

**Work-Based Learning:  
It's More Than  
Just a Job**



© 2014 E&F

# ***Presenters***

**David Hoff**



**Institute for Community Inclusion**  
PROMOTING THE INCLUSION OF PEOPLE WITH DISABILITIES

UNIVERSITY OF MASSACHUSETTS BOSTON • BOSTON CHILDREN'S HOSPITAL

**Heather Derby**  
**Brian Nunez**



**METRO NORTH**  
**WORKFORCE BOARD**



“A job in itself is not enough.

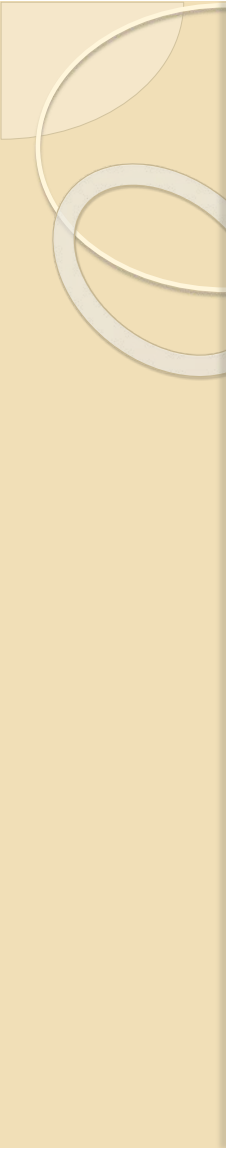
Employment can be liberating or oppressive.

It can be a great equalizer and unifier,  
or it can be a divider and unjust discriminator.

Employment can be a joy.

It can fulfill one's sense of calling or vocation,  
or it can be a way to keep people down  
and “in their place.”

