West Virginia Department of Education

Experiential Learning Guide

Division of Technical & Adult Education

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Welcome to the West Virginia Department of Education Experiential Learning Guide. We have endeavored to produce a user-friendly version, reflecting current policy. Each category of Experiential Learning (work-based; service-based; community-based; and research-based) is discussed, complete with examples of projects and forms for your use. In each section, there are links to websites and locations within the document for ease of navigation.

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“Tell me, and I will forget.
Show me, and I may remember.
Involve me, and I will understand.”
- Confucius

Over 2500 years ago, the Chinese philosopher, Confucius, gave us the rationale for experiential learning. Today, education research strongly resounds the same message. Since we retain only 10% of what we read and 80% of what we personally experience, a continued emphasis on the quality of “real life” opportunities we give our students is critical for higher student achievement. All students must graduate high school with the skills and knowledge necessary for success in postsecondary education, the workplace and life. As West Virginia State Superintendent of Schools, Dr. Steve Paine has stated, “We must assure the basics of literacy and numeracy for all students. But we must also develop students who are competent in the ability to think critically, to apply knowledge at high levels and use technology tools to assemble, communicate and analyze information.”

Our students must be able to compete in the global job market of the 21st century. Experiential learning, carefully planned and executed, can elicit higher engagement in the classroom and help students connect academic and career/technical content with application in the community and at the workplace.

West Virginia State Board of Education Policy 2510, Assuring the Quality of Education (hereafter, Policy 2510), replaces work-based learning, with experiential learning. Experiential learning is then further delineated as “work-based, service-based, community-based and/or research-based”. This document is to be used by West Virginia county systems as they develop policy to guide experiential learning.

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Division of Technical, Adult and Institutional Education
Experiential Learning

Participation

According to Policy 2510, experiential learning is a graduation requirement. “All students must participate in an experiential learning experience at some time in grades 9-12. If credit is granted for these experiences, content standards and objectives will be developed and approved at the local level.”

The definition of experiential learning is found in the glossary of Policy 2510. §126-42-5. Glossary 13.40. [http://wvde.state.wv.us/policies/p2510.pdf](http://wvde.state.wv.us/policies/p2510.pdf)

**Experiential Learning** – Structured quality work-based, service-based, community-based and/or research-based learning experiences. These experiences require students to integrate knowledge and skills from academics, career/technical education and/or the arts and demonstrate the personal qualities, skills, knowledge and understandings they need to be leaders in the 21st century. Quality senior projects are examples of structured experiential learning.

Experiential learning, to be of benefit to the student, must be structured, and high quality work must be the expectation. Experiential learning should be student-centered, not designed, developed and structured by the teacher, with little or no student input. Students should have a voice in the determination of the learning experience, whether it is work-based, service-based, community-based or research-based. Career development occurs at all programmatic levels. Activities such as field trips and job shadowing are appropriate when exposing students to a broad spectrum of possible concentrations. Experiential learning at the secondary level should become more focused. It is strongly advised to provide additional experiential learning at the eleventh and/or twelfth grade levels. Students at these educational levels usually possess a degree of maturity enabling them to make connections between what they are learning in the classroom and the practical application of this knowledge. Business and community representation can prove valuable in the planning and implementation of experiential learning.

When developing or revising a county Experiential Learning Policy, the technical assistance worksheets, Appendix A, may be helpful. The county will determine what is acceptable for each category of Experiential Learning.
Also in Appendix A, are General Experiential Forms that can be used with any category of Experiential Learning:

- Student Application
- Student Activity Log

Criteria for participation in experiential learning are determined at the local level and a team should be formed to review individual waiver requests. According to Policy 2510, section 5.6.5, each county board of education shall:

a. establish a procedure for coordinating experiential learning;
b. establish criteria for selecting quality experiential learning and sites;
c. establish criteria and standards that students must meet to be eligible for experiential learning;
d. establish standards and objectives for the different types of experiential learning;
e. establish process and criteria for experiential that merits the awarding of credit;
f. provide staff development for coordinators, mentors and supervisors of experiential learning; and

g. establish linkages to enable school personnel and businesses to provide experiential learning opportunities to support and enhance programs of study and career development.
Experiential Learning

A Win-Win Situation

A well run experiential learning program takes the collaborative effort of all stakeholders: teachers, students, parents and the community. Whether the experiential learning is work-based, service-based, community-based or research-based, there can be positive outcomes for all involved.

Student participation affords them the opportunity to develop skills, knowledge and attitudes they will need to be a successful learner, leader and worker in the 21st century. Experiential learning makes academic instruction relevant and applicable to the “real world.” Relevance for the student increases the motivation to learn; at-risk students are more likely to stay in school. Experiential learning also:

- develops responsibility and maturity;
- increases resourcefulness, problem-solving ability, self-confidence and self-discipline;
- develops human relations skills through interactions in job settings; and
- increases awareness of civic and social responsibilities.

Experiential learning experiences benefit the school as well as the student. Partnerships between the school and the community are developed and strengthened. The curriculum is made relevant as classroom theory merges with practical application. Positive public relations are built, enhancing the school’s reputation and garnering more support.

The community, in general, and employers specifically, reap rewards that come from a strong experiential learning program. Since the drop-out rate is likely to decrease, the community faces fewer problems associated with at-risk students. Citizens are more likely to meet their responsibilities at an earlier age. When students are placed on the job site for their experiential experience, employers are provided with eventual better employee candidates, reducing turnover and training cost. The images of businesses are improved among student-learners and with the community, and a closer relationship is promoted between the community and the school.

Experiential Learning

WVEIS Record-Keeping

The West Virginia Education Information System (WVEIS) is the vehicle counties/schools can use to document student experiential learning. Student experiences are to be entered into the system in a timely manner; particularly important is off-site, unpaid work-based learning. The work-based learning data are used to provide worker’s compensation for students who are working at a job site, but are not on the payroll. To be classified in this category, the work-based learning must occur at an actual job site and follow the guidelines that determine quality off-site, unpaid work experience.

Definitions and rationales for the following categories of experiential learning are located on subsequent pages in this guide.

**WORK-BASED LEARNING**

Off-Site Paid/Unpaid
- Apprenticeship
- Cooperative Education, unpaid
- Health Occupations Clinical Experience
- Internship
- Supervised Agricultural Experience, off-site and unpaid

On-Site
- School-Based/School-Sponsored Enterprise
- Entrepreneurship
- Computer Simulation
- Supervised Agricultural Experience, on-site

**COMMUNITY-BASED LEARNING**

**SERVICE-BASED LEARNING**

**RESEARCH-BASED LEARNING**

**WORK-RELATED EXPERIENCE**

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Work-Based Learning

What Defines Quality?

Work-based learning, according to Policy 2510, is now a sub-category of Experiential Learning. To be classified as quality WORK-BASED LEARNING, the experience must occur *at the work site* and meet the criteria below, where applicable:

- schools and employers work together to create a structured learning program closely connected to academic and technical content learning in the classroom and student’s career goals;
- the experience must be approved and coordinated by the Experiential Learning Coordinator in collaboration with the school faculty, staff and parents;
- the experience components (as appropriate) should include, but are not limited to:
  - Training agreement;
  - Training plan;
  - Discipline policy;
  - Credit policy;
  - Attendance policy; and,
  - GPA requirement;
- the training plan is developed collaboratively by work-site training sponsors, school coordinators and students;
- the training plan includes the opportunity to learn broad transferable skills (i.e., problem-solving, communication) that will serve the student, regardless of career choice;
- the training plan includes the opportunity to learn “all aspects of an industry” from labor, health and safety and technology to management and finance;
- workplace mentors, supervisors and school personnel receive orientation, training and ongoing support;
- teachers, leaders, administrators and counselors stay in contact with businesses by discovering ways to better incorporate workplace concepts and technologies into their curriculum, participate in short-term employment opportunities (i.e., summer internships) to expand skills and develop a better understanding of the industry;
- parents/guardians are kept informed and their feedback is requested;
- credit may be awarded, based on local board of education decision; and
- long-term work-based learning experiences may occur before, during or after school hours.
The following is an example of a **quality work-based learning experience**. The student, Amanda, is an 18-year old senior in high school and has been interested in working with children since her sophomore job-shadowing experience at a local day care center.

Amanda has been advised to create as many career options as possible. She is finishing the professional pathway as well as taking the four Child Development Specialist courses at the career/technical center. This “dual” pathway selection will give her many available avenues as she continues her postsecondary education. The child development courses prepare her to enter the workforce immediately. As a matter of fact, she has job offers from more than one day care center in the community. Not only do the courses prepare Amanda to find employment, they also carry EDGE credit which is accepted by a local community college. This allows her to graduate from high school with twelve hours of free college credit! She had never seen herself as a college graduate, but it would be a shame to waste that opportunity. Who knows? Maybe...?

Amanda’s advisor has been with her throughout high school. Since they see each other on a regular basis, the advisor knows Amanda better than most of her teachers. In advisor/advisee sessions there has been time to dream and set goals for the future. The advisor has tried to help his advisees understand they will need postsecondary education or some other training after high school to be competitive in the job market of the 21st century. Amanda has even considered transferring to a four-year university to pursue a teaching degree, after completing her associate degree in Early Childhood. There’s so much to think about!

Amanda has decided to “check out” the teaching profession by completing a senior internship at one of the high school’s feeder middle schools. She completes the application for experiential learning and secures all the necessary signatures. An appointment with the second grade teacher at the elementary school is scheduled. During this meeting, the teacher, her advisor and Amanda will discuss the responsibilities of all stakeholders and a Training Agreement will be signed. The advisor/coordinate will complete a walk-through to determine any health and safety concerns.
Before her start date, Amanda will complete a work plan and will be provided an orientation that includes:

- workplace practices, such as appropriate dress and punctuality;
- conduct topics such as confidentiality and harassment; and
- specific job requirements.

