your community.
- Develop apprenticeship programs with local and/or state apprenticeship councils in partnership with labor and industry.
- Develop apprenticeship programs in high-growth industries in your region, supported by local chapters of organized labor and local employers.

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 CA Department of Industrial Relations.

ⁱ <https://center4apprenticeshipjff.org/apprenticeship/registered-apprenticeship/>

Unpaid Internship Rules

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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 [labor laws require 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.

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Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns and students working for “for-profit” employers are entitled to minimum wages and overtime pay under the Fair Labor Standards Act (FLSA).¹

Background

The FLSA requires “for-profit” employers to pay employees for their work. Interns and students, however, may not be “employees” under the FLSA—in which case the FLSA does not require compensation for their work.

The Test for Unpaid Interns and Students

Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA.² In short, this test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

¹ The FLSA exempts certain people who volunteer to perform services for a state or local government agency or who volunteer for humanitarian purposes for non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation, for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships for public sector and non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible.

² E.g., *Benjamin v. B & H Educ., Inc.*, --- F.3d ---, 2017 WL 6460087, at *4-5 (9th Cir. Dec. 19, 2017); *Glatt v. Fox Searchlight Pictures, Inc.*, 811 F.3d 528, 536-37 (2d Cir. 2016); *Schumann v. Collier Anesthesia, P.A.*, 803 F.3d 1199, 1211-12 (11th Cir. 2015); see also *Walling v. Portland Terminal Co.*, 330 U.S. 148, 152-53 (1947); *Solis v. Laurelbrook Sanitarium & Sch., Inc.*, 642 F.3d 518, 529 (6th Cir. 2011).

Courts have described the “primary beneficiary test” as a flexible test, and no single factor is determinative. Accordingly, whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case.

If analysis of these circumstances reveals that an intern or student is actually an employee, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA.

Where to Obtain Additional Information

This publication is for general information and is not a regulation. For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210

1-866-4-USWAGE
TTY: 1-866-487-9243
[Contact Us](#)

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 students or other 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 students or other 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 students or other learners learn about?

In addition to learning the skills they need to accomplish the project at hand, students and other 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 students or other 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 students or other 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 students/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. Students and 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 students or other 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 students and others will learn about 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 students/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

Earn & Learn WBL Toolkit Sources

The contents of this toolkit draw heavily on WBL Toolkits created by New Ways to Work with the State of California, the Kansas City, Kansas Schools, Earn & Learn East Bay, New York State P-TECH, the New York City Department of Education and the New York City Department of Youth and Community Development. Additional tools and materials were contributed by NYC DOE CTE programs, Grant Associates, NAF and INNOVATE Tulare-Kings. The documents listed below were reviewed and revised as appropriate for inclusion the Earn & Learn WBL Toolkit.

New Ways to Work

The Quality Work-Based Learning Toolkit: California, 1998
Quality Work-Based Learning Toolkit: Kansas City, Kansas Public Schools, 2003
Creating Quality Work-Based Learning, 2016
Earn & Learn East Bay Work-Based Learning Toolset, 2017
Work-Based Learning Toolkit: NYS P-TECH, 2017
NYC DOE CTE WBL Toolkit, 2018/2019

Grant Associates, Inc.

Career Day Toolkit, with NYC Dept. Education, 2013
Career Fair Tips (for Students)
CTE Industry Scholars Program: Career Days, 2017
CTE Industry Scholars Program: Worksite Tours, 2017
Employer Tour Overview
Interview Quiz, with NYC CTE
Interviewing Skills: How to Have a Successful Interview, with NYC Department of Education
Planning a Career Day Event, with NYC Dept. Education, 2013

NAF

Career Fair Interest Preparation Activity, 2015
Career Fair Notes, 2015
Career Fair Overview, 2015
Career Fair Planning Timeline, 2015
Career Fair Preparing Students, 2015
Career Fair Student Reflection, 2015
College and Career Readiness Skills, 2015
Finding and Maintaining Paid Internships, 2015
Guest Speaker Overview, 2015
High Quality Paid Internships, 2015
How to Write a Resume, 2015
Informational Interview Overview, 2015
Intern Orientation Icebreaker, 2015
Intern Orientation to the Workplace, 2015
Intern Weekly Check-In Meeting, 2015
Internship Employer Profile, 2015
Internship Planning Timeline, 2015
Internship Preparing Students, 2015
Internship Reservation Form, 2015
Internship Student Agreement, 2015
Internship Student Interest Form, 2015
Internship Student Reflection, 2015