- Tyree, Kendrick, and Block



## Work-Based Learning

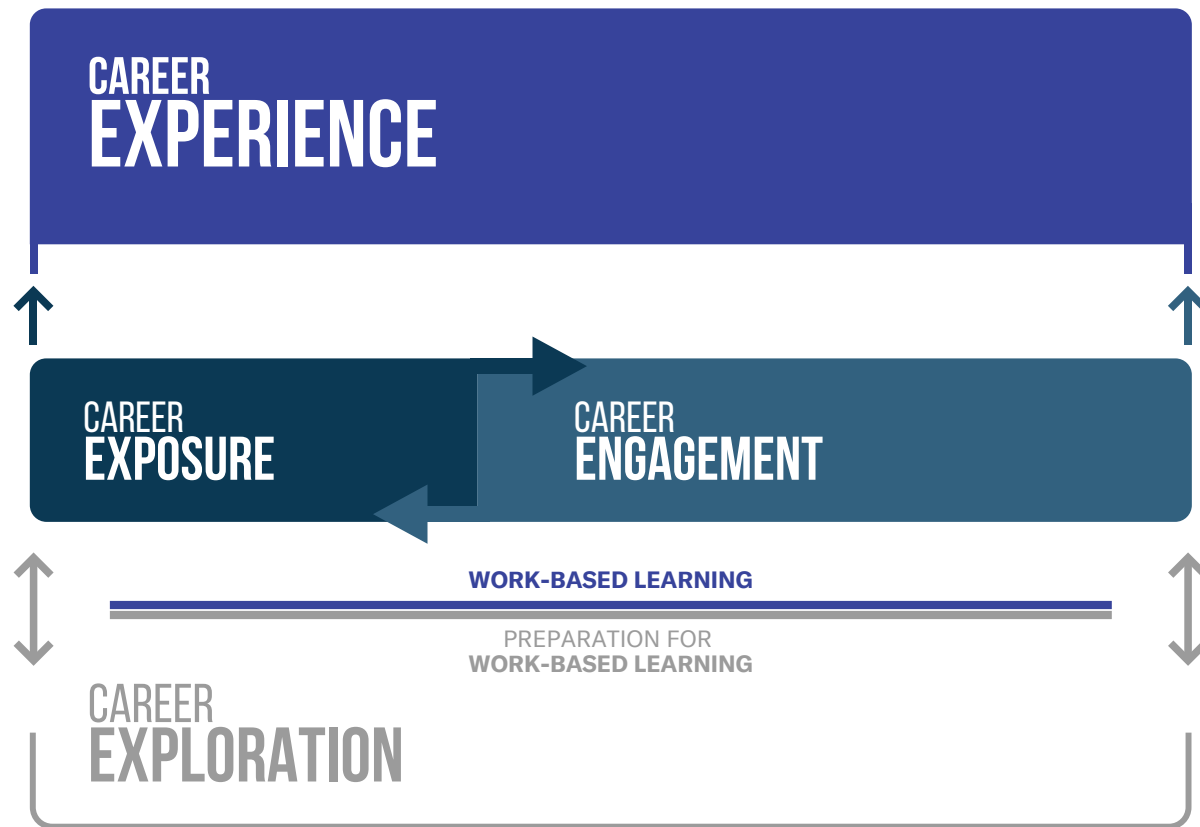
### def·i·ni·tion

\dē-fə'-nī-shən\

meaning of a word;  
can be subjective

- A supervised program that links knowledge gained at the worksite with a planned program of study.
- Experiences range in intensity, structure and scope.

# WORK-BASED LEARNING FRAMEWORK

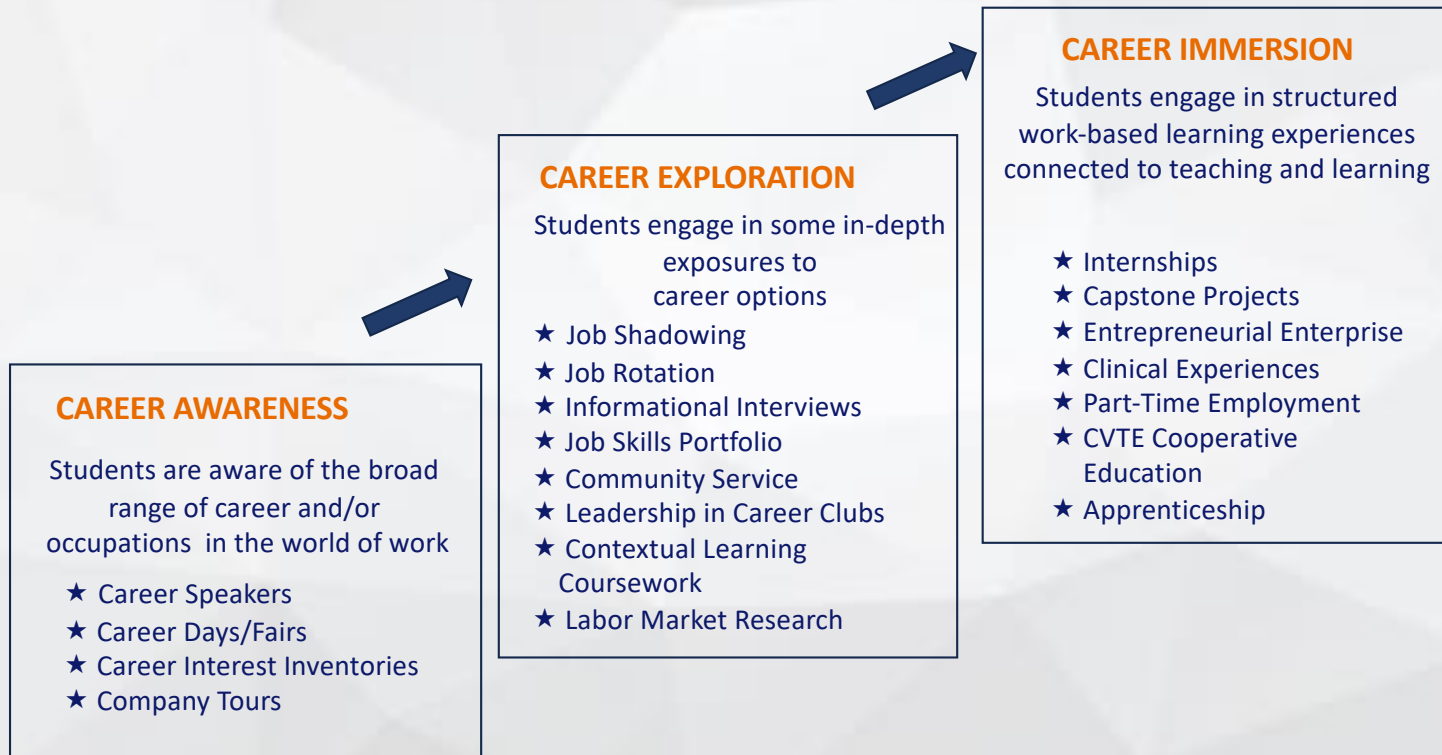




**What are the range and types of activities?**

# Career Development Spectrum

The process through which an individual comes to understand his or her place in the world of work