At regular intervals throughout the work experience, evaluations will be completed by Amanda and her mentor/teacher. At the end of the work-based learning, the overall effectiveness of the time spent on the job will be assessed. Amanda will be given the opportunity to reflect and discuss the level at which her goals have been met.

Amanda is a fortunate young adult. She has been exposed to a sound career development program and surrounded by caring adults. The future looks bright!

The following forms (Appendix B) are used in developing quality work-based learning and can be accessed from here. All forms may be adapted, if necessary, to fit individual circumstances.

- Business-Student Approved List
- Work-Based Learning Checklist
- Student Application
- Parent Consent
- Release from Liability
- Insurance Verification
- Discipline Policy
- Credit Policy
- Confidentiality Statement
- Work-Site Walk Through Checklist
- Training Agreement
- Training Plan
- Student Activity Log
- Monthly Time Sheet
- Student Evaluation
- Work-Site Feedback
- Employer Evaluation Forms

* If local business sites are not available for the placement of students, school-based enterprises, entrepreneurship and simulations such as Classroom, Inc. are excellent work-based learning opportunities that can be completed on the school campus. The school should, however, strive to adhere to the above mentioned criteria as much as possible. For example, a training plan should be developed with learning goals and students should be given ample opportunity to practice decision-making and critical thinking skills.
Work-Based Learning

Approved Work-Based Learning Categories

Students may choose to complete work-based learning as their experiential learning graduation requirement. Students can meet this requirement in several ways. Definitions and rationales for each approved work-based learning category can be accessed using the hyperlinks below.

WORK-BASED LEARNING

Off-Site/Paid and Unpaid
  Apprenticeship
  Cooperative Education
  Health Occupations Clinical Experience
  Internship
  Supervised Agricultural Experience (Entrepreneur or Agribusiness)

WORK-BASED LEARNING

On-Site
  Computer Simulation
  Entrepreneurship
  School-Based/School-Sponsored Enterprise
  Supervised Agricultural Experience (Directed Work Experience)
Work-Based Learning

Health and Safety

Health and Safety issues are of paramount concern when involving students in experiential learning, especially for off-site work-based learning. BEFORE placing students:

• contact/secure businesses or other locations for student experiential learning experiences;
• ensure a safe environment. Visit the site and complete a Work-Site Walk Through Checklist. Consider safety clothing and equipment needed (i.e., hearing protection);
• submit a list of students and placements to the local governing agency for approval using the Work-Based Learning Checklist. It is suggested to keep a copy for your records, but it is not necessary to send one to the Board of Risk;
• obtain written parental permission. Make sure parents understand where the experiential learning will take place, how often, who will provide transportation and who will be responsible for student supervision while they are “on the job.” Parental permission will also be needed if students will be photographed in the work setting (for promotion purposes);
• arrange a time to meet with the training “mentor” and student to discuss expectations and sign the Training Agreement;
• complete an insurance certificate obtained online from the West Virginia Board of Risk and Insurance Management (BRIM), www.state.wv.us/brim/. Business name and address goes in lower left corner; school/school system/address goes in upper left corner; date is placed in upper right corner. The certificates are in effect for one year (FY July 1 – June 30) and coverage begins when the local governing agency (e.g., County Board of Education) approves the list of businesses; and
• give the insurance certificate to the business; make two copies, keeping one for your records and sending one to:

  WV Board of Risk & Insurance Management
  90 MacCorkle Ave., S.W., Suite 203
  South Charleston, WV  25303

For additional information concerning the WV Board of Risk, visit their website. Commonly asked questions about Liability Insurance from BRIM are answered in Appendix C.

Don’t forget to visit the work-site periodically as the Work-Based Learning proceeds. Monitor student activities to better ensure QUALITY experiential learning.
Work-Based Learning

WV Workers’ Compensation Coverage
Off-Site Unpaid Work-Based Learning

The West Virginia Department of Education provides Workers’ Compensation coverage for students as they participate in work-based learning experiences that are off the school campus and are unpaid. The following procedure should be followed:

- Each school maintains careful records for students participating in experiential learning activities:
  - Type of activity;
  - Hours;
  - Start Date/End Date;
  - Paid/Unpaid; and
  - Off-Site/On-Site
- The above information is entered into the West Virginia Education Information System (WVEIS) for each student, as close to the time of participation as possible;
- An electronic work-based learning report is submitted to the West Virginia Department of Education; and
- Using the information submitted, the West Virginia Department of Education periodically prepares a report with an allocation of funds to BrickStreet Mutual Insurance Company for “Off-Site/Unpaid” work-based learning experiences.

It is critical that each West Virginia secondary facility collect, maintain and submit their students’ off-site, unpaid Work-Based Learning records in a timely manner. This helps protect the students and ultimately the local school system in the event of accident or injury occurring at a worksite.
Work-Based Learning

Tips for Success

WORKING WITH THE STUDENTS

• View work-based learning as a natural extension of classroom instruction.
• Encourage students at each developmental level to examine their career goals, interests, etc.
• Use assessment tools (i.e., ACT Explore and ACT Plan) and mentoring time to assist students in choosing quality work-based learning experiences.
• Develop, with the students, clear goals for the work-based learning experience.
• Match work-based learning placement with students’ skill and experience levels.
• Keep careful records of the logistics (i.e., permission forms, work permits and student applications).
• Provide an orientation for the students that includes:
  • workplace practices (i.e., appropriate dress, punctuality);
  • program/project requirements specific to work site (i.e., students working in the health field may need vaccinations);
  • discussion of “conduct” topics (i.e., confidentiality, harassment); and
  • documentation and evaluation requirements.
• Supervise students “on the job” and/or determine a work-site mentor.
• After the work-based learning experience, provide opportunity for students to reflect and assess their learning.
• Emphasize importance of expressing appreciation to work-site sponsor.

WORKING WITH THE WORK-BASED LEARNING SITE

• Contact work-site and determine mentor.
• Meet with mentor to discuss work-based learning goals and sign training agreement (if appropriate); determine if student(s) should be present.
• Clarify legal/logistical issues (i.e., paid/unpaid WORK-BASED LEARNING, liability, student transportation).
• Discuss records/evaluation to be completed by work-site mentor.
• Stress importance of workplace orientation for student (i.e., safety, expectations).
• Determine when/how often to visit work-site to observe student “on the job.”
• Emphasize importance of work-site mentor’s evaluation of students and WORK-BASED LEARNING program.

Remember, it takes time to identify and develop quality work-sites. Appreciate and nurture these relationships!
Work-Based Learning

Labor Laws and Legal Issues

U.S. DEPARTMENT OF LABOR
Child labor laws established by the U.S. Department of Labor and the West Virginia Division of Labor impact experiential learning, especially work-based learning occurring off the school campus. It is the responsibility of experiential learning coordinators to become knowledgeable concerning these laws. Protecting the health and well-being of the student is of utmost importance. It is the goal to align state standards with the U.S. Department of Labor, but as a reminder, when state and federal rules differ, employers are held to the stricter standard.

The following fact sheets are from the U.S. Department of Labor, [www.dol.gov](http://www.dol.gov), and are representative of the information applicable to work-based learning.

  “This fact sheet provides general information about the Federal youth employment provisions applicable to non-agricultural occupations. Different standards apply to farm work.”

- Federal Child Labor Laws in Farm Jobs
  “The Fair Labor Standards Act (FLSA) sets standards for child labor in agriculture. The FLSA covers employees whose work involves production of agricultural goods which will leave the state directly or indirectly and become a part of interstate commerce. These standards differ from those for nonfarm jobs.”

- Cooking and Baking under the Federal Youth Employment Provisions of Fair Labor Standards ACT
  “This fact sheet provides general information concerning cooking and baking activities under the federal youth employment provisions.”

For additional information regarding the FLSA youth employment provisions and career information, visit YouthRules! [www.youthrules.dol.gov](http://www.youthrules.dol.gov).
Also visit the Wage and Hour Division Web site at www.wagehour.dol.gov or call their toll-free help line, available 8 a.m. to 5 p.m. in your time zone at 1-866-4US-WAGE (1-866-487-9243). The FLSA statute appears at 29 U.S.C. § 201 et seq.

Further information can be obtained by contacting:

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210
1-866-4-USWAGE
TTY: 1-877-889-5627

WEST VIRGINIA DIVISION OF LABOR
Information from the West Virginia Division of Labor can be found at http://www.legis.state.wv.us/WVCODE/code.cfm?chap=21&art=6#5%20F concerning child labor.
Work-Based Learning

Definitions and Rationales

APPRENTICESHIP

DEFINITION
Registered Youth Apprenticeship Programs involve on-the-job training and classroom experience under proper supervision, combined with related technical instruction. Apprentices are exposed to practical and theoretical aspects of work in highly skilled occupations. Through agreements with the Bureau of Apprenticeship and Training (BAT), students begin their technical training during their junior year in high school, begin working the summer before their senior year and continue academic and technical study and work during their senior year in high school. These students continue the apprenticeship program after high school graduation. When they finish the apprenticeship training, they receive the same journey-level credential as any other apprentice.

RATIONALE
Apprenticeship programs are “win-win” situations. Students earn a wage while being trained and upon graduation can become a full-time, skilled employee. In many cases, they also can receive more than 40 hours of credit toward an Associate in Applied Science Degree through several West Virginia community colleges.

Registered apprenticeship programs also offer many advantages to employers. A well-planned program will:
- attract adequate numbers of highly-qualified applicants;
- reduce absenteeism;
- reduce turnover;
- increase productivity;
- reduce cost of training;
- facilitate compliance with federal and state Equal Employment Opportunity requirements;
- ensure availability of related technical instruction;
- enhance problem-solving ability of craftworkers;
- ensure versatility of craft workers; and,
- address industry’s need to remain competitive by investing in the development and continuous upgrade of the skills of its workforce.
COMPUTER SIMULATION

DEFINITION
Computer-based simulations (i.e., Classroom, Inc. http://www.classroominc.org ) can be used to supplement, or in limited cases, substitute for real workplace activities. Teachers/instructors must integrate a learning component through pre- and post-simulation activities to fully realize the effectiveness of simulations.

