

Work Based Learning Manual



Office of Public Instruction

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Montana's Vision

To scale and enhance high quality Work-based Learning experiences in Montana to:

- Serve Montana's priority workforce development needs
- Create sustainable talent development pipelines
- Foster career and college readiness
- Ensure alignment of education, government, community and business resources toward priority employer needs

Purpose of this Manual

This manual is a resource for secondary staff initiating, implementing or improving work-based learning. This includes instructors, administrators, counselors, coordinators, and support personnel. This manual can also be helpful to employers and others in the community who are interested in increasing their understanding of work-based learning.

There are three objectives addressed in this guidance document:

- To define Work-Based Learning and its benefits to a student's educational plan
- To be a detailed reference for districts developing Work-Based Learning programs
- To be a comprehensive resource for individuals already involved in providing Work-Based Learning programs

Introduction

ADVANCE CTE published a guidebook called, "Connecting the Classroom to Careers" (October 2016). The authors explain, "Work-based learning is being transformed as a means to build on students' academic experience and career interests, rather than simply releasing them from the school day for a job that is not connected to their education. What is most important is that the experience is informed by workplace standards and is connected to students' classroom learning and career aspirations as a means to provide context and relevancy". <https://careertech.org/resource/work-based-learning-comprehensive-guide>.

Perkins V Work-Based Learning Definition

The term "Work-Based Learning" means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks of a given career field, that are aligned to curriculum and instruction.

Work-Based Learning Funding Authority

Section 135. Local Uses of Funds, (b) Requirements for Uses of Funds, (5), (E) page 64.

The Educational Role of Work-based Learning

The new Perkins V Act of 2018 also addresses the importance of Work-based Learning and allows local education agencies (LEAs) to use Perkins funding to address a well-rounded career and college-ready student:

- The bill defines work-based learning as sustained interactions with industry or community professionals in real workplace settings or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.
- Work-based learning is included as one of the services qualified intermediaries (as defined in the bill) are authorized to facilitate.
- The bill includes work-based learning in the core indicators of performance for CTE concentrators at the secondary level, and is one of the indicators of CTE program quality for Montana.
- Expanding work-based learning opportunities is included as an allowable use for the state leadership set aside.

Work-based learning activities provide extended learning experiences connecting acquired knowledge and skills to a student's future. Teachers, counselors, administrators, parents, and community partners share responsibility for assisting all students in developing to their fullest potential.

Montana OPI Career and Technical Education Program Standards require Work-based learning as a component of all CTE programs. Content Standard 1, Benchmark III/2, as well as Content Standard 5, Benchmark II/1 and Benchmark III/1 are located at this URL:

<http://opi.mt.gov/Portals/182/Page%20Files/Career%20%26%20Technical%20Education/Docs/Standards%20and%20Guidelines/ContStds-CareerTech.pdf>

Montana Office of Public Instruction's Montana READY Initiative

This initiative developed by State Superintendent Elsie Arntzen, recognizes the need to focus on Community, College & Career Readiness. Early Career Awareness emphasis beginning in middle grades will provide students with the opportunity to explore career options before selecting a MT Career Pathway at the high school level.

Benefits of Work-Based Learning

Students benefit from work-based learning through:

- Application of classroom learning (both academic and technical) in real-world settings
- Establishment of a clear connection between school and work
- Assessment of their interests, aptitudes, and abilities while learning about the career possibilities available to them (MCIS, Naviance, Career Cruising, ASVAB tests all offer assessments)
- Improvement of their post-graduation employment opportunities
- Development and practice of positive work-related habits and attitudes including the ability to think critically, solve problems, work in teams, and resolve issues

Employers benefit from work-based learning through:

- A pool of skilled and motivated potential future employees
- Improved employee retention
- Reduced training/recruitment costs
- Developmental opportunities for the current workforce

WORK-BASED LEARNING CAREER READINESS LADDER

"High Quality" Work-Based Learning Framework

- Clear Work-Based Learning Partnership Agreement
- Authentic Work Experience Component
- Structured Learning Component
- Culminating Assessment & Recognition of Skills

Career Training

Industry Recognized Credentials (IRC)
Apprenticeship • On-the-Job Training (OJT)