## Career Development Education

Activities Guide and Glossary, Version 1.0

---

### Introduction

There is an emerging consensus across the country and the Commonwealth — among students, parents, communities, educators, business leaders and elected officials - that academic proficiency alone is no longer enough to prepare students for success in the 21st century economy. In response, the state has launched a body of work that is designed to ensure that *all* students become *both* college *and* career ready by the time they complete high school.

Recently, the Board of Higher Education (BHE) and the Board of Elementary and Secondary Education (BESE) voted to adopt a common definition of “college and career readiness” (see Appendix A). This common definition will support a more seamless transition for students from elementary through the secondary level and on to post-secondary education, with educators at each stage sharing an aligned vision of what the end goals are for all students.

These end goals are based on students acquiring knowledge, skills and experiences in three domains: Learning (academic), Workforce Readiness, and Qualities and Strategies (personal/social) with the ultimate goal in each domain being competency attainment. With respect to the workforce readiness domain in particular, it is no longer enough merely to expose students to career information. They also need to *explore* career options, and then *experience* them through some form of work-based learning. They need an opportunity to process and reflect on these experiences with adult feedback and support. Accountability for students’ competency attainment must become an expectation of influential adults responsible for organizing and delivering career development activities whether in traditional school settings or in the community.

This Guide/Glossary finds its roots in the rich history of Career/Vocational Technical Education (CVTE) in Massachusetts. CVTE programs are offered in local and regional school districts across the Commonwealth, with approximately one in five students enrolled in a CVTE program of study.

In addition, School to Career Connecting Activities also supports career development education in Massachusetts, particularly in our academic and comprehensive high schools.

The history of these initiatives laid the groundwork for the Massachusetts Board of Elementary and Secondary Education’s Task Force on Integrating College and Career Readiness. In the [Report](#) “*From Cradle to Career: Educating our Students for Lifelong Success*,” the Task Force calls for, among other things, the creation of a toolkit and menu of opportunities for educators, employers and practitioners to help guide career development education (see Appendix B for a summary of the report recommendations).





**What should students learn  
from these experiences?**

**What should be evaluated –  
and how?**



# Importance of Reflection



# Documenting the Learning

## Massachusetts Work-Based Learning Plan

Participant's Name: \_\_\_\_\_ Worksite Supervisor Name: \_\_\_\_\_  
Participant's Email: \_\_\_\_\_ Worksite Supervisor Email: \_\_\_\_\_  
Participant's ID Number: \_\_\_\_\_ School / Program: \_\_\_\_\_  
Job Title: \_\_\_\_\_ Staff / Teacher Name: \_\_\_\_\_  
Worksite: \_\_\_\_\_ Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

**JOB DESCRIPTION** – Tasks, responsibilities, projects:


### EMPLOYABILITY SKILLS

*The employability skills below are essential in every work environment throughout one's career. Please discuss and review these skills at least twice during this work-based learning experience, in a first, baseline review and in a second review near the end of the work-based learning experience. (Two reviews to capture growth – Be objective!)*

