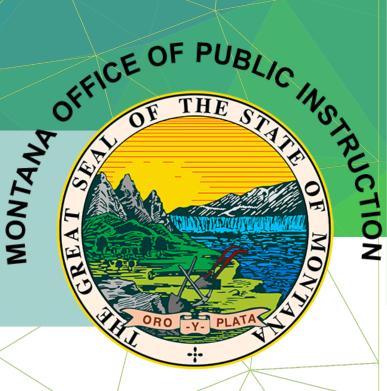
# Work Based Learning Class 4

**Assessment Document** 

Following the ACTE - WBL Toolkit Guidance Document

2024



## Name:

The chart below provides examples of some of the more common types of activities associated with each of these categories, and the respective level of employer engagement required for each: **Please fill in the chart with ideas for WBL in your district and community.** 

Career Awareness	Guest Speaker:	
	Workplace Tour :	
	Career Fair:	
	Informal Job Shadow:	
	Informational Interview:	
Career	Formal Job Shadow:	
Exploration	Mock Interview:	
	Mentorship:	
	Service Learning:	
	Industry Driven Project:	
	School Based Enterprise:	
Career Preparation	Externship:	
	Entrepreneurship:	
	Internship	
Career Preparation	On the job training:	
	Clinical Experience:	
	Pre-Apprenticeship:	
	Registered Apprenticeship:	
	Supervised Agricultural Experience:	

You can use the chart below to write a sample goal for your WBL program and determine if it meets the SMART criteria:

	My goal for my W	BL program is to
S	Specific	
M	Measurable	
A	Achievable	
R	Relevant	
T	Time-based	
	My goal for my W	BL program is to
<b>S</b>	Specific	
M	Measurable	
A	Achievable	
R	Relevant	
T	Time-based	

Brainstorm who you will invite and add additional individuals you would like to include in your work based learning community in the spreadsheet below:

Role	Name	Contact Information
School Counselor		
CTE Teacher		
Administrator		
General Education Teacher		
Special Education Teacher		
Transition Coordinator		
Employer Partner		
Parent/Community Liaison		

#### **Suggested Advisory Committee Members**

- School counselor: Invite a school counselor who works with students in the grade you hope to target, or a college and career counselor who works with all students.
- CTE teacher: If you are creating or expanding a WBL experience that is tied to a specific course invite that CTE teacher to join your advisory committee.
- School administrator: If you have an administrator who oversees your CTE programs invite that person to join your advisory committee.
- General education teacher: Consider inviting a general education teacher who you know to be a champion for CTE and/or new school initiatives.
- Special education teacher: Consider inviting a special education resource teacher who works closely with your CTE programs.

- Transition coordinator: This individual
  works with students with disabilities to
  ensure they have a translation plan as
  they look towards high school graduation
  and can bring valuable information to
  the team regarding how to best support
  students with disabilities in the workplace.
- Employer partner: Invite a current employer partner who you have worked with successfully on other WBL activities.
- Parent or community liaison: As mentioned earlier, parents are crucial to getting student buy-in for WBL. Look to your PTA or other parent organizations in your school for recommendations.

# **Outreach to advisory committee members**

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## **Work-Based Learning Reflection Questions**

Once you have identified some potential WBL goals and your key stakeholders for your program please answer the following questions:

Who in my school currently participates in WBL? Is this population representative of the larger school population. Why or why not?

What barriers might exist that prevent students from participating in WBL? How might we address them?

How are any current WBL experiences connected to CTE or other academic courses?

Are the current WBL experiences connected to or reflective of the workforce needs in my community?