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