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Career Preparation

School-based Enterprises • Cooperative Work-Based Learning
Service Learning • Pre Apprenticeships • Paid/Unpaid Internships

3

Career Exploration

Extended Learning • Job Shadowing
Structured Field Trips • Career Guidance System

2

Career Awareness

Workplace Tours • Guest Speakers • Career Fairs
Community Involvement • Career Interest Assessment

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Types of Work-based Learning and Definitions

Work-based learning comprises a wide range of activities that are conducted as an extended learning experience within any school program. Because of the digital world we now live in, both in-person and virtual activities are possible Work-Based Learning options. These activities are divided into four categories; Career Awareness, Career Exploration, Career Preparation, and Career Training.

While all four tiers are important to a high quality Career & Technical Education Program, only Career Preparation and Career Training can be included for Performance Indicator measurement.

Career Awareness (Middle/High School)

As shown above, Career Awareness is the first step in understanding all sectors of the workforce. Career Awareness begins in middle grades and usually bridges the first two years of high school.

Workplace Tours

Many career & technical programs across the state bring students on field trips to visit banks, restaurants, food production plants, manufacturing plants, construction sites, and medical facilities, as well as local business options. This provides students with an opportunity to briefly experience the work environment and potential jobs needed in a specific industry.

Guest Speakers

Most local guest speakers provide their time free of charge, but teachers/counselors or work-based learning coordinators have to do the legwork to find speakers, build a relationship, and determine if that person is willing to discuss their profession with enthusiasm. Some schools even offer workshops such as cake decorating that is led by a professional. This is an allowable expense of your Perkins funding.

Career Fairs

Career Fairs in general, provide students the opportunity to meet representatives from the local workforce and gain an overview of what their business/occupation entails. Hands-on activities that highlight a skill or skills specific to that occupation provide a meaningful experience.

Community Involvement

These activities consist of non-program specific community service activities that builds a student's sense of pride in their community. These events may be a larger project to enhance a sector of the community or assisting an individual family within a community.

Career Interest Assessment

Career Interest Assessments in 7th-9th grade provide students with basic framing of likes, dislikes, personality strengths, and a broad understanding of how careers are grouped. Most online career guidance systems have this type of assessment built in to their website.

Career Exploration (Freshmen/Sophomores)

Extended Learning

Learning and teaching activities related to Career and Technical Education course or program competencies that occur beyond the scheduled school day and/or school year under the supervision of a certified teacher.

- This can include Career and Technical Student Organization (CTSO) activities, as long as hours are documented according to OPI Guidelines for House Bill 86.
- Summer employment may be considered if core competencies*(Appendix A) are agreed upon and monitored by both a CTE teacher and employer.
- Career-focused summer camps (such as the week long Med Start Camp, or Flathead Valley Community College's summer credit series), may also be counted towards the student's hours.

Job Shadowing

A job shadow is a career exploration activity in which a student follows an employee for one or more days to learn about a particular occupation or industry. Job shadowing can help students explore a range of career opportunities to assist in developing their high school career pathway. Classroom exercises conducted prior to and following the job shadow help students connect their experience to their coursework, career interests, related skills requirements, and future educational options. Characteristics of job shadowing include:

- Varying time commitment from one hour to one full day
- Providing students with a realistic view of a specific job
- Allowing students to observe employees on the job
- Allowing students time to ask questions
- Requiring students to complete related class assignments (journals, focused questions, etc.)

Additional job shadowing resources can be found in the Attachment B at the back of this manual.

Structured Field Trips

Work-based activities that are done in groups and accompanied by a certified teacher are called Structured Field Trips. The field trip experience is "front-loaded" with a purpose and may be a culmination experience. A representative of the worksite or a CTE college program may partner with industry representatives to host the event. (Campus tours are not considered a structured field trip unless there is a specific activity linked to specific CTE programming). During a field trip, students may observe, ask questions, and learn from the experience of being on an actual worksite or college campus. Structured Field Trips should be followed by debriefing activities such as class discussion, reports, and follow-up letters to the worksite/college hosting the experience.

Career Guidance System

Web-based career guidance systems such as the Montana Career Information System (MCIS), Career Cruising, or Naviance, help students understand their interest areas and strengths, while providing a glimpse into myriad career options. Developing individual student portfolios are recommended beginning in middle school.

