

## 3.8 WORK-BASED LEARNING STANDARDS

### PURPOSE

- P1. To provide opportunities for students to:
- a. Develop a further understanding of career opportunities, employer expectations, and the impact of postsecondary education in the workplace;
  - b. Apply their newly acquired skills in the workplace;
  - c. Learn new career technical skills and workplace competencies.

### REQUIREMENTS

#### ***R1. Work-Based Learning Program***

Centers shall:

- a. Incorporate Work-Based Learning (WBL) as a primary instructional approach to the delivery of applied and contextual training.
- b. Implement a structured WBL program that:
  1. Involves students in work experiences related to the career field for which they are preparing.
  2. Occurs at employer work sites. To the extent such sites are not accessible, structured on-center work sites and off-center Career Technical Skills Training (CTST) projects shall be established.
  3. Relates closely with center-based learning activities.
  4. Provides reasonable accommodation for students with disabilities, as appropriate.
- c. Provide opportunities to ensure that each student participates in WBL:
  1. WBL shall consist of multiple assignments that progressively vary in duration and complexity as the student completes established benchmarks in their Career Technical Training (CTT) (see Appendix 308).
  2. Home-based WBL assignment is limited to a maximum of 6 weeks, as specified in Chapter 6, Exhibit 6-1. The Regional Office, at its discretion, may grant a waiver to extend the 6-week limit, not to exceed 6 additional weeks (30 additional training days), if there is reasonable expectation of full-time employment. A written request must be submitted to the region with supporting documentation, such as a letter of request from the employer, prior to the end of the student's initial assignment.
  3. Center-specific criteria and procedures for student participation in WBL and assigned staff to support the center's WBL activities should be documented in the center's Career Development Plan.

Strategy:

- Review center’s WBL program. Is the program detailed in the center’s Career Development Services System Plan? Has the center established specific criteria and procedures for student participation in WBL? How and when are students informed of WBL requirements?
- Interview the senior manager responsible for the WBL program. What activities are considered WBL in Career Preparation Plan? How is participation monitored and documented? How does the center evaluate the quality and effectiveness of its WBL program? How does the center collect feedback from work sites? From students?
- Determine how the center uses employer work sites and on-center WBL assignments to teach competencies. Review a sample of both on- and off-center WBL assignments. Do they include job descriptions, goals, and objectives for learning career technical and employability competencies?
- Interview employers who are involved in WBL. Are there clear, written agreements with employers that outline training objectives? Ask employers to describe on-site training provided for students in WBL. Ask if center staff and the student are involved in developing learning goals. Who assesses student progress? How are employers involved in documenting skill attainment? Who teaches workplace safety and when?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

**R2. Employer Partnerships**

Centers shall develop partnerships with private and public employers to secure Work-Based Learning opportunities for students at employer work sites.

Strategy:

- Request list of WBL sites. Who is responsible for finding WBL opportunities for students? Are career technical instructors included in the process?
- Interview career technical manager and employers. How are students matched with employer needs? How are employers made aware of the need for reasonable

accommodations for a student with disabilities? (Note: Accommodations should be provided at WBL sites.)

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

**R3. Work-Based Learning Agreements**

Centers shall develop a written agreement with the employer when a student is assigned to a work site. The agreement shall include the following provisions:

- a. Blanket provisions:
  1. The center shall use the template (Exhibit 3-4) to develop written Work-Based Learning agreements with employers prior to student(s) first-day on-site.
  2. The employer agrees to (1) provide direct supervision and workplace mentors to students; (2) assist students in achieving agreed upon career technical and academic skills; (3) document student achievements and competencies, and provide an evaluation of the student’s career success skills; (4) provide a safe environment (see Chapter 5, Section 5.15, R5); (5) support industry-specific certification requirements, as applicable; and (6) not discriminate against students with disabilities and to provide reasonable accommodation as determined by applicable state and federal law.
  3. The center shall monitor student performance and work closely with the employer and workplace mentor to provide training and resolve problems that arise.
  4. The student shall not displace employees at the work site.
  5. The employer adheres to all federal, state laws and regulations regarding employment and working conditions.
  6. The student is considered a federal employee as established by their pay and is covered under the Federal Employees’ Compensation Act (FECA).
  7. In paid WBL situations, an employment relationship exists between the employer and the student; therefore, the provisions of the Fair Labor Standards Act are applicable.