Internship Student Research Activity, 2015
Internship Work and Learning Plan, 2015
Job Shadow Overview, 2015
Mock Interview Application, 2015
Mock Interview Overview, 2015
Mock Interview Planning Timeline, 2015
Mock Interview Professional Dress Guidelines, 2015
Mock Interview Questions, 2015
Mock Interview Rating Sheet, 2015
Mock Interview Sample Job Description, 2015
Mock Interview Student Preparation and Tips, 2015
Mock Interview-Student Reflection, 2015
Mock Interview Student Resume and Cover Letter, 2015
Preparing Students for a Mock Interview, 2015
Student Internship Consent Form, 2015
Sub-BA Business & Finance Jobs in New York City: A Deeper Dive, Labor Market Information Service,
Work-Based Learning Evaluation – Business Partner, 2015
Work-Based Learning Evaluation – Student, 2015
Worksite Tour Checklist and Tips, 2015
Worksite Tour Host Checklist and Tips, 2015
Worksite Tour Host Profile, 2015
Worksite Tour Overview, 2015
Worksite Tour Planning Outline, 2015
Worksite Tour Preparing Students, 2015
Worksite Tour Research Activity, 2015
Worksite Tour Sample Agenda, 2015
Worksite Tour Student Guidelines, 2015
Worksite Tour Registration & Permission Form, 2015
Worksite Tour Student Reflection, 2015

INNOVATE Tulare-Kings

Guide to Career Days, Innovate Tulare-Kings, Adapted from WBL Resources, Regional School Districts Resources, and "Launch Path: Playbook" Developed by Linked Learning Alliance & Foundation for California Community Colleges, 2016.
Guide to Worksite Tours, Innovate Tulare-Kings, Adapted from WBL Resources, Regional School Districts Resources, and "Launch Path: Playbook" Developed by Linked Learning Alliance & Foundation for California Community Colleges, 2016.

Others

Career Day Planning Guide, Career Services Division, Oklahoma Department of Vocational and Technical Education, August 2015
How to Conduct a Mock Interview, web.stanford.edu
Intern Weekly Journal, Young & Rubicon
Job Interview Questions and Answers, thebalance.com
Job listings, greenkeyllc.com, 2017
Job listings, indeed.com, 2017
Job listings, rfcuny.org, 2017
Legal Guide to Labor Laws and Safety, CareerSmarts, 2013
Mock Interview, everydayinterviewtips.com

Remote and Virtual Options

Contents

- Remote and Virtual Options Summary Sheet
- Online Career Development Links and Resources
- Online Practices Guidance
- Remote and Virtual WBL Suggested Standards

Remote and Virtual WBL Options

Introduction

This fact sheet provides a summary of remote and virtual options for a variety of work-based learning activities. It is not intended as an exhaustive list, but rather a guide for work-based learning coordinators, teachers and intermediary staff seeking to develop quality opportunities for their learners while most school activities are being conducted remotely.

Remote activities are defined as those that promote “live” learner¹ contact with adult professionals and front-line workers through the use of technology.

Virtual activities are defined as those that are generally simulations and provide employer exposures through recordings, on-line research and related classroom activities.

Hybrid activities are defined as those that combine both remote and virtual components.

When offering remote and/or virtual options to learners, it is important to pay attention to technology access and equity in the distribution of opportunities in addition to ensuring the necessary permissions, protections and guidance are in place to promote learner safety.

Summary of Remote and Virtual Options by WBL Activity

The summary activities described below are detailed in the activity guide’s Remote and Virtual Options sheet. The options sheets are intended to be used in tandem with the complete guide, checklists and tip sheets for the activity.

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.

- **Guest Speaker Remote Classroom**
An industry or employer partner visits a remote classroom as a guest speaker and provides a presentation on the speaker’s career, business or organization and industry. Learners ask questions to help them consider whether they might like to pursue a career in the industry.
- **Guest Speaker Virtual Activity**
Identify and select a recorded guest speaker to use as a foundation for an activity and discussion in the classroom.

¹ 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.

- **Guest Speaker Hybrid Activity**
Record the session and arrange for the guest speaker to return to the remote classroom for a short amount of time to answer specific questions from a new group of learners.