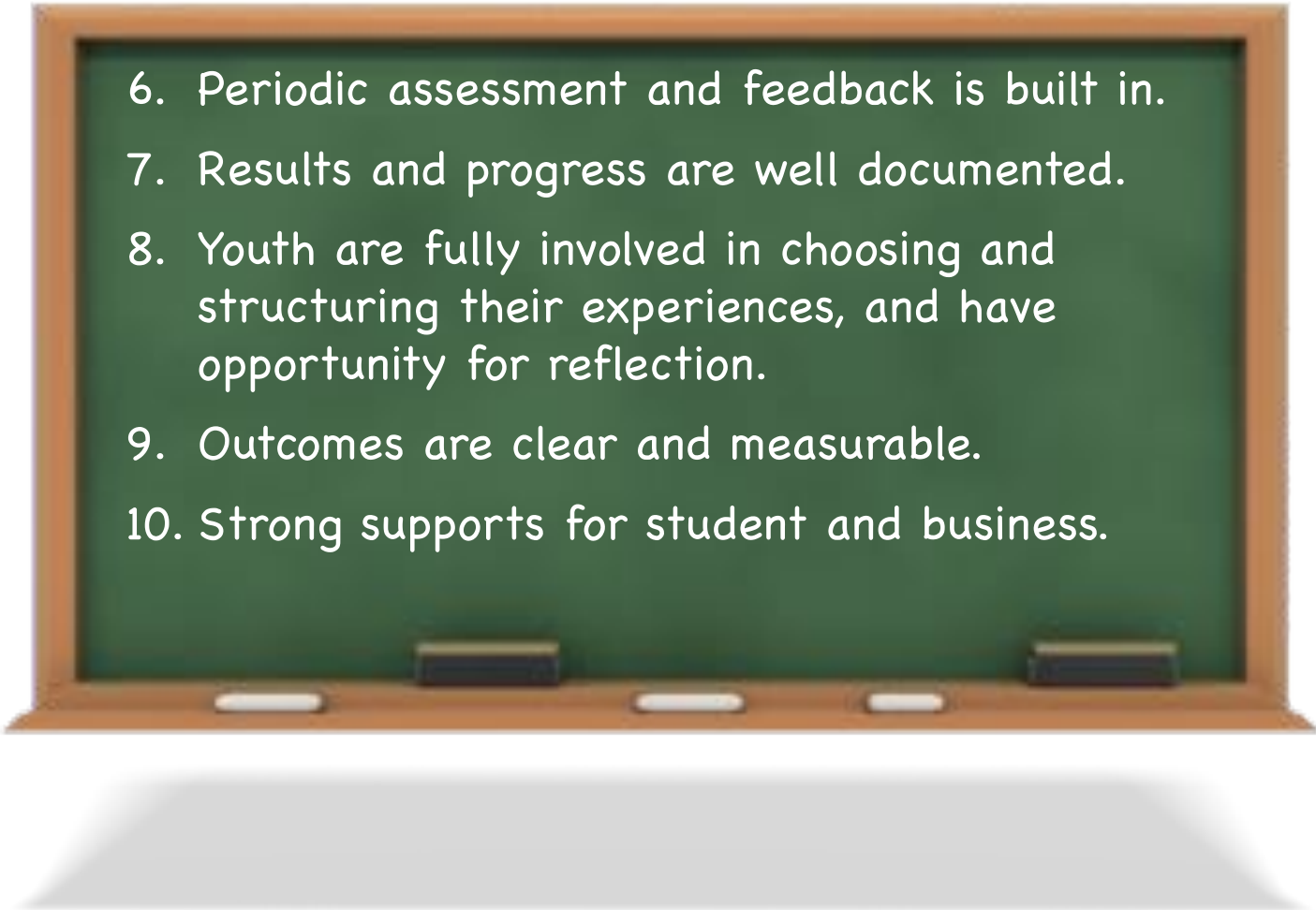
#### KEY

- 1 = Performance Improvement Needed: Needs to have a strategy to improve this skill  
2 = Developing: Developing this skill; learning to address challenges related to this skill; aware of next steps needed to develop this skill  
3 = Competent: Demonstrates this skill; aware of the importance of this skill  
4 = Proficient: Consistently demonstrates this skill; shows initiative to learn about, enhance or apply this skill  
5 = Advanced: Exceeds expectations; works with high level of independence, acts as a role model, or shows initiative to apply and extend this skill