Career Preparation (Juniors/Seniors)

Service Learning

Service learning is a teaching methodology, which provides relevance to the academic curriculum, increases academic rigor, and enhances relationships among the participants and the community/community partners. Simply stated it is using academic knowledge learned in the classroom to meet a real community need. The National and Community Trust Act, 1990, provided a more extensive definition of service learning. It is a method

- Under which young people learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs that are coordinated in collaboration with school and community;
- That is integrated with specific learning objectives and provides structured time for youth to think, talk, or write about what they did and saw during the actual service activity;
- That provides young people with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities;
- That enhances what is taught in school by extending student learning beyond the classroom and into the community;
- Helps foster a sense of caring for others.

Currently, the emphasis seems to be on community involvement especially for college admission. “Although the terms community service and service learning are used interchangeably, service learning and community involvement are not synonymous. Community involvement may be, and often is, a powerful experience for young people, but community involvement becomes service learning when there is a deliberate connection between service and learning opportunities, which are then accompanied by conscious and thoughtfully-designed occasions for reflecting on the service experiences.” (Alliance for Service Learning in Education Reform)

Cooperative Work-based Learning

Cooperative Work-based Learning means a learning experience where students practice in the community the skills and knowledge learned in the classroom. This is also referred to as an *Internship* and can be a volunteer activity or a paid position. An employer/employee relationship must exist if the work performed by the student results in a net increase in productivity or profitability for the business or organization.

Examples include, but are not limited to:

- Medical Center/Hospital internship programs with specific learning goals and curricular expectations that have Memorandums of Understanding with a local high school
- Supervised Agricultural Experience (SAE) as defined within the Agricultural Education curriculum
- Matheson Flight Extenders Inc., (transportation, logistics and distribution)
- Early Childhood Education Internships
- Summer internships in trades & industry through specific pathway programs

(* A sample Affiliation agreement (located in Attachment D) defines a qualified worksite.

School-Based Enterprises

A school-based enterprise involves goods and/or services produced or sold by students as part of their educational program. School-based enterprises typically engage students in all aspects of operation and management of a business that may involve the sale of goods and/or services for use by others. Enterprises can be on or off the school site but are always part of the school's educational program.

Examples may include, but are not limited to the following:

- Agricultural Education Greenhouse sales
- Business/Marketing Stores
- Family & Consumer Sciences Culinary activities (coffee kiosk, catering, café)
- Family & Consumer Sciences Early Learning Center
- Entrepreneurial businesses associated with a CTE program area (t-shirt printing, embroidery company, etc.)
- School-built houses

Pre-Apprenticeships

The Employment and Training Administration (ETA) defines Pre-apprenticeship as a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s). A quality pre-apprenticeship program is one that incorporates the following elements:

Approved Training and Curriculum
Strategies for Long-Term Access to Appropriate Support Services
Promotes Greater Use of Registered Apprenticeship to Increase Future Opportunities
Meaningful Hands-On Training that Does Not Displace Paid Employees

Supported Employment

The term "Supported Employment" is specifically intended for IDEA/504 students. The Office of Public Instruction's Special Education Division can address any questions you have regarding the training needs for this cohort of students. Contact the Special Education Administrator, Frank Podobnik by email:

fpodobnik@mt.gov

Sample Checklist for Worksite Learning

- ☐ Qualified Personnel
- ☐ Site Approval (Placement)
- ☐ Evidence of Site Supervisor Program Orientation
- ☐ Documentation of Site Visit
- ☐ Student Worksite Learning File
 - Worksite Learning Plan
 - Record of student hours
 - Evidence of employee orientation
 - Signed student evaluations
 - Signed worksite evaluations
 - Parent/school Authorization form
 - Confidentiality Agreement form (for medical sites)

Career Training

Career Training includes options that may start in high school and continue well past high school graduation and may include post-secondary programs of study.