RATIONALE
Computer-based simulations can serve as the work-based experience for those students who do not meet the county-established criteria (i.e., GPA, attendance and discipline) to participate in off-site work-based learning. These activities are also useful for those students who select career areas for which there are no work-based experiences and/or mentors available in the school’s geographic area.

COOPERATIVE EDUCATION

DEFINITION
Co-op consists of in-school instruction combined with on-the-job work experience in a business or industrial establishment. The purpose is to develop occupational competence reinforced by a real-life job. The experience is jointly planned and supervised by the school and the employer. In effective co-op programs, the school, business, student and parents sign a Training Agreement that clearly identifies the responsibilities of each party. The teacher and the training sponsor design a Training Plan that identifies the competencies to be learned by the student at the job site. The teacher evaluates the classroom performance and works with the training sponsor who completes an Employer Evaluation for on-the-job performance.

RATIONALE
The basic purpose of the cooperative education program is to prepare students for useful employment in the career major of their choice. Cooperative education gives students valuable experience for transition to work and makes a contribution toward meeting full-time job, entry-level employment. Students have the opportunity to graduate as individuals who have adjusted to the world of work.
ENTREPRENEURSHIP

DEFINITION
Entrepreneurship is the ability to create and build something from practically nothing.
• It is initiating, doing, achieving, and building an enterprise or organization, rather than just watching, analyzing or describing one.
• It is the knack for sensing an opportunity where others see chaos, contradiction, and confusion.
• It is the ability to build a “founding team” to complement your own skills and talents.
• It is the know-how to find, marshal and control resources (often owned by others) and to make sure you don’t run out of money when you need it most.
• Finally, it is the willingness to take calculated risks, both personal and financial, and then do everything possible to get the odds in your favor.

Definition courtesy of
Jeffery Timmons, Babson College

RATIONALE
Entrepreneurship is a key driver of our economy. Wealth and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses. People exposed to entrepreneurship frequently express they have more opportunity to exercise creative freedoms, higher self esteem, and an overall greater sense of control over their own lives. As a result, many experienced business people, political leaders, economists and educators believe fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national, and global scale.
HEALTH OCCUPATIONS CLINICAL EXPERIENCES

DEFINITION
Clinical experiences are usually health facility-based and provide students with maximum client contact. They are governed by specific content standards and objectives. A written contract is secured by the educational system and the participating agency to ensure that OSHA compliance and training have taken place, that liability insurance is in place, that students have been screened for health status (including tuberculosis) and that recommended immunization schedules have been followed. Extended time frames are the norm for these experiences; supervision is the responsibility of the “dual-credentialed” professional (one who holds a license to teach and provide health care).

Clinical demands can vary in specific career areas due to licensure/certification requirements. The work-based requirement for the Diversified Clinical Applications Course, for example, is a minimum of one hundred hours.

RATIONALE
Clinical experiences give students the opportunity to apply what they have learned while instruction and supervision continue with a licensed health care provider. Unlike observational experiences or job-shadowing, “clinicals” allow direct client contact, thus providing students with practical “hands-on” training.
INTERNSHIP

DEFINITION
Internships are work-based activities where students work with an employee for a specified period of time to learn about a particular occupation or industry. The workplace activities involved with an internship could include special projects, a sample of tasks from different jobs or tasks from a single occupation. An internship agreement that outlines the expected objectives to be accomplished by the student is set-up prior to the experience. The school, business, student and parents sign a Training Agreement that clearly identifies the competencies to be learned by the students at the job site. The teacher evaluates the job-related assignments and works with the training sponsor to evaluate the on-the-job performance. This may or may not include financial compensation.

RATIONALE
Internships give students opportunities to explore careers via workplace experiences. Businesses and industries demonstrate to students the academic competencies needed to be successfully employed, which may result in increased motivation to learn academic subject matter.

Internships are longer than the usual job shadowing experiences, but may be different from cooperative education work experiences. Cooperative education students are usually paid for their work, but internship students may or may not be paid.
SCHOOL-BASED/SCHOOL-SPONSORED ENTERPRISES

DEFINITION
A school-based/school-sponsored (SB/SS) enterprise is a simulated or actual business conducted on or off the school site. Students create and operate an economically viable venture with business employees serving as advisors. The purpose is to assist students in acquiring work experience related to their chosen career cluster and typically engages students in all aspects of the business: market research, product or service design, manufacturing, advertising, accounting, legal affairs, quality control, customer service and sales techniques.

RATIONALE
School-based/school-sponsored enterprises can be used to provide work-based learning when communities do not have sufficient businesses for student experiences. This, of course, is not a new concept. Production and distribution of the school newspaper, for example, has long been a SB/SS enterprise at the secondary level. Often correlated with the curriculum in the journalism class, the creation of the newspaper is an opportunity for excellent “hands-on” learning. Other SB/SS enterprises include child care centers, greenhouse production, construction projects and school stores.

Students, working with mentor teachers and business leaders, can be involved in all aspects of the business while rotating among the various positions. School-based/school-sponsored enterprises provide students opportunities to:
- reinforce basic academic skills;
- gain experience in work-related environment
- develop team-work skills;
- develop leadership skills;
- become familiar with technology used in business; and
- gain understanding of the economic system and its impact on society.
SUPERVISED AGRICULTURAL EXPERIENCE

DEFINITION
A Supervised Agricultural Experience provides actual and simulated work-based agricultural experiences. There are three basic types:

- Entrepreneurial SAE: Student is self-employed, providing a good or service produced on owned or rented land (examples: landscaper or livestock producer);
- Agribusiness/farm placement: The agricultural version of cooperative education; and
- Directed work experience: SAE program conducted in school facilities or land laboratories (examples: greenhouses; fish production facilities).

RATIONALE
Supervised Agricultural Experiences are planned activities, normally conducted outside of class, in which students develop and apply agriculture knowledge and skills learned during class. These experiences provide the student’s foundation for advancing knowledge of agriculture and/or entering a career in agriculture.
Service-Based Learning

WHAT IS IT?
The American Association of Community Colleges defines service learning as “the combination of community service and classroom instruction, with a focus on critical, reflective thinking as well as personal and civic responsibility.” The National Service-Learning Cooperative has defined service-learning as “a teaching/learning method that connects meaningful community service experiences with academic learning, personal growth and civic responsibility (Poulson 1994, p.4). Service-based learning is an avenue for students to meet the needs of individuals or groups in the community while extending the work they have done in the classroom. Service-based projects must be aligned with the West Virginia Content Standards and Objectives (CSOs) for the corresponding content area. Service-based learning identifies a need within the community and structures a project to meet that need.

BENEFITS
The benefits of involving students in service learning are many. “Service learning can improve the community and invigorate the classroom, providing rich educational experiences for students at all levels of schooling.” (Kahne and Westheimer) Authentic learning experiences are provided, allowing students to find application for classroom concepts and test theory in the “real world.” Students have opportunity to practice higher-order thinking and develop a positive self-esteem. Quality service-based learning has direct influence on such things as a student’s attitude toward academic achievement, plans for the future and their communities. According to research, four criteria must be considered if full impact is realized.

- Duration. The longer the service-based project, the more positive the students’ attitudes toward future plans and school socialization.
- Location. Projects located in the community vs. those on the school campus yielded higher student attitudes.
- Personal contact. This is considered most significant. Students must have direct personal contact with the recipients of their services if they are to experience the greatest attitudinal change.
- Focus of project. Researchers found that projects that emphasized service, caused a higher attitudinal change than projects for which the main emphasis was learning. (Moore, 1999)
In a study, *How Service Learning Affects Students*, conducted by the Higher Education Research Institute, University of California, Los Angeles, participants had increased academic performance, demonstrated self-efficacy and developed leadership skills and a heightened sense of civic responsibility (Astin, Vogelgesang, Ikeda and Yee, 2000). The researchers found several conditions necessary for a successful service learning experience.

- Students must be interested and engaged in the classroom subject matter.
- There is frequent connection made from service experience to the course material.
- Training is provided prior to the service experience.
- Time is given for discussion – student to student, student to teacher.
- There is written reflection in the form of journals and papers.

One of the most interesting and common outcomes for the students in this study was their increased sense of personal efficacy. They gained an awareness of empowerment and understanding that “one person can really make a difference.” Through their involvement in the community, meaning was given to their classroom education (60). Honnet and Poulson in *Wingspread Principles of Good Practice for Combining Service and Learning* suggest criteria by which to evaluate a service-based learning project. A well-developed project:

- engages people in responsible and challenging actions for the common good;
- provides structured opportunities for people to reflect critically on their service experience;
- articulates clear service and learning goals for everyone involved;
- allows for those with needs to define those needs;
- clarifies the responsibilities of each person and organization involved;
- matches service providers and service needs through a process that recognizes changing circumstances;
- expects genuine, active, and sustained organizational commitment;
- includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals;
- insures that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved; and
- is committed to program participation by and with diverse populations.
Service-Based Learning

Examples

In West Virginia, public school personnel can apply for funding through the Learn & Serve Program, [http://learnandserve.k12.wv.us](http://learnandserve.k12.wv.us), to carry out local service-learning projects. A maximum of $5000 may be requested and a set of criteria determines the awards. Service-based projects should be course-based and aligned with the content area’s CSOs. Examples of projects conducted in West Virginia counties include:

• Youth enrolled in an after school Child Development Center “adopt” seniors from a local senior center. The child becomes a pen pal with the senior, exchanging cards and letters on a weekly basis. The youth participants are involved with birthday celebrations, making decorations, baking a cake, and making a gift for their “granpal”. The project continues throughout the year, culminating in a book containing stories, as told by the seniors, about their experiences growing up. The stories are collected through interviews and surveys with the seniors, then compiled and organized by the students. The books, complete with graphics, are then distributed to the seniors.
• Students set up greenhouses. They decide what to grow (with the advice of a local greenhouse owner), build and care for their greenhouses and produce crops year round. The students keep journals on costs, materials needed for greenhouse construction, and plants that grow best in greenhouse conditions. As crops mature, they are donated to a local food bank.
• A geography class plans and implements two multi-cultural awareness projects. One project links students with Peace Corps workers in Kenya. Letters and photographs are exchanged and the students are able to gain a more global awareness. The second project is a study of multi-cultural birthday traditions. Students research other culture’s birthday celebrations. These traditions are then taught to and celebrated with kindergarten students.

The forms listed below can be accessed from here and are located in Appendix D. All forms may be adapted, if necessary, to fit individual circumstances.

- Student Application
- Student Activity Log
- Community-Based/Service-Based Student Evaluation
Community-Based Learning

WHAT IS IT?

Community-based experiential learning is similar to service-based projects. Both types of projects may be carried out with public, non-profit agencies, civic, charitable and governmental organizations. Both afford students the opportunity to contribute to society and enhance leadership and academic skills. Community-based projects, however, may or may not be aligned with the curriculum or a student’s chosen career concentration. Nonetheless, careful planning should take place if students are to reap the benefits of “giving back to their communities.” There should also be expected outcomes, careful record keeping and a time for debrief and reflection. Community-based learning has been defined as “the broad set of teaching/learning strategies that enable youth and adults to learn what they want to learn from any segment of the community.” (Owens and Wang, 2) In the document, A Model for Restructuring Education for the 21st Century (Owens 1994), several critical assumptions were made, forming the foundation for community-based learning:

• Education must be viewed as a continuum from preschool through lifelong education for adults.
• Learning is what we do for ourselves. It therefore requires the full involvement of the learner as well as the teacher/mentor.
• Jobs in the future will require not only more education, but a different type of education that includes critical thinking, teamwork, and the ability to apply knowledge.
• Adults need to be involved in community affairs and to balance work, family and community responsibilities.
• Problems affecting learners today are much broader than schools alone can solve. Involvement of the family, business, labor, the community, and other agencies is essential.
• Resistance by some teachers, schools, and communities to the changes implied by the above assumptions is to be expected. Helping these groups to see the need for change and to feel empowered to guide these changes is an important challenge facing the new leadership in education. Without this vision, supported by adequate resources and staff development, these changes are unlikely to occur.

Because it takes place beyond the classroom, community-based learning involves individuals other than teachers as part of the learning process. Students have the opportunity to reflect on their experiences, and develop character traits such as empathy, personal values, self-confidence, social responsibility and a sense of caring for others.
EXAMPLES

The word, community, has been defined to include schools, formal and informal institutions in one’s neighborhood and the entire world via the Internet. With that definition in mind, community-based learning becomes whatever the learner (youth and/or adult) wants to learn from any segment of the community. Examples of community-based learning are as follows:

• Nursing students volunteer at a local homeless shelter, practicing effective communication with the clients and recording their reflections in a journal.
• National Honor Society students tutor elementary children in math and computer work.
• Drama students perform a series of one-act plays for people in a retirement community.
• Advanced biology students conduct an environmental study of local streams. Testing for pollutants, they prepare the results in brochure form for distribution at a community meeting.

The forms listed below can be accessed from here and are located in Appendix D. All forms may be adapted, if necessary, to fit individual circumstances.

- Student Application
- Student Activity Log
- Community-Based/Service-Based Student Evaluation
Research-Based Learning

WHAT IS IT?
Research-based experiential learning combines the academic skills of research and writing with hands-on learning in a real-world context. To be classified as research-based, students should conduct research, design a format for the presentation of the research such as a written research paper or portfolio and create a related project that has been defined, designed and produced, using knowledge gained during the research. A presentation component should also be included in research-based experiential learning. See further explanation of these components below.

There is urgency for making the senior year in high school count. In October of 2000, The National Commission on the High School Senior Year (partnership of U.S. Department of Education, the Carnegie Corporation of New York, the Mott Foundation, and the Woodrow Wilson National Fellowship Foundation)—called for raising the bar for high school seniors. Revised Policy 2510 recommends “students complete a senior project to add rigor and relevance to the senior year” (19).

SENIOR PROJECT

I. Student decides on area of interest and chooses a topic. This topic, perhaps chosen as early as the freshman year, will be narrowed, focused and clarified as the student begins his/her initial research. The area of study should align with the student’s career cluster/concentration.

II. Student produces a project/product or performs a service demonstrating the application of knowledge gained during the research. The following are examples of topics and corresponding projects, classified by career cluster:

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Research Topic</th>
<th>Project/Product/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Mural Design</td>
<td>Create mural for school beautification project</td>
</tr>
<tr>
<td>Business/Marketing</td>
<td>Restaurant Entrepreneurship</td>
<td>Learn Italian Cooking</td>
</tr>
<tr>
<td>Engineering/Technical</td>
<td>Architecture</td>
<td>Draw blueprints/create model</td>
</tr>
<tr>
<td>Health</td>
<td>Drug use in elementary school</td>
<td>Write and perform one-act plays</td>
</tr>
<tr>
<td>Human Services</td>
<td>Care of the Elderly</td>
<td>Volunteer at nursing/retirement home</td>
</tr>
<tr>
<td>Science/Natural Resources</td>
<td>Endangered Animals</td>
<td>Volunteer at animal rescue organization</td>
</tr>
</tbody>
</table>
III. Student gives an oral presentation to a board of judges. This panel can be comprised of representatives from the school staff, students, business and the community. The student will have a “visual” (model, photographs or other artifacts) to be part of the presentation.

IV. If used as part of the Senior Project, the senior portfolio contains documentation of the Senior Project from start to finish. The portfolio may be used to describe the student’s accomplishments and challenges throughout the senior project process.

The Senior Project encourages development of 21st Century skills. Students practice self-direction as they research and retrieve information. They use critical thinking skills and creativity as they analyze and synthesize the information. Using 21st Century technology, students prepare the finished research paper and product. Finally, an oral presentation is made before a panel of teachers, students and representatives of the business community.

The Senior Project is an extensive piece of work, but it does not have to be completed all within the senior year. Consider “building” the components piece by piece. For example, the broad preliminary topic can be chosen and research begun as a freshman in high school. Advisory time can be used to clarify ideas and receive guidance. Students propose their focused topic in their junior year and explain through their proposals how their projects will strengthen their preparation for further learning and careers after high school. The presentation, as a senior, then becomes the culminating point of the project and a celebration of personal success.

**SCORING THE SENIOR PROJECT**

The following websites have rubric examples that may be useful when scoring the Senior Project. Rubrics should be adapted to fit individual school/county requirements.

- [http://www.cibacs.org/teacherpages/mwhitmore/seniorproject/downloads/Project%20Rubric.pdf](http://www.cibacs.org/teacherpages/mwhitmore/seniorproject/downloads/Project%20Rubric.pdf)
- [http://www.parker.org/Homepage/senior_project_exhibition_rubric.htm](http://www.parker.org/Homepage/senior_project_exhibition_rubric.htm)

Rubrics can be created using [http://rubistar.com](http://rubistar.com). Additional information concerning senior projects can be found by visiting the following sites.

- [www.seniorproject.net](http://www.seniorproject.net)
- [www.21stcenturyskills.org](http://www.21stcenturyskills.org)
ELECTRONIC PORTFOLIOS

An electronic portfolio, also known as an e-portfolio, is a collection of digital evidence (i.e., text; visuals; audio; video) that can be used by students as a type of learning record. The e-portfolio provides evidence of achievement and personal growth; the user’s work conveys abilities, attitudes and experiences.

There are different types of electronic portfolios. The types may be mixed to achieve the desired outcome. The main types are:

- Developmental e-portfolio – A record of things the owner has done over a period of time.
- Reflective e-portfolio – Personal reflection on the content and how it is related to the owner’s development.
- Representational e-portfolio – Shows the owner’s achievements in relation to a particular work or goal.

Electronic portfolios have the advantage over paper-based varieties. An e-portfolio can be used by students as a platform to show their best work, reflect on progress made and incorporate into their culminating senior project. The e-portfolio could even become the “product” portion of the senior project. Students may be able to apply to college or for a job, electronically sending complete examples of their work. Students can also create different portfolios to fit the needs of different audiences. For examples of portfolio styles go to:

http://www.educationworld.com/a_tech/tech/tech111.shtml
http://www.eduscapes.com/tap/topic82.htm
Work-Related Experience

WHAT IS IT?

There are some experiential learning activities that do not “fit” in the aforementioned categories. Students can certainly benefit from focused, well-planned job shadowing, field trips and career days/career exploration events, but on the secondary level, experiential learning should become more “finely tuned” to each student’s career goals. Work-related experiences are often more general in nature. This classification was created to assist school/county experiential learning record-keeping on the West Virginia Education Information System.
Experiential Learning

Helpful Websites

California School-To-Career  www.schoolandbeyond.org
Classroom, Inc.          www.classroominc.org
Cornell Youth and Work Program  www.human.cornell.edu/youthwork
Ian Jukes                http://ianjukes.com/infosavvy
Kentucky Dept. of Education   www.kde.state.ky.us
Nat’l Institute for Occupational Safety and Health  www.cdc.gov/niosh
Occupational Safety and Health Administration  www.osha.gov
Partnership for 21st Century Skills   www.21stcenturyskills.org
SENIOR PROJECT
Southern Regional Education Board  www.srebp.org
The George Lucas Educational Foundation  www.edutopia.org or www.glef.org
Southern Regional Education/Senior Project Guide
US Dept. of Labor          www.dol.gov
Wage and Hour Division DOL  www.wagehour.dol.gov
WV Board of Risk and Insurance Management  www.state.wv.us/Brim
WV Bureau of Employment Programs  www.wvbep.org
WV Dept. of Education
WV Division of Labor http://www.legis.state.wv.us/WVCODE/code.cfm?chap=21&art=6#%20F
WV Learn & Serve Program  http://learnandserve.k12.wv.us
WV State Board Policy 2510  http://wvde.state.wv.us/policies
Experiential Learning

Works Cited


West Virginia Board of Education. Assuring the Quality of Education: Regulations for Education Programs 2510. 16 April 2007.


Contact Information

West Virginia Department of Education

Office of Career and Technical Innovations
West Virginia Department of Education
Building 6, Room 221
1900 Kanawha Boulevard, East
Charleston, WV  25305-0330
Phone: 304-957-9833, Ext. 53517
Fax: 304-558-3946
Appendix A

Experiential Learning
Policy Development Checklists

Quality experiential learning activities help connect academic and technical content of the classroom to the “real world.” Each county develops an experiential learning policy, determining criteria for student participation and standards to be met. For example, work-based learning would be concerned with a safe and healthy working environment. Research-based learning would focus on the written research paper, product and presentation. Regardless of the type of experiential learning, rubrics should be designed to objectively evaluate the student’s activities and assign credit.

The following checklists will assist county systems and/or schools as they create, assess and revise their experiential learning programs. The second worksheet is specific to work-based learning activities occurring off school property.
Experiential Learning Policy Development Checklist

The county has an experiential learning policy or procedure aligned with WV State Board of Education, Policy 2510 and the current version of the Office of Education Performance Audits (OEPA) Manual.

- The county’s experiential learning policy is aligned with the county’s graduation policy.
- Accepted experiential learning activities have been defined/described by our county/school.
- The length and/or duration for the various experiential learning activities have been determined.
- Criteria and standards for student participation in different experiential learning activities have been established:
  - Work-based Learning
  - Community-based Learning
  - Service-based Learning
  - Research-based Learning
- Credit options, if applicable, have been identified for various experiential learning activities as defined.
- A record system has been established to keep track of each student’s experiential learning.
- There is a process established to “track” experiential learning activities that take place outside regular school hours.
- Experiential learning activities are incorporated into the county’s career development system.
- There is in-depth professional development provided to teacher and/or school site coordinators assigned the direct responsibility for the coordination and supervision of student experiential learning.
- Procedures are in place to engage parents/guardians in developing and planning experiential activities for their child.
- There is an effective communication and outreach program describing the experiential learning system.
Experiential Learning
Policy Development Checklist
Specific to Work-Based Learning

☐ All work-based learning activities, defined by your local county experiential learning policy and/or procedures assist students to:
  ✓ Gain an awareness of the workplace;
  ✓ Develop an appreciation of the relevance of academic subject matter to workplace performance; and,
  ✓ Gain valuable work experience and skills while exploring career interests and abilities.

☐ Alternate work-based learning strategies such as: simulated workplace situations, community-based learning, service-based learning and school-based enterprises are used when sufficient employers are unavailable.

☐ The work-based learning policy and/or procedures deal with extended student learning issues particularly work-based learning that may take place outside of the regular school calendar.

☐ A process is in place for approving and submitting names of participating businesses and organizations to the WV State Board of Risk and Insurance Management for those businesses and organizations to be named as an additional insured to the Certificate of Liability Insurance.

☐ Parents, students, school-site coordinators and work-site mentors are required to sign the experiential learning training plan.

☐ Criteria are established for selecting quality experiential learning sites.

☐ Procedures are in place to ensure safe and healthy site environments, including use of the Work-Site Walk-Through Checklist by a responsible designee.

☐ Regular updates of business site safety information occur.

☐ Procedures are in place to ensure all students are provided with safety, health and harassment training prior to participating in work-based learning activities.

☐ All work-site mentors are provided professional development before accepting students at the workplace.
Experiential Learning
Student Application

Name: ____________________________________ Phone: __________
Address: ____________________________________________________

Parent/Guardian Name: _________________________________________
Advisor’s Name: ______________________________________________

Experiential Learning Category

☐ Work-based Learning
☐ Service-based Learning
☐ Community-based Learning
☐ Research-based Learning

Description Of Proposed Experiential Learning:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

________________________________________________________
Student Signature

Approved

________________________________________________________
School Official Date

________________________________________________________
Parent/Guardian Date
Experiential Learning
Student Activity Log

Student: ___________________________ School: ___________________________

It is suggested that students verify their experiential learning hours using this “activity log” and the “monthly time sheet.”

<table>
<thead>
<tr>
<th>Date</th>
<th># Hours Worked</th>
<th>Activities/Work Performed</th>
<th>Signature of Supervisor (if necessary)</th>
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Appendix B

Work-Based Learning Forms

Provided in this section is an assortment of forms that may be used as is, or modified to fit the needs of a particular school or system. Forms that are useful in all categories of Experiential Learning are found in Appendix A.

If the documentation procedure is in place and is working, there may be no need to change the procedure. It is, however, important to keep careful records of work-based learning experiences for the protection of your students and the integrity of your Experiential Learning program.

POLICY 2510 REQUIRES EXPERIENTIAL LEARNING BUT DOES NOT SPECIFY HOW IT WILL BE DELIVERED, SUCH AS CREDIT AWARDED. THE INFORMATION THAT FOLLOWS IN THIS SECTION APPLIES TO THE WORK-BASED LEARNING OPTION, PRIMARILY.
### Work-Based Learning

**Business-Student Approval List**

**School:**

<table>
<thead>
<tr>
<th>Business Name/Address</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>13</td>
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<td>14</td>
<td></td>
</tr>
</tbody>
</table>

Please be advised that these businesses and students have been recommended and approved to participate in work-based learning experiences.

Date ______________________

_________________________   _______________________
**County Board of Education**   **Administrative Council**

_________________________   _______________________
**Superintendent Signature**   **Director Signature (if applicable)**

Return to Table of Contents
# Work-Based Learning Checklist

**BEFORE the experience**

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine work-based learning to be “quality” (i.e., clear goals are set, goals are closely linked to student’s career pathway; and/or aligned with content of course)</td>
<td></td>
</tr>
<tr>
<td>Meet criteria for participation (determined by school/county for students)</td>
<td></td>
</tr>
<tr>
<td>Receive student application with all necessary signatures</td>
<td></td>
</tr>
<tr>
<td>Receive parental consent form (emergency medical and insurance information included)</td>
<td></td>
</tr>
<tr>
<td>Provide orientation for student(s); include topics such as appropriate dress, behavior and punctuality</td>
<td></td>
</tr>
<tr>
<td>Complete safety walk-through at work-site if student will be off campus</td>
<td></td>
</tr>
<tr>
<td>Obtain county Board of Education approval for students/work-sites</td>
<td></td>
</tr>
<tr>
<td>Complete Certificates of Liability Insurance and send to WV Board of Risk</td>
<td></td>
</tr>
<tr>
<td>Meet with work-site mentor and student(s) to discuss learning expectations</td>
<td></td>
</tr>
<tr>
<td>Develop Training Plan and sign Training Agreement</td>
<td></td>
</tr>
</tbody>
</table>

**DURING the experience**

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact work-site mentor periodically, as appropriate, to discuss student progress</td>
<td></td>
</tr>
<tr>
<td>Obtain periodic written evaluations from student(s) and mentor(s)</td>
<td></td>
</tr>
</tbody>
</table>

**AFTER the experience**

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain written evaluations from student(s) and mentor(s)</td>
<td></td>
</tr>
<tr>
<td>Collect completed student activity logs</td>
<td></td>
</tr>
<tr>
<td>Write thank-you letters to mentors (student responsibility)</td>
<td></td>
</tr>
<tr>
<td>Award student credit, if due</td>
<td></td>
</tr>
</tbody>
</table>
Work-Based Learning
Parent Consent Form

Name of School

Dear Parent/Guardian:

Please review the attached information concerning your son’s/daughter’s work-based learning. Return the parent consent form that includes emergency medical information and the insurance verification to the coordinator by ______________(date).

Returning the paperwork by the required deadline will assure that your child will be able to participate in this experience. Quality work-based learning furthers the development of 21st century skills and knowledge. Please call the coordinator as soon as possible if there is a problem with the planned schedule.

Students are to be dressed appropriately for the work-based learning activity. Your assistance in this matter is greatly appreciated. Some reminders are:

• Be neat and clean;
• Be aware that long hair may be a safety hazard around some equipment;
• Do not wear short skirts, tank tops, shorts or other revealing clothing;
• Do not wear baggy clothing or any clothing that may get caught on something;
• No hats; and,
• No pagers/cell phones.

Please discuss with your son/daughter that he/she is to display appropriate behavior at all times. He/she will be representing his/her family, school and community.

Comments/questions from parents are always welcome. Please address your concerns to:

______________________________

(Coordinator’s name and phone number/email)

Thank you for your cooperation in this phase of your child’s educational experience.

Sincerely,
Work-Based Learning
Release from Liability

I hereby give my son/daughter, ________________________ permission to ________________________ participate in the following Work-Based Learning opportunity: ________________________

By my signature to this statement of permission, I hereby release and hold harmless the school board, individual sponsors, including teachers and place of business cooperating with the program from all liability for mishap or injury that might result with the above-named student while participating in the Work-Based Learning program. Further, should it be necessary, I authorize the business representative to obtain medical treatment in the event of injury or illness, and agree to pay any expense incurred for this treatment.

______________________________  ____________________________
Date                                 Signature of Parent or Guardian

______________________________  ____________________________
Home Phone                                Business Phone

EMERGENCY MEDICAL INFORMATION

Student Name ________________________ Home Phone Number ________________________
Address ____________________________________________________________

Mother’s Name ________________________ Mother’s Place of Employment ________________________ Work Phone ________________________

Father’s Name ________________________ Father’s Place of Employment ________________________ Work Phone ________________________

Date of child’s last tetanus shot ________________________
Emergency Medical Information ________________________

Allergies ________________________

My child requires special consideration for the following ________________________

Photo Release: I grant permission for the school to photograph for educational publicity purposes my son/daughter while he/she is participating in Work-Based Learning.

_______ Yes _________ No

If for any reason you need to contact your child on the day of the Work-Based Learning, please call:

______________________________
Work-Based Learning
Insurance Verification

In accordance with Board of Education Policy, middle school and high school students are required to enroll in the county adopted insurance plan for students and/or submit a waiver or liability from her/his parents/guardian in order to participate in off-site, experiential learning.

WE, _______________________________ , parents/guardians __________________________

of ___________________________ , do hereby acknowledge that our daughter/son

has adequate insurance coverage with ________________________________.

The insurance would cover all accidents, which might occur while our daughter/son is participating in off-site experiential learning. The Board of Education is thereby absolved of any liability incurred therewith.

DATED THIS ___________________________ DAY OF ___________________________

________________________________________
Signature of Parent/Guardian

Name of Insurance Company

Address of Insurance Company ____________________________________________
Street or P.O. Box City State Zip

Policy Number ___________________________ Group Number ___________________________

Name of Policy Holder ______________________________________________________

NOTE: This form must be completed as a record of insurance for all participating students – even those who have purchased school insurance.
Work-Based Learning
Discipline Policy

SCHOOL YEAR______

The following activities could result in a recommendation that the student be dropped from the work-based learning program:

1. Skipping school - all or part of the day
2. Not following the training sponsor’s policies – (i.e., failing to give adequate notice when not reporting to training site)
3. Requiring disciplinary action at school/training site
4. Not having proper medical insurance
5. Not having transportation to and from school and the training site
6. Not having proper papers completed - training agreement, training plan, copy of driver’s license or birth certificate/social security card, credit policy, discipline policy, insurance verification, etc.
7. More than 10 absences in school year
8. Staying on school grounds during scheduled time to leave for the day (does not refer to special functions or after-school activities)
9. Fired from your job (could also result in losing experiential learning credit)
10. Difficulty keeping a job - out of work for long period of time

The signatures below indicate our understanding of this policy and agreement and we will comply with the above requirements.

________________________________________________________________________________________
Signature of Student              Date

________________________________________________________________________________________
Signature of Parent/Guardian         Date
# Work-Based Learning

## Credit Policy

**SCHOOL YEAR**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will work 405 hours for 3 credits, 270 hours for 2 credits, 135 hours for 1 credit or 67 ½ hours for ½ credit.</td>
<td></td>
</tr>
<tr>
<td>Student will turn in a monthly time sheet signed by the training sponsor.</td>
<td></td>
</tr>
<tr>
<td>Student will turn in a written log of experiential learning activities.</td>
<td></td>
</tr>
<tr>
<td>Student will comply with the Experiential Learning attendance policy.</td>
<td></td>
</tr>
<tr>
<td>Student will participate in all activities dealing with special recognition of the training sponsor and award sessions for students. Only extreme excuses will be accepted. Scheduled to work or not having transportation are not acceptable reasons for non-participation in these activities. Credit will be awarded only to those students who participate or who have acceptable reasons for not attending.</td>
<td></td>
</tr>
<tr>
<td>Student will not quit experiential learning assignment without the consent of the instructor.</td>
<td></td>
</tr>
<tr>
<td>Student will follow the rules and procedures of the training sponsor.</td>
<td></td>
</tr>
<tr>
<td>Student will follow the Training Agreement.</td>
<td></td>
</tr>
<tr>
<td>Student should participate in a community project (3 hours minimum).</td>
<td></td>
</tr>
<tr>
<td>Student should belong to a school club.</td>
<td></td>
</tr>
</tbody>
</table>

Please understand that although experiential learning is required for graduation, this particular work-based learning opportunity is considered an elective and not required for graduation. Thus, life-related experiences such as having to belong to a club or learning to sell as part of a marketing program can be required as part of the curriculum for grading purposes. If, for any reason, you do not fulfill this contract, you will lose credit and/or possibly be dismissed from the experiential learning program.

**The signatures below indicate that we understand this contract and will comply with the above requirements.**

---

<table>
<thead>
<tr>
<th>Signature of Student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Parent/Guardian</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Work-Based Learning
Confidentiality Statement

All personnel have a moral and ethical responsibility to customers and citizens. Under no circumstances may information gained during interaction with co-workers and the public be given to anyone other than those authorized to receive such information. Records and information at the workplace are confidential and privileged communication. Repeating or revealing confidential information to unauthorized individuals, could result in serious consequences, such as a lawsuit against the business and yourself.

You and your parents will be requested to sign this confidentiality form prior to your work-based learning.

LIABILITY STATEMENT

In granting permission for the work-based learning activity, we hereby expressly waive any claim for liability against

(Work-based Learning Site)

including its employees and representatives, and release them from all liability in connection with this activity.

SIGNATURES

Signing below indicates agreement to both the confidentiality and liability statements.

________________________________________  __________________________________________
Student Signature/Date                        Parent Signature/Date

________________________________________  __________________________________________
Experiential Learning Coordinator/Date        Training Station Supervisor/Date
**Work-Based Learning**  
**Work-Site Walk-Through Checklist**

**Directions:** All potential work sites must be visited prior to having students placed in work-based learning activities. A walk-through of the premises must be conducted by a school representative in order to ascertain the proper work environment for the student participating in the experience. All students must be placed in a safe environment. The following checklist is to be completed and kept on file.

<table>
<thead>
<tr>
<th>BUSINESS</th>
<th>Contact Person</th>
<th>Phone Number</th>
<th>Fax No.</th>
<th>E-Mail</th>
</tr>
</thead>
</table>

The student(s) will be provided the following experiential learning opportunity:

- [ ] Apprenticeship
- [ ] Service-based Learning
- [ ] Community-based Learning
- [ ] Internship
- Other, describe

The following items have been discussed:

- [ ] Student Training/Objectives for the Experience
- [ ] Training Agreement (Set date for student meeting)
- [ ] Evaluation Process

__________________________________________

School Representative
### Work-Site Walk-Through Checklist (continued)

Code: S - Satisfactory (needs no attention)  
U - Unsatisfactory (needs attention)  
NA - Not Applicable

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Comments and Recommendations</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>General physical condition of the work-site (floors, wall, illumination, ventilation, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housekeeping – Work-site is well maintained and free of hazardous situation (i.e., work materials stored properly, tools and equipment kept orderly and aisles and work areas neat and clean).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment – Work-site follows safety procedures for properly maintaining, storing and using equipment (i.e., safety zones properly marked, guards and safety devices used; machines and tools in safe working conditions, machines are shut off when unattended and all moving parts are protected by enclosure guards).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire protection – Work-site follows proper safety procedures for fires (i.e., fire extinguishers are visible and adequate, exits properly marked and adequate and evacuation plan is posted).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal protection and instruction – Work-site contact and the work-based coordinator discussed proper procedures for student safety issues and planned safety instruction orientation for students prior to participating in experiential learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Work-Based Learning
Training Agreement

Career Concentration ________________________ School Year ________________________
Student Name ________________________ ID# ________________________
Student Home Address ________________________

Street or PO Box __________ City __________ State __________ Zip __________

Student Home Phone Number ________________________
Work-Site ________________________

Address of Work-Site ________________________

Street or PO Box __________ City __________ State __________ Zip __________

Training Supervisor Name ________________________ Phone Number ________________________
Starting Date of Training ________________________

RESPONSIBILITIES

The Student-Learner considers his/her job experience as contributing to his/her career concentration and agrees to:

• Maintain average or above grades in all classes as part of higher educational experiences as defined by local school system;
• Conform to rules and regulations of work-site;
• Show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress and a willingness to learn;
• Consult teacher-coordinator about any difficulties arising at work-site or related to his/her training program;
• Inform the employer and experiential learning coordinator in event of illness/emergency that prevents attendance as usual;
• Participate in co-curricular activities required in connection with his/her education program;
• Complete job-related assignments assigned by workplace and/or Experiential Learning Coordinator;
• Attend a training session with the Experiential Learning Coordinator(s) on the date specified;
Training Agreement (continued)

- Work a specified number of hours as set up by the Experiential Learning Coordinator(s);
- Keep a daily journal of work-based learning activities and a time sheet signed by the supervisor/sponsor;
- Complete a minimum of four career concentration courses before graduation from high school;
- Give permission for name/picture to be published regarding this program; and,
- Abide by Training Plan developed by teacher/coordinator and employer.

The parents of the student-learner, realizing the importance of the training program to the student-learner while he/she is traveling to and from the school, the work-site and his/her home, agree to:

- Encourage student-learner to carry out effectively his/her duties and responsibilities;
- Share responsibility for safety and conduct of student-learner while he/she is traveling to and from the school, the work-site and his/her home;
- Share responsibility for school and job attendance;
- Accept responsibility for student-learner once he/she leaves school property and is not reporting directly to the work-site; and,
- Give permission for child’s name/picture to be published concerning this program.

The Work-Site, recognizing that a training plan is being followed and that close supervision of the student-learner will be needed, agrees to:

- Adhere to all federal and state regulations regarding child labor laws and other applicable regulations;
- Assist in the evaluation of student-learner on a regular basis;
- Provide available instructional material and occupational guidance for student-learner;
- Accept and assign student without regard to race, color, national origin, sex or handicap;
- Provide time for consultation with experiential learning coordinator concerning the student-learner and discuss with coordinator any difficulties that student may be having;
- Permit and expect the coordinator to visit periodically to discuss the progress of the student-trainee and to observe him/her on the job;
- Pay the student-trainee an agreed wage (if applicable) and recognize satisfactory service throughout the year with salary increases;
- Give the same consideration to the student-trainee as given to other employees in regard to safety, health, general employment conditions and other regulations of the business; and,
- Notify the parent and the school immediately in case of accident, sickness, or any other serious problem.
Training Agreement (continued)

The Experiential Learning Coordinator, representing the school will coordinate the training program toward satisfactory preparation of the student-learner for higher occupational career objectives, agrees to:

• Work with employer and student-learner to develop a training plan that meets career objective of student-learner;
• Make periodic visits to work-site to observe student-learner, consult with training supervisor and render any needed assistance with training problems of student-learner;
• Assist training supervisor in evaluation of student-learner;
• See that necessary job-related instruction is provided in line with training plan; and,
• Inform high school administration of credit and grade to be placed on student’s transcript (if applicable).

GENERAL POLICIES:

The Experiential Learning Coordinator reserves the right to withdraw the student from the work-site under the following conditions:

• The student’s attendance, performance, grades are unsatisfactory at the work-site or in school; and,
• The training plan is not being followed.

ADDITIONAL COMMENTS:

__________________________________________________________

__________________________________________________________

Signature of Training Sponsor .................................................. Date

Signature of Training Supervisor ............................................. Date

Signature of Experiential Learning Coordinator ......................... Date

Signature of Student-Learner ................................................... Date

Signature of Parent/Guardian ................................................... Date
## Work-Based Learning
### Training Plan

<table>
<thead>
<tr>
<th>Date</th>
<th>□ Apprenticeship</th>
<th>□ Internship</th>
<th>□ Other</th>
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</thead>
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<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Date of Birth</th>
<th>Age</th>
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<table>
<thead>
<tr>
<th>Address</th>
<th>Program Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO Box or Street</td>
<td>City</td>
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<table>
<thead>
<tr>
<th>Social Security Number</th>
<th>Home Phone</th>
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<table>
<thead>
<tr>
<th>Name of School</th>
<th>Local Labor Market</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Description</td>
</tr>
<tr>
<td>PO Box or Street</td>
<td>City</td>
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<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Career Major</th>
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<table>
<thead>
<tr>
<th>Name of Teacher/Coordinator</th>
<th>Instructional Area Teacher</th>
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<thead>
<tr>
<th>Name of Employer</th>
<th>Employer Phone</th>
<th>Employer Fax</th>
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<table>
<thead>
<tr>
<th>Address of Work Site</th>
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<tbody>
<tr>
<td>PO Box or Street</td>
<td>City</td>
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<tr>
<th>Name of Work Site Mentor</th>
<th>Title</th>
<th>Phone</th>
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<tr>
<th>Fax</th>
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<table>
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<tr>
<th>Student Job Title</th>
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<thead>
<tr>
<th>Wage (if applicable) per hour to start</th>
<th>Starting Date of Work-Site Learning</th>
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<tr>
<th>Student’s Work Schedule</th>
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</thead>
</table>
Training Plan (continued)

List the major competencies (tasks, topics, etc.) the student is to develop while enrolled in this program. These may be skills, attitudes, knowledge of technical content and understandings. Check the appropriate column(s) to show where the competency will be developed.

At the conclusion of the work-based learning, indicate whether the competency has been completed by checking the appropriate column.

<table>
<thead>
<tr>
<th>MAJOR COMPETENCIES TO BE DEVELOPED (Skill, Knowledge, Attitude and Understanding)</th>
<th>Site</th>
<th>Work</th>
<th>School</th>
<th>Completed</th>
<th>Partially Completed</th>
<th>Note Completed</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Communication (uses correct grammar/written and spoken, and listens to oral information)</td>
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</tbody>
</table>

Signature of Work-Site Trainer       Date

Return to Table of Contents
## Work-Based Learning
### Monthly Time Sheet

<table>
<thead>
<tr>
<th>Week #</th>
<th>Hours of Training</th>
<th>Total Hours</th>
<th>Total Pay (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<td>4</td>
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<td>5</td>
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</tbody>
</table>

**Grand Totals:**

- **Hours:** ____________
- **Pay:** ____________ (for paid work-based only)

---

*Supervisor*  
*Date*

*Student*  
*Date*
# Work-Based Learning

## Student Evaluation Form

**Student Name ______________________________ Grade __________________**

**School ______________________________ Advisor __________________**

<table>
<thead>
<tr>
<th>Work-Site Visited (if applicable):</th>
<th>Type of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________________________________</td>
<td>□ Internship</td>
</tr>
<tr>
<td>Address _________________________</td>
<td>□ Clinical</td>
</tr>
<tr>
<td>__________________________________</td>
<td>□ Apprenticeship</td>
</tr>
<tr>
<td>Phone ___________________________</td>
<td>□ Co-op</td>
</tr>
<tr>
<td>Other (describe) __________________</td>
<td>Other (describe)</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** For each statement below, please circle the number which best describes the amount of knowledge you have gained about each kind of activity: 0 = area not covered; 1 = none; 2 = little; 3 = some; 4 = a lot.

1. Duties required, working hours and working conditions          0 1 2 3 4
2. Skills required                                                0 1 2 3 4
3. Necessary employee work habits and attitudes                   0 1 2 3 4
4. Training requirements, licensing, courses or education needed, cost of education, etc. 0 1 2 3 4
5. Entry-level jobs and advancement opportunities                 0 1 2 3 4
6. Organizational structure of the company or business             0 1 2 3 4
7. Information about the job market, employee supply and demand   0 1 2 3 4
8. The importance of career planning                              0 1 2 3 4
9. Where and how to get additional career information             0 1 2 3 4
10. Job-seeking skills: contacting employers, selling yourself, interviewing, resumé writing, etc. 0 1 2 3 4

**In general, how do you rate your Work-Based Learning Experience?**

[ ] Poor    [ ] Fair    [ ] Good    [ ] Excellent
Student Evaluation Form (continued)

How would you rate the business preparation for your Work-Based Learning?

☐ Poor  ☐ Fair  ☐ Good  ☐ Excellent

1. Briefly explain what you did in the Work-Based Learning activity.

2. Comment on how much you have learned from the time you first filled out your Career Interest Survey until now.

3. What did you learn that was most important to you?

4. What did you learn that was least important to you?

5. How did this program change your thinking about your career plans?

6. Did you write a thank-you letter to your work-site coordinator?

7. What will be your next step in getting more information about this career or other careers and/or planning career-related training?

8. Would you recommend this work-based learning to other students? Why or why not?

RETURN EVALUATION FORM TO YOUR ADVISOR WITHIN ONE WEEK OF YOUR LAST WORK-SITE VISIT.
Work-Based Learning
Program Evaluation Work-Site Feedback

Thank you very much for your participation in the Work-Based Learning Program. Please complete this evaluation form and return it to the address below. We appreciate your responses. Your feedback will help us develop a better program next year.

Name

Occupation

Firm __________________________________________________________________________ Telephone ______________________________________________________________________

Name Of Student(S) ______________________________________________________________________

Please use the following rating system for your evaluation:
0 = Poor 1 = Fair 2 = Good 3 = Excellent

1. In general, how would you rate the Work-Based Learning program? 0 1 2 3

2. Please evaluate your student’s preparation, attitude and fulfillment of his/her responsibilities. 0 1 2 3

3. How would you evaluate the program’s materials you received? 0 1 2 3

4. Please evaluate the communications you received before the Work-Based Learning process began. 0 1 2 3

5. To what degree do you feel this was a worthwhile experience for the student? 0 1 2 3

May we call you again for career education projects?

☐ Yes ☐ No

Please give any additional comments/suggestions for our Work-Based Learning program improvement. __________________________________________________________

________________________________________________________

Please return this form as soon as possible to:
Contact Name ______________________________________________________________________
Address P.O. Box or Street __________ City __________ State __________ Zip

Thank You!
## Work-Based Learning

### Employer Evaluation Form

<table>
<thead>
<tr>
<th>21st Century Learning and Thinking Skills</th>
<th>Objective</th>
<th>Needs Development</th>
<th>Competent</th>
<th>Proficient</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking and Problem Solving Skills</td>
<td>Systematically analyzes a task; plans, organizes and completes it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follows the rules, directions or instructions to complete a task</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Given multiple tasks, can prioritize them according to importance and completes them in a timely manner</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Can identify resources needed to complete the task</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Uses correct grammar when speaking and writing</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Can take a position and communicate ideas to justify it</td>
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<tr>
<td></td>
<td>Performs a task after listening to oral information</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Can analyze verbal and nonverbal communications from supervisors, peers and customers; takes appropriate action</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration Skills</td>
<td>Understands what it takes to develop an effective team, including team rules, behavior norms, team roles, communications and decision practices</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Performs effectively in both leadership and non-leadership roles</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Placed in situations of conflict, demonstrates ability to mediate and resolve conflict</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Given a complaint, understands policies and practices and takes appropriate action</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Understands the chain of command and how to function within guidelines</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participates in group decisions and takes action to meet goals</td>
<td></td>
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<tr>
<td></td>
<td>Demonstrates the ability to recognize difference of opinion within a group and works toward a consensus</td>
<td></td>
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</tr>
</tbody>
</table>
### Employer Evaluation Form (continued)

<table>
<thead>
<tr>
<th>21st Century Learning and Thinking Skills</th>
<th>Objective</th>
<th>Needs Development</th>
<th>Competent</th>
<th>Proficient</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT Literacy</td>
<td>Demonstrates ability to operate computer equipment</td>
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<tr>
<td></td>
<td>Demonstrates ability to set up computer equipment</td>
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<tr>
<td></td>
<td>Demonstrates ability to obtain and exchange information by using on-line sources</td>
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<tr>
<td></td>
<td>Demonstrates ability to use word processing</td>
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<tr>
<td></td>
<td>Demonstrates ability to use multiple software packages</td>
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<tr>
<td></td>
<td>Demonstrates ability to create and use databases, spreadsheets and graphics</td>
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<tr>
<td></td>
<td>Demonstrates ability to use telecommunications</td>
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<tr>
<td></td>
<td>Given a task, selects and uses appropriate technology and procedure for a solution</td>
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<tr>
<td>Personal Productivity and Self Direction</td>
<td>Understands what is expected of an employee</td>
<td></td>
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<tr>
<td></td>
<td>Punctual with appointments, completion of tasks and able to handle unavoidable delays</td>
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<tr>
<td></td>
<td>Stays with an assignment or task to completion</td>
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<tr>
<td></td>
<td>Demonstrates self-motivation</td>
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<td></td>
<td>Works independently without direct supervision</td>
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<td></td>
<td>Participates in group decisions and takes action to meet goals</td>
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<td></td>
<td>Takes steps appropriate to developing new ideas to improve a given situation</td>
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<tr>
<td></td>
<td>Chooses an ethical course of action</td>
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<td></td>
<td>Dresses appropriately for the job</td>
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<td></td>
<td>Demonstrates sound safety practices</td>
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<td></td>
<td>Checks quality of one’s work and takes action to correct mistakes</td>
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<tr>
<td></td>
<td>Demonstrates good attendance</td>
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</tbody>
</table>
Employer Evaluation Form (continued)

Other skills related to the occupation that have been mastered:

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________________________________________________________________________________________

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________________________________________________________________________________________

Student

Date

Employer Evaluator

Date
# Work-Based Learning

## Employer Evaluation Form

<table>
<thead>
<tr>
<th>Personal Traits</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listens carefully to instructors</td>
<td></td>
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<tr>
<td>2. Catches on first time</td>
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<tr>
<td>3. Positive response to criticism</td>
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<td>4. Works well with other employees</td>
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<td>5. Exhibits self-control</td>
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<td>6. Makes appropriate appearance</td>
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<td>7. Can be depended upon</td>
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<td>8. Is self-confident</td>
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<tr>
<td>9. Shows initiative</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Emergency absence only</td>
<td></td>
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<tr>
<td>11. Arrives on time</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Traits</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Seeks understanding of business operations</td>
<td></td>
<td></td>
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<tr>
<td>13. Exhibits knowledge of product information</td>
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<tr>
<td>14. Keeps work area orderly</td>
<td></td>
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<tr>
<td>15. Performs general work Assignments accurately</td>
<td></td>
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<tr>
<td>16. Performs necessary mathematics With accuracy</td>
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<td>17. Completes work assignments</td>
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<tr>
<td>18. A good representative of the business</td>
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<tr>
<td>19. Uses equipment properly</td>
<td></td>
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</tbody>
</table>
# Work-Based Learning

## Employer Evaluation Form

<table>
<thead>
<tr>
<th>Please check the rating most Applicable by the following scale:</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appropriate Appearance</td>
<td></td>
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<tr>
<td>2. Mental Maturity</td>
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<tr>
<td>3. Personality</td>
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<tr>
<td>4. Punctuality</td>
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<tr>
<td>5. Dependability</td>
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<td>6. Industriousness</td>
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<td>7. Enthusiasm</td>
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<tr>
<td>8. Initiative</td>
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<tr>
<td>9. Tact</td>
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<tr>
<td>10. Desire to Learn</td>
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<tr>
<td>11. Self Confidence</td>
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<tr>
<td>12. Cooperation</td>
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<tr>
<td>13. Loyalty</td>
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<td>14. Teamwork Ability</td>
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<tr>
<td>15. Follows Company Policy</td>
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</table>

**General Comments:**

Evaluated by ________________________________  Coordinated by ________________________________

Position ________________________________  School ________________________________
Appendix C

WV BRIM Certificate of Insurance
Questions and Answers

What does this certificate cover?
It covers negligence by the board of education, community/technical college/administrative council employees or volunteers that results in injury to persons or property damage to a third party.

Does insurance “kick in” before the private insurance that a company has?
This is excess insurance. The insurance provides protection to businesses for our acts (board of education, community/technical college/administrative council employees). The state will cover the defense of the business for such claims.

What about municipalities and other government agencies?
All state agencies including boards of education are covered. Some municipalities and other government agencies are covered. Some are not. Coverage is optional for cities and county governments. It is advised that they are issued a certificate.

Is coverage in effect (any good) if negligence is proven?
The coverage provides defense and will pay damages if resulting from negligent acts of the insured.

How are RESAs covered?
Some are insured, particularly if they own property. If RESA accepts students, county boards of education or other insured should request a certificate for the relationship with RESA. Some RESAs are written separately by BRIM. Others are covered by the county Board of Education which acts as fiscal agent.

Can a list be developed and provided which identifies businesses awarded certificates? What about reciprocity from county to county or body to body?
No. Even if it could, such a list would be of no value. Many will be duplicates and must be if the business is working with multiple insures. All certificates are specific to insured. Each insured needs to have their business identified.
Why is the one million dollars identified on the certificate when five million in coverage is available?
The one million is considered a primary layer of coverage written under separate policy. Five million is excess coverage identified in state code (law) but is not publicized. Total coverage is six million.

What about certificates to businesses that have not paid workers compensation premiums?
You should not recommend them for coverage. There is no way of knowing if they have or have not paid. It is state law that they do unless exempted (e.g., sole proprietors).

When is coverage in effect?
When the official body has approved the name.

What is the length of time of certificates?
Certificates are one year and ends on June 30. At present time you must resubmit annually. Certificates should be requested by the end of July or earlier if needed to cover the summer months.

What about other states?
The Board of Risk Certificate of Insurance provides coverage anywhere in West Virginia. It may also cover throughout the United States, but we do not guarantee it meets all other states’ requirements.

What about volunteers and transportation issues?
All employees of bodies are covered when transporting students. Volunteers are not covered while transporting students but are covered for other activities (e.g., volunteer drops off student at the wrong place and student walks across the street and gets injured). Advise that any volunteers have at least ½ million dollars of personal coverage on their vehicle. It would not be advised for bodies to buy this additional coverage, but County Board of Education could buy the additional coverage.

For clarification issues, concerns or questions, contact:
Jerry Gladwell, Underwriting Manager
WV Board of Risk & Insurance Management
Suite 203, 90 MacCorkle Avenue, SW
South Charleston, WV 25303
Telephone: 304-766-2646 Fax: 304-744-7120
Appendix D

Community-Based/Service-Based Learning Forms

Provided in this section are forms that may be used as is, or modified to fit the needs of a particular school or system. Some of these forms appear in other locations in this guide.

If the documentation procedure is in place and is working, there may be no need to change the procedure. It is, however, important to keep careful records of community-based and service-based learning for the protection of your students and the integrity of your Experiential Learning program.

POLICY 2510 REQUIRES EXPERIENTIAL LEARNING BUT DOES NOT SPECIFY HOW IT WILL BE DELIVERED, SUCH AS CREDIT AWARDED. THE INFORMATION IN THIS SECTION IS SUPPLIED TO OFFER ASSISTANCE TO COUNTIES AS THEY IMPLEMENT THEIR EXPERIENTIAL LEARNING POLICIES.
Experiential Learning
Student Application

Name: ___________________________ Phone: ______________

Address: ____________________________________________

Street or PO Box City State Zip

Parent/Guardian Name: ___________________________________

Advisor’s Name: _______________________________________

Experiential Learning Category

☐ Work-based Learning
☐ Service-based Learning
☐ Community-based Learning
☐ Research-based Learning

Description Of Proposed Experiential Learning:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student Signature

Approved

__________________________ Date

School Official

__________________________ ____________________

Parent/Guardian

__________________________ Date
Experiential Learning
Student Activity Log

Student: ___________________________ School: ___________________________

It is suggested that students verify their experiential learning hours using this “activity log” and the “monthly time sheet.”

<table>
<thead>
<tr>
<th>Date</th>
<th># Hours Worked</th>
<th>Activities/Work Performed</th>
<th>Signature of Supervisor (if necessary)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Student Activity Log (continued)

Student: __________________________ School: __________________________

It is suggested that students verify their experiential learning hours using this “activity log” and the “monthly time sheet.”

<table>
<thead>
<tr>
<th>Date</th>
<th># Hours Worked</th>
<th>Activities/Work Performed</th>
<th>Signature of Supervisor (if necessary)</th>
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</tbody>
</table>
Community-Based/Service-Based Learning Student Evaluation Form

Student Name ___________________________  Grade ___________________________
School _________________________________  Advisor _________________________
Name of Agency or Site __________________________
Address ________________________________
Agency/Site Phone Number ________________________
Supervisor’s Name ____________________________
Dates of Service __ / __ to __ / __
Hours Completed ____________________________

What Kind of Work Did You Do?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Fully answer the following questions and attach them to this form.

1. How did your community-based/service-based project benefit the person or people you were working with?

2. What did you learn that was most important to you? Why was it important?

3. What did you learn that was least important to you? Why was it unimportant?

4. Would you recommend this experiential learning to other students? Why or why not?

5. Please write an essay (100-150 words) of a scene you would like to remember that represents your project. Include what you have learned from this experience.

6. Attach Activity Log, Appendix A
Student Evaluation Form (continued)

<table>
<thead>
<tr>
<th>Signature of Student</th>
<th>Date</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Signature of Parent/Guardian</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Signature of Service Organization Leader</th>
<th>Date</th>
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<tbody>
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<td></td>
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</tbody>
</table>

RETURN EVALUATION FORM TO THE EXPERIENTIAL LEARNING COORDINATOR WITHIN ONE WEEK OF CONCLUSION OF PROJECT