SKILL	PERFORMANCE EXPECTATIONS	REVIEWS Use 1-5 Scale (See Key Above)	COMMENTS Notes, goals, and reflections for Review #1 and Review #2
Attendance and Punctuality	• Arrives on time and prepared for work • Provides sufficient notice if unable to report for work	Rev #1	
		Rev #2	
Motivation and Initiative	• Participates fully in tasks or projects from start to finish • Initiates interaction with supervisor for next task or project upon successful completion of previous one	Rev #1	
		Rev #2	
Communication	• Communicates effectively, orally and in writing, using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers • Demonstrates active listening skills; focuses attentively, makes eye contact or other affirming gestures, confirms understanding and follows directions	Rev #1	
		Rev #2	
Teamwork and Collaboration	• Works productively with co-workers, individually and in teams; support organization's mission and goals • Accepts direction and constructive feedback with positive attitude	Rev #1	
		Rev #2	
Critical Thinking and Problem Solving	• Notices and identifies challenges and problems that arise in the workplace • Brings concerns to attention of supervisors when appropriate • Develops solutions to challenges and problems by analyzing available information and looking at options, guided by expectations for the position and goals of the organization	Rev #1	
		Rev #2	
Workplace Policy, Culture and Safety	• Exhibits understanding of workplace culture and policy • Dresses appropriately for position and duties • Practices personal hygiene appropriate for position and duties • Follows professional standards for use of computers, phones and social media • Respects confidentiality • Complies with health and safety rules for the workplace	Rev #1	
		Rev #2	

- 
1. Provide exposure to wide range of jobs and careers including those outside of “traditional” youth employing industries.
  2. Strong links with labor market.
  3. Experiences are age and stage appropriate.
  4. Work site learning is structured and links back to classroom instruction.
  5. Employer shares learning goals of instructors and students.

***Work-Based Learning Best Practices***

- 
6. Periodic assessment and feedback is built in.
  7. Results and progress are well documented.
  8. Youth are fully involved in choosing and structuring their experiences, and have opportunity for reflection.
  9. Outcomes are clear and measurable.
  10. Strong supports for student and business.

***Work-Based Learning Best Practices***

**Pay:** *Yes or No?*



# Know the Rules and Know The Difference!

Volunteering	Internships	Unpaid Work Experiences
<ul style="list-style-type: none"><li>• Unpaid activities</li><li>• Non-profit organizations</li><li>• Open to all citizens</li></ul>	<ul style="list-style-type: none"><li>• Paid or unpaid</li><li>• Non-profit or for-profit organization</li><li>• Temporary position</li><li>• Emphasis on job training</li></ul>	<ul style="list-style-type: none"><li>• Non-profit or for-profit organization</li><li>• Used for job exploration, assessment, training</li><li>• Limited hours &amp; specific circumstances</li><li>• Only for people with disabilities</li></ul>

employmentfirstma.org



JUNE 2015 (UPDATED FEBRUARY 2017)

## VOLUNTEERING, INTERNSHIPS AND UNPAID WORK EXPERIENCES: LEGAL AND PRACTICAL GUIDELINES

Prepared by David Hoff, Institute for Community Inclusion, UMass Boston  
for the Massachusetts Department of Developmental Services

Volunteer work, internships, and unpaid job exploration can be effective strategies for individuals with disabilities looking to gain work-related experience. So can assessments and training at places of business. However, such activities must be undertaken carefully, with a clear understanding of the purpose of these activities. All parties must know what is permitted from a legal perspective, as well as practical considerations regarding the appropriate use of volunteer and unpaid work experiences.

This publication examines these issues, and provides guidelines on the role of volunteer activities, internships, and unpaid work when assisting and supporting individuals with disabilities. This information is based on interpretation of various federal and state requirements. However, if readers have questions regarding specific situations, they should consult with the federal and state agencies and resources listed at the end of this publication to ensure compliance with all applicable labor laws and regulations.

### Understanding What's Allowed

The following are the types of experiences discussed in this publication, and the distinctions between them.

- **Volunteering.** Volunteering refers to typical unpaid activities with non-profit groups that are open to all citizens. These might include making phone calls for a political campaign, serving as an assistant coach in a sports league, helping at a food bank, serving on a board or in an advisory group, or working on a clothing drive for a faith-based organization.
- **Internships.** Internships are temporary positions, either in for-profit or non-profit organizations, with an emphasis on job training. This publication looks primarily at unpaid internships.
- **Unpaid work experiences.** Under certain circumstances, individuals with disabilities are permitted to work for a short period at any type of business without pay for job exploration, assessment, and training purposes. This is permitted only within very specific parameters.

The U.S. Department of Labor (USDOL) has clear rules and guidelines on volunteering, internships, and unpaid work experiences. It is important for service providers (including schools) not to dive in to the world of volunteer work, internships, and unpaid work experiences without having a strong understanding of what is and is not permitted.