- b. Student-specific provisions:
  1. The name of the student’s supervisor at the work site;
  2. The hours of work, length of employment or training, and rate of compensation, if applicable;
  3. The competencies (or sections of the student’s Training Achievement Record [TAR]) in which the student will be trained at the work site;
  4. A process for notifying the center in the case of student absence or injury;
  5. A process for notifying the employer in the case of student absence (i.e., winter/summer break, unexpected student absence, center function);
  6. A schedule/format for providing feedback to the center and the student about the student’s performance.

Strategy:

- Ask the WBL coordinator for a list of employers with whom the center has existing Memorandum of Understanding (MOU) and a list of all sites where students are currently assigned. Are all current sites covered by MOUs? Is the center using the MOU template in Exhibit 3-4?
- Review a sample MOU. Do MOUs outline the employer’s responsibilities (including student assessments)? Do they outline the center’s accountability and monitoring processes? Do they include the occupational safety and health requirements referenced in Chapter 5, Section 5.15, R5?
- Interview the WBL coordinator. Who is responsible for work-site monitoring? How is attendance reported? Does the center use a standard assessment process and form? Check if this aligns with the CCDP. How are learning objectives communicated with the work-site supervisor? Are TARs provided to employers? Are there specific job descriptions for student workers?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

**R4. On-Center Work-Based Learning**

Work-Based Learning may occur on center, with the center as the employer. On-center WBL shall be formally organized and shall use written agreements similar to those used for off-center WBL. The agreements shall:

- a. Assign the student to a single supervisor;
- b. Establish the length of the assignment, hours of work, and rate of pay, if applicable;
- c. Specify the TAR items and other employer-specific competencies to be attained by the student;
- d. Provide for written feedback from the on-center work site, including an assessment of the student’s career success skills.

Strategy:

- Is there an MOU for center-based agreements? Do agreements outline staff responsibilities (including student assessments)? Do they outline accountability and monitoring processes? How is attendance reported?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

**R5. Career Technical Skills Training (CTST) Projects**

- a. Project-Based Training
 

Centers offering training in construction careers (and other career technical offerings that are eligible for CTST funding, as outlined in Appendix 303, Career Technical Skills Training) shall provide training to students in the eligible career technical areas through work on construction or manufacturing projects.
- b. Project Planning
  - 1. Centers with Career Technical Training (CTT) programs that are eligible for CTST funding shall submit an annual CTST Plan to the Regional Office for approval. Procedures for preparing and submitting the plan are outlined in Appendix 303.
  - 2. Upon approval by the Regional Office, centers shall implement the CTST Plan in accordance with the procedures contained in Appendix 303.

c. Safety

Before initiating a construction project, centers shall ensure that:

1. The project has been evaluated and a job hazard analysis has been conducted by the center safety officer to identify potential safety and environmental hazards, and to initiate abatement or remediation activities prior to the start of the project.
2. All students who work on the project are trained in the safe work practices relevant to the hazards identified, prior to performing work on the project.
3. All appropriate Personal Protective Equipment (PPE) and clothing is provided to students and staff, and a copy of the job hazard analysis is posted on the work site.