[Download the Guest Speaker Remote and Virtual Options Sheet](#)

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 Day Remote Classroom (with Breakouts)**
An interactive, online career day where employers visit a classroom or classrooms remotely. After a panel presentation, learners visit individual industry partners in breakout rooms. At the end of the session, the class comes back together to share what they've learned and reflect on the activity.
- **Career Day Remote Classroom (Sequenced)**
Schedule a number of industry partners to visit the remote classroom or set of classrooms throughout a school day. Combine a brief Guest Speaker activity followed by a group informational interview.
- **Career Day Research and Share**
Have learners conduct online research on a range of careers in an industry of interest, gather information, find compelling recorded presentations on careers in the industry and have them share their findings in the remote classroom.

Consider making it a team-based activity and have a small group of learners work together and prepare a presentation for the rest of the class or pathway cluster.
- **Career Day Hybrid Activity**
Record a career day panel and use it as a basis for a remote classroom activity.

If possible, have one or more of the career day panelists visit the remote classroom to share information and answer questions.

[Download the Career Day Remote and Virtual Options Sheet](#)

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.

Remote Note

Learners who are currently paired with a Career Mentor may continue to receive support via telephone or some other technology if the necessary permissions, protections and guidance are in place to promote learner safety.

Workplace Tour – Small groups of learners visit a workplace, learn about the business, meet employees, ask questions and observe work in progress. Teachers also benefit from exposure to the workplace.

Remote Note

Some employers may be in a position to conduct a remote tour of their workplace, perhaps as part of a scheduled Guest Speaker activity.

Informational Interview – A learner formally interviews an employer partner about his or her industry, educational and career path and chosen profession.

- **Remote Informational Interviews (by Phone or Internet)**
A learner formally interviews an Industry Partner over the phone or internet about his or her industry, educational and career path, and chosen profession.
- **Virtual Informational Interviews**
Learners review a prerecorded interview with an industry professional in the remote classroom and engage in a guided discussion after the interview. What did you learn? What surprised you? What do you wish the person had been asked? How can you follow up to learn more? (See below for some sample links. Consider having learners conduct on-line research to locate prerecorded interview session with employers and use those on the classroom.)
- **Informational Interview Hybrid Activity**
A model where small groups interview an industry partner via Skype, Zoom, Microsoft Teams, Google Meet or some other technology, record the session and then use it to form the foundation for a classroom activity and discussion.

[Download the Informational Interview Remote and Virtual Options Sheet](#)

Job Shadowing – A learner is paired with an employee of a host company and

follows that employee during much of a regular workday. A job shadow provides learners the opportunity to experience the workplace, understand the various roles and duties of a particular occupation, learn about the business, connect with a working adult and observe work in progress.

- **Remote Note**
Job shadowing does not lend itself to remote or virtual activities.

Mock Interview – Learners are paired one-on-one with a business partner who interviews each learner as if he/she were being interviewed by an employer for a paid internship or job.

- **Remote Mock Interviews (by Phone or Internet)**
A learner is formally interviewed via telephone, Facetime, SKYPE, Microsoft Teams or Zoom by an Industry Partner as if they were applying for a job with the company the partner represents.
- **Mock Interviews Remote Classroom**
Multiple Employers are invited to a remote classroom and are assigned to breakout rooms and interview a number of learners individually.
- **Mock Interview Hybrid Activity**
View a recorded mock interview and have learners critique it in the classroom.

[Download the Mock Interview Remote and Virtual Options Sheet](#)

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 counselor.

- **Remote Workplace Challenge**
[Download the Provider Guide: The Workplace Challenge](#)

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.

- **Remote Internships**
In a remote internship, a learner is engaged in his or her internship remotely. Many industries and employer partners have recently shifted to a model where their employees work from home-based

settings. Most of these employers have established protocols, communications systems and supports to ensure that work is productive, employees are engaged and connected to each other. These same protocols apply to interns who are completing their internship from home.

[Download the CareerReady Work Learn Grow Remote Internship Industry Partner Guide](#)

- **Virtual Internships**

Virtual Internships are simulations where a learner or group of learners can select a particular career or occupation, conduct online research and then address and complete one or more mock assignments for review by a teacher or WBL connector.

Virtual Internships Website

Created by Sue Gubing and WBL Coordinators with the support of Perkins funding

<https://sites.google.com/site/virtualinternshipswbl/2020-virtual-internship>

Each Virtual Internship involves selecting one of more than 70 occupations, conducting guided research on the occupation and its educational or training pathway followed by the completion of three simulated task associated with the job.