Awareness of these parameters is critical for service providers, individuals with disabilities, and family members. These rules ensure that people with disabilities are being treated fairly, that their rights are not being violated, and that when placing individuals with disabilities into volunteer or unpaid positions, all applicable wage and hour laws are being followed.

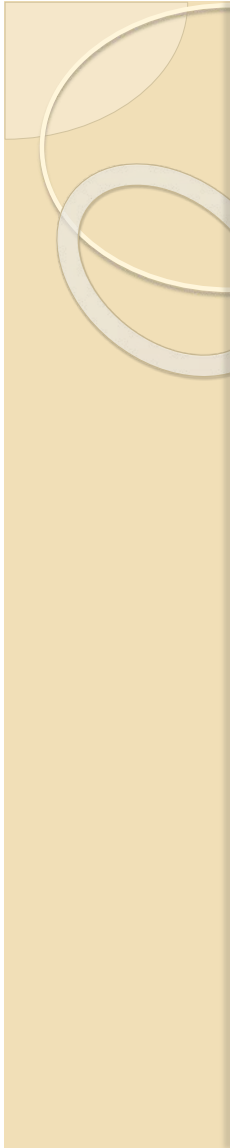
Lack of awareness of these parameters can result in possible action by the federal or state labor department against both the service provider and the volunteer organization or business where the individual is participating in activities. Consequences may include legal and financial penalties, including payment of back wages.

### Volunteering: What It Is and What's Permitted

As with anyone else who volunteers, it's important to think through the reasons that someone with a disability is giving his or her time and talents for free. What are the benefits to the individual?

- Volunteering may be a step towards employment. It can be a great way of exploring interests, developing skills, gaining experience, building a resume, and making connections that lead to future paid jobs. At the same time, volunteering should not be a long-term substitute for paid employment.
- Volunteer activities should be based on an individual's interests and preferences.
- When individuals are not working or underemployed, they may choose to volunteer in order to keep busy and active while looking for paid work.





massconnecting.org

## The Massachusetts School to Career Connecting Activities Initiative

[Home](#)[News](#)[About](#)[Stakeholders](#)[Impact](#)[WBLP Resource Guide](#)[Resources](#)

### WBLP - Resource Guide and Skills Definitions

#### Using the Work-Based Learning Plan

The Massachusetts Work-Based Learning Plan (WBLP) is designed to provide structure and depth to work-based learning experiences: to identify the skills to be focused on in the work experience; to open conversations about learning opportunities; and to encourage reflection about short-term and long-term goals. The Work-Based Learning Plan includes a job description, list of skills, and reviews. It can be completed as a pen-and-paper document, Word document, or through our online and mobile screens. Read more in the [Introduction to the WBLP](#)

#### Dictionary of Skills and Skill Definitions

The Massachusetts Work-Based Learning Plan is structured with six employability skills that are universal to all work experiences, plus three to five career and workplace specific skills that reflect the goals of the specific work experience. Find a list of skills and definitions in the [Dictionary of Skills and Skill Definitions](#)


#### Employability Skills

The employability skills include attendance and punctuality, communication, teamwork and collaboration, motivation and initiative, critical thinking and problem solving, and understanding workplace culture, policy and safety. View a list of the [Employability Skills](#)

#### Performance Reviews

Work-Based Learning Plan performance reviews are conducted at least twice during a summer job, internship or other work experience. A first, baseline review, is conducted early in the experience and a second review near the end of the experience. For longer work experiences, additional reviews may also be held. Read more about [Performance Reviews](#)


<https://cte.ed.gov/toolkit>



# WORK-BASED LEARNING TOOL KIT

[COMPONENTS OF WBL](#) [CREATING A STATE WBL STRATEGY](#) [ENGAGING EMPLOYERS](#) [COLLECTING DATA](#) [SCALING PROGRAMS](#) [BACKGROUND](#)

This tool kit will provide state and local program administrators with information regarding the key components of work-based learning (WBL), an instructional strategy that enhances classroom learning by connecting it to the workplace. It offers guidelines and resources related to creating a state WBL strategy, engaging employers, collecting data, and scaling effective programs.