Industry Recognized Credentials (IRC)

The Workforce Innovation and Opportunity Act provides the definition of a 'recognized postsecondary credential' as "a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree". At the secondary level, this refers to a state-recognized certification that is obtained through a specific number of hours of training. Examples shown below are not a complete list:

- Certified Nursing Assisting (CNA)
- Basic Emergency Management Technician (EMT)
- CISCO
- Microsoft certifications
- ProStart Certification of Achievement (COA)
- Child Development Association (CDA)
- American Welding Society (AWS)
- National Automotive Technical Education Foundation (NATEF)
- National Institute for Automotive Service Excellence (ASE)
- National Center for Construction & Education Research (NCCER)

Registered Apprenticeships

According to the Montana Dept. of Labor, students can start apprenticeships at 16 years of age. There are four components to a registered apprenticeship; 1) Business Involvement, 2) Structured on-the-job Training, 3) Instruction, 4) Rewards for Skill Gains. More information regarding registered apprenticeships may be found at [www.mt.gov](#).

On-the-Job Training (OJT)

OJT connects students with training providers that support all the major Montana industries. Training sites are available in Billings, Great Falls and Missoula. For additional information, contact: www.ojt.com

Reporting Student Hours for Cooperative Work-based Learning and/or Industry-recognized Credentialing

The most direct way to report semester or yearlong worksite activities is to enter the data into TEAMS reporting system using the course codes for each program area. This is not an extensive list, but serves as a guide for matching the most common CTE program areas:

18098	Plant Systems-Workplace experience
18148	Animal Systems-Workplace experience
18248	Agribusiness-Workplace Experience
18348	Agricultural Production and Processing-Workplace Experience
18488	Agricultural Mechanics-Workplace Experience
18548	Natural Resources-Workplace Experience
18998	Agriculture, Food, and Natural Resources- Workplace Experience

12148	Finance- Workplace Experience
12198	Marketing-Workplace Experience
12998	Business and Marketing- Workplace Experience
16098	(FCS) Restaurant, Food and Beverage Services- Workplace Experience
19998	(FCS) Human Services- Workplace Experience
19098	(FCS) Child and Eldercare- Workplace Experience
14098	Health Science/Therapeutic Services- Workplace Experience
14051	Certified Nursing Assisting (industry-recognized credential)
14055	Emergency Medical Technician (industry-recognized credential)
17048	General Construction- Workplace Experience
13248	Metalwork-Workplace Experience (welding, machine technologies, etc.)

Insurance and Student Volunteer Considerations

Work-based Learning opportunities can create liability exposures. It is important that all parties understand, and accept, their own responsibilities and liabilities.

This link will take you to the Montana Youth Employment resources available through the Department of Labor. This site also hyperlinks to Federal Youth guidelines.

<http://erd.dli.mt.gov/labor-standards/child-labor-law/child-labor-law-reference-guide>

High schools are highly encouraged to pursue additional insurance riders on their school insurance, as work-based opportunities are not the same as a field trip where guardian consent forms are sufficient.

The Montana School Board Association also encourages schools to work with their business/industry partners to add Volunteer Workman's Compensation to the coverage they already have in place.

Attachment A

AFFILIATION AGREEMENT

This Affiliation Agreement is entered into between _____ (high school) and _____ (workplace learning site).

WHEREAS High School has established a _____ career pathway program for students interested in pursuing a career in these and associated fields; and

WHEREAS High School wishes to affiliate with _____ (workplace learning site) for the purpose of providing Career Exploration and Assessment experiences for students enrolled in the _____ career pathway; and

WHEREAS the Workplace Learning Site is willing to permit the Career Exploration experience on its' premises with the terms set forth in this Affiliation Agreement;

NOW THEREFORE, the parties agree as follows:

1. The High School shall assume full responsibility for planning and execution of the student program of instruction including curriculum content, Career Exploration orientation, health status information, emergency contact information, parent/guardian consent.
2. The High School shall ensure participating students have completed instruction in legal responsibilities, ethical behavior and safety practices prior to participation in the Career Exploration.
3. The High School shall provide a faculty representative responsible for instruction and coordination with appropriate Workplace Learning Site personnel for the planning, selecting and evaluating of students' experiences.
4. The Workplace Learning Site agrees to designate a liaison representative whose responsibility it shall be to assist the faculty representative in selection and coordination of student experiences appropriate to the level of learning.
5. The Workplace Learning Site professional practitioners shall be responsible for overseeing the students' experience and training activities. They shall orient the students to their activities, direct their activities and supervise their activities to assure safe and satisfactory experiences and performance.
6. The High School shall be responsible for assigning students to the Workplace Learning Site for experience. High School shall notify the Workplace Learning Site at least one (1) month in advance of its planned schedule of students and types of experiences to be provided. This schedule shall be subject to approval of the Workplace Learning Site.
7. The Workplace Learning Site shall make available the necessary equipment and supplies as determined by the Workplace Learning Site in conjunction with High School.
8. The Workplace Learning Site shall provide High School with periodic student performance evaluations in the manner and frequency so designated by High School.
9. No student shall be entitled to any payment from the Workplace Learning Site.
10. The High School shall accord the Workplace Learning Site the right to remove any student from the clinical department services or areas of the Workplace Learning Site whenever such removal shall serve the best interests of the Workplace Learning Site or its patients. Responsibility for student disciplinary measures, if any, shall be with High School and not with the Workplace Learning Site.

Attachment B

These forms are samples used in health science programs. These forms were included even though other programs may not need to have a comprehensive packet of Authorization Forms.

HEALTH STATUS QUESTIONNAIRE

This form is to be completed by each student prior to participating in the Career Exploration experience. Sharing the form with each of the workplace learning sites prior to student participation will ensure that the requirements are consistent with site policy. Additionally, some Sites are willing to provide the immunizations for Hepatitis B or tests for Tuberculosis if students have not completed these procedures previously. The Health Status Questionnaire follows.

EMERGENCY CONTACT INFORMATION

An Emergency Contact Information form should be completed for each student. A copy should be retained at both the workplace learning site and the school site in the workplace coordinators' files. This information may be on file in the school office and can be copied for both locations. A sample form for completion follows.

PARENT/GUARDIAN CONSENT

Students may find they are placed in a specialty area that may provide services of a most critical and sensitive nature, e.g., obstetrics, surgery, specific exams, emergency. Parents/Guardians should be informed of the potential opportunities and options and approve of the placements prior to the student's assignment. The sample form for signature follows.

REQUIREMENTS CHECKLIST

The checklist provides an easy to identify list of items to be completed prior to the Career Exploration experience. Students should review the items and determine they have completed each as listed. The checklist follows.

- Schools or districts may have forms that they require in place of those available in the Career Exploration and Assessment packet.
- Individual workplace learning sites may have information they require that is not part of the forms in the Career Exploration and Assessment packet and additions to the items included may be necessary.

HEALTH STATUS QUESTIONNAIRE

Complete this form and submit to your Workplace Coordinator prior to your Career Exploration experience. If you have not completed any of the items listed, please share that information with the Workplace Coordinator so arrangements can be made to complete the process prior to your placement.

Name _____ Date of Birth _____

Address _____ City _____

Home Phone _____ Cell Phone _____

Provide proof of two Measles, Mumps, Rubella (MMR) immunizations or proof of positive Rubella/Rubeola titers.

MMR #1 date _____ MMR# 2 date _____

(OR)

Rubella titer date _____ Rubeola titer date _____

Date of Tetanus Diphtheria booster _____

Tuberculosis skin test (PPD) within the past thirty days is required

PPD date _____ mm negative/positive

If PPD was positive, date of CXR _____ results _____

Date treatment started (if received) _____ Completed on _____

Hepatitis B as required by specialty or unit

Series 1 date _____

Series 2 date _____

Series 3 date _____

Student Signature _____ Date _____

Printed name _____

Parent/Guardian Signature _____ Date _____

EMERGENCY CONTACT INFORMATION

Complete the information requested and submit the form to your Workplace Coordinator. This information is required prior to your participate in the Career Exploration workplace learning experience. The information should indicate the person to be contacted should you become ill or are injured or should any other emergency conditions occur.