[Download the Internship Remote and Virtual Options Sheet](#)

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.

- **Remote Work Experience**

In a remote work experience, a learner is engaged as an employee with an employer or organization partner. As with internships, many industries and employers have recently shifted to a model where their employees work from home-based settings. Most of these employers have established protocols, communications systems and supports to ensure that work is productive, employees are engaged and connected to each other. These same protocols apply to learners who are working from home.

Across the country, communities put young people to work in subsidized work experiences designed to provide skill development and the acquisition of employability skills.

Digital Summer Youth Employment Toolkit 2.0

<https://aspencommunitysolutions.org/report/digital-summer-youth-employment-toolkit-2-0/>

The Aspen Institute Forum for Community Solutions - Digital Summer Youth Employment Toolkit 2.0 was released on December 16, 2020. This resource builds on the initial toolkit from June 2020, and is informed by implementation lessons from 2020's "summer like no other" from communities across the Opportunity Youth Forum (OYF) network and national partners.

Online Links and Resources¹

Postsecondary Planning Milestones Toolkit

Activity Type: College and Career Development

Utility: This document is a comprehensive planning tool. The document explains step-by-step activities and provides hyperlinked resources for educators to help learners explore postsecondary pathways throughout their high school journey.

<https://read.bookcreator.com/oJNLHh3W5Mhw8FWQWBnobVwGmE03/4AWy5coqS8uwnNCx75uzLQ>

ISP 2020 Best Practices PPT

Activity Type: Career Development

Utility: This PowerPoint presentation shares learnings from ISP Summer 2020.

Presentation shares best practices related to implementing remote internships and remote workplace challenges.

https://docs.google.com/presentation/d/1U1q5FzBuGuiXEtvogSH8ftsF5gTfTAKVkl_yat90Z3Y/edit?usp=sharing

Experiential Learning Directory

Activity Type: Career Development/ Internship

Utility: This online resource provides time sensitive information related to a range of work based learning opportunities for students including internships, mentorship opportunities .

https://docs.google.com/document/d/1CgLPmOm3V2tDYc-cUkXaizD35bbQ_oFuf8vIRiEkUc/edit?usp=sharing

Level Up!

Activity Type: Career Development

Utility- This curriculum provides the tools to help students rapidly develop tools and skills essential to career success including: resume development, interview preparation.

https://drive.google.com/drive/folders/1nwab-mMnXwWT4eUmcgbooh0_Slp9DqbU?usp=sharing

DRAFT - Employer Cheat Sheet

Activity Type: Internship (support document)

Utility: This document is designed to be a one-page reference tool for employers who are sponsoring remote internships including pay schedule, student work schedule, key web links and contact information. This document can also be used for in-person internships.

<https://drive.google.com/file/d/1CdLS3eOiZVN-h1B0JrlGUmnnfN6g-PS/view?usp=sharing>

DRAFT- Worklog/ Check In

Activity Type: Internship (support document)

Utility: This document is designed to support clear communication between workplace supervisor and intern. This optional tool is designed for employers to create a running work log, to clearly state weekly work objectives, and allow space

¹ The links and resources on this page were provided by the NYC Department of Education.

On-Line Practices Guidance

When participating in a remote, on-line Work-Based Learning activity, keep the following practices in mind. While these practices cover remote activities, which promote “live” learner contact with adult professionals and front-line workers via the use of technology, many of these guidelines apply to virtual experiences as well.

For WBL Connectors

- Determine the desired format and appropriate technologies for the specific activity.
- Participate in any professional development opportunities that are available to support your use of those technologies, either through the district, on-line or elsewhere.
- Practice using the technology and support teachers and learners in its use.
- Consider issues of equity and access in selecting technologies.
- Get appropriate permissions for the activity.

For Teachers

- Determine the desired format and appropriate technologies for the specific activity.
- Participate in any professional development opportunities that are available to support your use of those technologies, either through the district, on-line or elsewhere. Note: Most platforms provide a number of how to-guides and videos)
- Talk to the WBL Connector and determine your role in the activity.
- Practice your role using the technology.
- Prepare your learners by having them participate in a dry run prior to the activity.
- Communicate schedules and expectations with parents and/or guardians.
- Support learner access to an appropriate device and connectivity for the activity.
- Review the tips below with your learners.

For Learners

Impressions matter

- Be Attentive - Focus on the camera and “stay in the game”. Fully participate in the activity.
- Dress as if you were visiting the Industry Partner in the workplace.
- Pay attention to lighting and your background. Best if you are sitting with natural light from a window in front of you at a desk or table without a lot of visible clutter. (tip – check out how you look by opening facetime or another video app on your phone. Walk around until you get the best image and then try and set up there! Utilize a virtual background)

Be Prepared

- Practice using the technology
- Review the Learner Checklist for the activity.

Safety First

- Don't share your personal information (email address, home address, phone number, social media accounts)

For Employer Partners

- Make sure you're comfortable with the technology
- Practice. Connecting to the classroom online is a bit different than in-person. Check in with the teacher or connector about protocols and practices when interacting with learners online.
- Don't ask learners for personal information or try to connect with them outside the activity.

for student feedback.

<https://drive.google.com/file/d/1gLqoXIFx2Dh8tDfCkK70ZU3MBNHYeaQX/view?usp=sharing>

NASDAQ Lunch and Learn

Activity Type: Mentorship/ Career Development

Utility: These recorded sessions provide students with video interviews of representatives from within the financial services industry. Students are introduced to key financial ideas, as well as guidance around the range of careers that compose the financial sector:

<https://www.nasdaq.com/diversity-inclusion-belonging>

NASDAQ - LatinX Event

Activity Type: Mentorship/ Career Development

Utility: This recorded session provides students with video interviews of representatives from within the financial services industry. Students are introduced to key financial ideas, as well as guidance around the range of careers that compose the financial sector:

<https://drive.google.com/drive/folders/1oR4oJtqDF1wWqlmkobela8NNnaWXph1v?usp=sharing>

Quantum Leap Voyages

At Quantum Leap Voyages, we offer various pathways as unique opportunities to virtually explore an inner calling or passion.

Remote and Virtual WBL Suggested Standards¹

Remote Internships Should Include:

- Orientation and onboarding training for learners and employers to discuss standards and alignment for work in a remote learning environment.
- Clear expectations and protocol around communication between the employer, the learner, and the work-based learning connector.
- Outlined check ins including a regularly scheduled one-on-one with a supervisor, teacher, and learner; one-on-one with the teacher; and specific learning objectives that yield a culminating internship presentation.
- Secure online structure of employer and teacher support.
- Combination of employer-defined projects and selected upskilling opportunities as part of the learner's WBL plan.
- Adherence to district policy guidelines with respect to remote learning and work-based learning.

Communications Standards for Remote Internships:

- A reliable and secure virtual platform should be used for all remote communications (meeting, calls, etc.) with learners including Face Time, Microsoft Teams, Google Meet, and/or Zoom platforms.
- Online conferences and/or meetings are intended for instructional purposes only and should only occur in non-school hours during the learners scheduled work time.
- All parties are encouraged to adopt a virtual background or blur their background for all video calls.
- When appropriate, include the learner's teacher and/or Work Based Learning connector on all calendar invites and meeting requests so that they may be allowed to join to support learners and/or view learners in their "working environment".

Remote Workplace Challenges Should Include:

- Orientation and onboarding training for learners and employers to discuss standards and schedule for workplace challenge that lead to a culminating presentation.
- Clear expectations and protocol around communication between the employer, the learners and the work-based learning connector.
- Outlined check ins to discuss specific deliverables and learning objectives for employer and learners.
- Secure online structure of employer and teacher support.
- Adherence to policy guidelines with respect to work-based learning.
- A clearly defined real-world problem or a workplace challenge issued by an employer.

¹ Adopted from material created by Grant Associates.

- Defined employer supervised learner teams that will work together to identify possible solutions to the real work problem.

Communication Standards for Workplace Challenges:

- A reliable and secure virtual platform should be used for all remote communications (meeting, calls, etc.) with learners including Face Time, Microsoft Teams, Google Meet, and/or Zoom platforms.
- All parties are encouraged to adopt a virtual background or blur their background for all video calls,
- When appropriate, include the learner's teacher and/or Work Based Learning connector on all calendar invites and meeting requests so that they may be allowed to join to support learners and/or view learners in their "working environment".
- An environment conducive to networking with industry professionals, exposure to potentials careers in a specific industry, development of problem solving and presentation skills, and the opportunity for career planning.