## COMPONENTS OF COMPREHENSIVE WORK-BASED LEARNING (WBL) PROGRAMS

Recent research, policy literature, and federal legislation suggest that comprehensive WBL programs contain three key components: **the alignment of classroom and workplace learning; application of academic, technical, and employability skills in a work setting; and support from classroom or workplace mentors.** View the framework below, then scroll down to learn more about WBL in federal legislation and see references for the three components.

Click on the main navigation sections above to view resources related to creating a state WBL strategy, engaging employers, collecting data, and scaling effective programs.

### WBL Framework

Click on the components to learn more

### Work-Based Learning Resources

#### Massachusetts School To Career Connecting Activities

Includes access to *Work-Based Learning Plan Resource Guide* - [www.massconnecting.org](http://www.massconnecting.org)

#### Massachusetts Department of Elementary and Secondary Education

*Career Development Education: Activities Guide and Glossary* - <http://www.doe.mass.edu/connect/cde/guideglossary.pdf>

#### Jobs For the Future (JFF)

JFF has a variety of resources on their website: [www.jff.org](http://www.jff.org)

These include -

- Report: *Not As Hard As You Think: Engaging High School Students in Work-Based Learning*
- Report: *Making Work-Based Learning Work*
- *7 Principles for Effective Work-Based Learning*
- *Work-Based Learning Framework*
- *Work-Based Learning Self-Assessment Tool*
- *Work-Based Learning System Development Guide*

#### U.S. Department of Education

- Work Based Learning Toolkit - <https://cte.ed.gov/toolkit>
- Federal Partners in Transition: *What to Know About Work-Based Learning for Students and Youth with Disabilities* - <https://www2.ed.gov/about/offices/list/osers/transition/products/fpt-fact-sheet--work-based-experiences--11-5-15.pdf>

#### Center on Transition Innovations – Virginia Commonwealth University

*Fast Facts: Work Based Learning for Students with Disabilities* - [http://centerontransition.org/documents/publications/Work\\_Based\\_Learning\\_Fast\\_Fact.pdf](http://centerontransition.org/documents/publications/Work_Based_Learning_Fast_Fact.pdf)

#### National Center on Secondary Education and Transition

*Quality Work-Based Learning and Postschool Employment Success (2003)*  
Summary brief on work-based learning specific to students with disabilities - <http://www.ncset.org/publications/viewdesc.asp?id=1192>

Institute for Community Inclusion, UMass Boston – [www.communityinclusion.org](http://www.communityinclusion.org)

1

### Work-Based Learning: Best Practice Indicators

The following summarizes quality indicators for work-based learning from a variety of sources. It is useful to review these indicators to determine how well your work-based learning programs/services are aligned with these best practice indicators.

#### Requirements for Quality Work-Based Learning

1. Must be “well-structured and well-integrated with the school curriculum and culminate in products or services that demonstrate learning.”
2. Students must have “the opportunity to engage meaningfully with the experiences offered and to reflect thoughtfully on their learning.”
3. Participating employers must share the learning goals of instructors and students.
4. Programs must have strong links to the labor market.”

In other words, good WBL experiences should provide more than just a job or credits for the student and more than just “cheap labor” for the employer. The most effective WBL programs, research shows, have a clear link between what is learned in the classroom and what is learned on the job. The school-work connection does not happen automatically. It is clear that intentional planning and pedagogical decision-making need to occur for students to make the connections between school curriculum and workplace learning.”

Source: *Building High Quality Work-Based Learning Programs for High School Students*, by Corinne Alfeld – January 2015 – Techniques Magazine

#### Quality Work-Based Learning Indicators

1. Experiences provide exposure to a wide range of work sites in order to help youth make informed choices about career selections.
2. Experiences are age and stage appropriate, ranging from site visits and tours, job shadowing, internships (unpaid and paid), and paid work experience.
3. Work site learning is structured and links back to classroom instruction.
4. A trained mentor helps structure the learning at the worksite.
5. Periodic assessment and feedback is built into the training.
6. Youth are fully involved in choosing and structuring their experiences.
7. Outcomes are clear and measurable.

Source: *National Center on Workforce and Disability Youth*

Institute for Community Inclusion, UMass Boston – [www.communityinclusion.org](http://www.communityinclusion.org)

1

“Better integration of people with disabilities in our society, might not mean to assimilate them into whatever we deem ‘normal’, but rather to understand how they complete us.”



■ Emilie Weight