Student name _____

Address _____ City _____

Home phone _____ Cell phone _____

School name _____

School site contact name _____ Title _____

Phone number _____ Cell phone _____

Parent/Guardian name _____

Home phone _____ Cell phone _____

Work phone _____ Company name _____

Address _____ City _____

Person to contact in an emergency in addition to your parent/guardian

Name _____

Home phone _____ Cell pone _____

Work phone _____ Company name _____

Address _____ City _____

Relationship to you _____

PARENT/GUARDIAN CONSENT

I, (full name) _____ as legal guardian of
_____ (child's full name) a student

enrolled in the High School, Health Science Program of Study acknowledge the following:

WHEREAS, the program of study includes opportunities for my child to participate in off campus Career Explorations at healthcare related facilities, and

WHEREAS, my child may come in contact with or observe healthcare patient or employee information that is highly sensitive and private, and

WHEREAS, the healthcare community operates under strict codes, rules and regulations, and

WHEREAS, the workplace learning site has not agreed to compensate any of the student participants for the Career Exploration experience, and

WHEREAS, in order to participate in the off campus Career Explorations this form in addition to the Confidentiality Agreement, Health Status Questionnaire and the Emergency Contact Information must be completed and submitted to the High School Workplace Coordinator prior to my child's participation,

THEREFORE, my child and I have carefully read the forgoing and I give my consent to my child participating in the off campus Career Exploration component of the High School Health Science Program of Study, and

THEREFORE, I agree to support and assist with enforcement of the content included in the Confidentiality Agreement signed and submitted, and

THEREFORE, I agree to counsel my child to abide by the codes, rules and regulations set forth by the workplace learning site.

IN WITNESS THEREOF, I have signed the Parent/Guardian Consent and agree to the stated conditions,

Parent/Guardian signature

Date

Parent/Guardian printed name

Phone number

Address

City/State/Zip code

REQUIREMENTS CHECKLIST

As you prepare for your Career Exploration at the workplace learning site you will need to complete and submit a number of documents. The following is the list of items to be submitted to the Workplace Coordinator prior to your Career Exploration assignment.

Please complete and sign this Requirements Checklist and submit along with the items listed.

Bring this completed form and the items listed to the Student Orientation meeting.

Student name (print) _____

Forms to be completed and submitted;

1. ____ Confidentiality Agreement
2. ____ Certificate of Competence Assessment (with a minimum grade of 75%)
3. ____ Health Status Questionnaire
4. ____ Emergency Contact Information
5. ____ Parent/Guardian Consent

Student acknowledgement:

I acknowledge that I completed the Workplace Learning Preparation coursework prior to attending the Student Orientation session and agree to adhere to the content presented. Subjects included Legal Responsibilities, Ethical Behavior and Safety Practices.

I also acknowledge that I successfully completed the Certificate of Competence Assessment with at least 75% of the questions answered correctly.

Student Signature

Date

I acknowledge that I received the materials requested, completed and signed as indicated.

Workplace Coordinator

Date

Attachment C

Career Exploration Rotation Student Evaluation of Rotation

_____	_____	_____
Student Name	School	Date
_____	_____	
Facility	Department	

1. How would you rate your overall visit to this department? (Circle the number that most closely represents your opinion.)

1	2	3	4	5	6	7	8
Poor							Excellent

2. To what degree did your career exploration supervisor/mentor make you feel welcome?
(Circle the number that most closely represents your opinion.)

1	2	3	4	5	6	7	8
Poor							Excellent

3. To what degree was your career exploration supervisor/mentor prepared to answer your questions?
(Circle the number that most closely represents your opinion.)

1	2	3	4	5	6	7	8
Poor							Excellent

4. What part of the rotation was most interesting?

5. Write down one interesting lesson, or new fact you learned, while at this department.

6. Write down the name of the class at school in which you might learn more about the interesting lesson in question 5, above.

7. Comments:

Supervisor Evaluation of Rotation

Student Name	Supervisor/Mentor	Date
Facility	Department	

1. Would you want this student back in your department? Yes No Briefly Describe
(circle one)

2. How would you rate the students' overall visit to this department? (Circle the number that most closely represents your opinion.)

1 2 3 4 5 6 7 8
Poor Excellent
3. The students' attitude during this visit was: (Circle the number that most closely represents your opinion.)

1 2 3 4 5 6 7 8
Poor Excellent
4. How would you rate the students' interest in your department presentation? (Circle the number that most closely represents your opinion.)

1 2 3 4 5 6 7 8
Poor Excellent
5. Did the student ask questions that showed they were engaged with your presentation?

(circle one) Yes No

6. Was the student cooperative? (circle one) Yes No Briefly Describe

7. Would you like to continue to have students rotate through your department?

(circle one) Yes No Briefly describe your response

8. Comments:
