Checklist: Factors That Enable High-Quality Work-based Learning

*Evidence of adoption/implementation 1-4 (1=not evident, 2=somewhat evident, 3=evident, 4=fully implemented)*

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| **FACTORS** | **1-4** | **NOTES** |
| **Systemic Factors** |  |  |
| 1. **Information access.** Systematic organization of information about opportunities to facilitate linkages |  |  |
| 1. **Technology.** Technology infrastructure to support placements, orientations, actual WBL experiences |  |  |
| 1. **Quality control.** Tools, processes and documentation in place to ensure consistency in quality practice (without stifling faculty innovation) |  |  |
| 1. **Resources.** Leveraged funding streams that ensure adequate support |  |  |
| 1. **Stakeholder engagement.** Advisory structures and coalitions that can inform practice and generate opportunities for students |  |  |
| * ***Faculty.*** |  |  |
| * ***Employers.*** |  |  |
| * ***Leadership.*** |  |  |
| 1. **Culture shift.** A culture that values and supports WBL across the curriculum |  |  |
| * + ***Internally.*** Ensuring that all faculty understand the value and purposes of WBL |  |  |
| * + ***Externally.*** Marketing the purposes and value of work-based learning for students, employers, and communities |  |  |
| Structural Factors |  |  |
| 1. **Connection to curriculum.** Experiences are connected to thematic programs and to student interests. |  |  |
| 1. **Sequencing.** Experiences are sequenced — work-based learning follows some career exploration and leads to next steps. |  |  |
| 1. **Coordination of support.** Faculty, counselors, and other staff at the school coordinate their services to support students in work-based learning. |  |  |
| 1. **Planning for next steps.** Students reconnect with counselors to adjust education and career plans as needed; partnerships are created with other institutions, apprenticeship, and job training programs to facilitate transitions to next steps. |  |  |
| 1. **Adequate staffing.** The work-based learning coordination function is adequately staffed. |  |  |
| 1. **Scheduling that works.** Scheduling enables WBL; when students are already working, innovative approaches are explored to add a learning dimension to existing jobs. |  |  |
| 1. **Compliance and risk management.** A process exists to ensure compliance with state and federal laws and adequate liability and worker’s compensation insurance. |  |  |
| **FACTORS** | **1-4** | **NOTES** |
| **Professional Learning Factors** |  |  |
| 1. Understanding the workplace (in general and by industry) and opportunities for learning through work |  |  |
| 1. Matching students with opportunities and developing learning plans |  |  |
| 1. Linking work-based learning to the curriculum |  |  |
| 1. Supporting the development of “21st century skills” such as teamwork and “lifelong learning” in the classroom to enhance workplace experience |  |  |
| 1. Facilitating student reflection on learning (regarding both content and implications for “next steps” toward further education and career goals) |  |  |
| 1. Communication and coordination (knowing with whom to communicate and coordinate) |  |  |
| **Other Factors to Consider** |  |  |
| **Employer Engagement and Preparation Factors** |  |  |
| 1. Outreach processes in place |  |  |
| 1. Orientation process in place that is not burdensome for employers or clients |  |  |
| 1. Ongoing support for employers or clients |  |  |
| 1. Assessment and evaluation activities |  |  |
| 1. Closing, appreciative, and feedback activities |  |  |
| **Instructional Factors** |  |  |
| 1. Learning opportunities in the workplace or community are identified and aligned with teaching objectives. |  |  |
| 1. Learning objectives for the experiences are specified through learning plans and monitored through communication between educators and employers. |  |  |
| 1. Experiences offer in-depth engagement that reinforces academic and technical content and promotes higher-order thinking skills. |  |  |
| 1. Opportunities are provided for exposure to communities of practice and social networks that support cognitive, social, personal, and career development. |  |  |
| 1. Opportunities are provided for rotation among positions and functions with exposure to multiple supervisors for career development purposes as well as enhanced learning. |  |  |
| 1. Opportunities are provided for reflection about the experiences and their connection to classroom learning and students’ personal interests. |  |  |
| 1. Student performance is assessed and documented, with input from the employer, client or community. |  |  |
| **Other Factors** |  |  |
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