Strategy:

- Review the center CTST plan. Interview instructors who supervise CTST projects. Review project overviews and plans for integration of academic competencies. Is the CTST plan implemented fully? Do instructors and students focus on mastering Career Success Standards? Ask how integration occurs. Who teaches workplace safety and when? Have the students received training in safe work practices relevant to the tasks they will be performing on the WBL site?
- Review the approved CTST plan. Check the Job Hazard Analysis. Who conducted them and are they complete and signed? Were the identified hazards abated? Have any changes been made to the plan? Were these approved by the region? Ask to see the documentation. Do projects promote collaboration among students from different career technical areas?
- Interview the CTT instructors. How are students involved in the CTST planning and evaluation process? How are students assigned to specific projects? How is the quality of student participation evaluated? If a student shows little or no progress, what steps are taken?
- Interview the CTST coordinator. Pick a few projects and check the status of these projects. Are schedules being met? If there is no progress, is there a plan for completion?
- Observe a CTST work site. Are students engaged in activities? Are they being monitored? By whom? Are students wearing the appropriate PPE based on a job hazard analysis?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:

**R6. Work-Site Monitoring**

Centers shall monitor all active WBL sites to ensure that students are receiving quality training in a safe environment. Center instructors and other staff shall visit active work sites weekly to:

- a. Observe and counsel students;
- b. Ensure that the training needs of the students are being met;
- c. Determine, in collaboration with the work-site supervisor, what on-center activities might be needed to support training at the work site;
- d. Visually inspect work sites weekly to ensure students are placed in a safe and healthful working environment in accordance with Chapter 5, Section 5.15 R5.

Strategy:

- Review the center’s documented procedures regarding WBL. Who is responsible for monitoring sites? How often are site visits conducted? What does site monitoring entail and what documentation is maintained?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

**R7. Reporting/Documentation/Recordkeeping**

Centers must document and record student WBL assignments and progress using the Work-Based Learning Menu in the training module of the Center Information System.

Strategy:

- Request a list of students currently on WBL assignment. Review their CIS files to see if appropriate entries regarding WBL assignments are noted.

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

**QUALITY INDICATORS**

Q1. Center staff, employers, and students can describe their respective responsibilities in delivering and receiving training.

Strategy:

- Interview staff and review the CCDP. Are all center areas involved in implementing WBL principles? At what point(s) are students assigned to WBL?
- Check with a few off-center and on-center WBL supervisors. What is the employer feedback on student skill levels, behavior, attitude, and readiness for work?
- Review employer partnership agreements. Do they represent a variety of employers? Speak with a few employers. Are WBL opportunities regularly used by the center? Have any of the employers hired Job Corps graduates?
- Determine how center-based WBL assignments are structured, including training agreements with supervisors; job descriptions; and linkages with CTT instructors (focus on TARs and academic course competencies).

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	

Rationale for Rating:
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Q2. Students demonstrate familiarity with the terminology, technology, and behavioral expectations of workplaces.

Strategy:

- Determine how the center involves local employers or community resources to help convey employment expectations to students.
- Meet with the WBL coordinator and discuss industry trends as viewed by the students in the workplace. Review the career technical curricula. Does instructional content support the development of skills necessary for success in the workplace? How has feedback from employers been used in structuring and/or selecting curricula?
- Interview the Academic Manager. Ask what systems are in place to ensure students participate in academic activities that develop and allow practice of employability and interviewing skills?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

Q3. Students practice skills acquired on center and learn new skills at the work sites to which they are assigned.

Strategy:

- Interview a few local employers. How are they participating with the center (serving as WBL sites, collaborating in curriculum development, providing other training

opportunities for students, etc.)? What is their view of Job Corps students they encounter?

- Interview the CTST coordinator. What CTST projects have been completed or are planned in the community?
- Interview students. What additional skills did they learn at the work site? How do they think their WBL experiences will help them in their careers?

0	1	2	3	4	5	6	7	8	9
Unsatisfactory		Marginal		Satisfactory		Very Good		Exceptional	
Rationale for Rating:									

PRH 3.8 - Summary Rating

Requirement	Rating	Quality Indicator	Rating
<b>R1</b>		<b>Q1</b>	
<b>R2</b>		<b>Q2</b>	
<b>R3</b>		<b>Q3</b>	
<b>R4</b>			
<b>R5</b>			
<b>R6</b>			
<b>R7</b>			
<b>Average</b>		<b>Average</b>	