# WORK-BASED LEARNING (WBL)

# TRAINING PLAN TEMPLATE

### The WBL training plan documents the necessary components of a successful WBL experience. The plan should focus on the student’s background, personal objectives, as well as skills to be acquired and enhanced. It describes the expected tasks, and projects students will complete and structures the evaluation of the student’s experience.

# PLACEMENT INFORMATION

## Enter information about the participating student, the work-based learning coordinator, the employer/mentor and details about the WBL experience.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student | |  | WBL Coordinator | | | | | | | | |
| Name | |  | Name | | | | | | | | |
| Age | |  | Contact Phone | | | | | | | | |
| Grade Level | |  | Contact Email | | | | | | | | |
| School | |  |  | | | | | | | | |
| Contact Email | |  |  | | | | | | | | |
| Type of WBL Experience | | | | | | | | | | | |
| CO-OP | CEIP | | | WECEP | | | | GEWEP | | | |
| Paid | Unpaid | | | Unregistered | | | |  | | | |
| Employer/Mentor | |  | Placement | | | | | | | | |
| Name | |  | Location | | | | | | | | |
| Organization | |  | Start Date | | | | | | | | |
| Contact Phone | |  | End Date | | | | | | | | |
| Contact Email | |  | Schedule | | | | | | | | |
| Address | |  | Mon. | | Tue. | Wed. | Th. | | Fri. | Sat. | Sun. |
|  | |  |  | |  |  |  | |  |  |  |
| Work Description | | | | | | | | | | | |
| Provide an overall description of responsibilities, tasks, and/or projects that comprise the WBL experience and where/how these will occur (on-site; remote; virtual; school-based enterprise; community-based projects; or employer-led digital projects) understanding that flexibility may be needed, depending on the circumstances. | | | | | | | | | | | |
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# STUDENT BACKGROUND

## Enter information about the participating student’s background which will assist employer(s)/mentor(s) in planning experiences, providing support, and offering feedback.

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| Related Instruction |
| Describe any related instructional topics which are provided concurrent with the WBL experience. |
|  |
| Courses Completed |
| List CTE courses or industry certification completed prior to the WBL experience. |
|  |
| Career Goal |
| Briefly describe the current long-term career goal(s) of the student. |
|  |
| Skills and Talents |
| List the student’s specific skills and/or talents, such as technology applications or language skills. |
|  |
| Accommodations |
| List any disability under section 504 of the U.S. Rehabilitation Act, an Individualized Education Plan (IEP), or English Language Learner (ELL) status which can be shared with the public and might require accommodation and should be noted to the employer/mentor. |
|  |

# PERSONAL OBJECTIVES

## This section of the plan is an opportunity for students to express WHY they are participating in a WBL experience. Students should complete this section thinking about personal objectives in terms of academic enrichment, career development, and personal development.

|  |
| --- |
| Academic Enrichment |
| In what ways will these experiences enable you to enrich and apply academic skills (English, mathematics, science) to your life now and in the future (post-secondary training/education and workplace)? |
|  |
| Career Development |
| How will these experiences help move you closer toward your career goals? |
|  |
| Personal Development (Employability, Interpersonal, Work Habits) |
| How will these experiences provide opportunities for you to improve your personal skills? |
|  |

# LEARNING EXPECTATIONS

## Learning expectations describe WHAT the student is expected to learn. WBL expectations can be drawn from appropriate standards and resources. These will be used for evaluation of the WBL experience.

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| --- | --- | --- |
| WORK-RELATED Skills From CDOS Standards or current Employability Profile |  | TECHNICAL Skills (AS APPROPRIATE) From appropriate Industry Standards or current Employability Profile |
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| **We understand the expectations of the WBL experience and the evaluation form below that will be used to measure student performance.** | | |
| Student Signature |  | Date |
| WBL Coordinator Signature |  | Date |
| Employer/Mentor Signature |  | Date |
| Parent Signature |  | Date |

# WBL EVALUATION FORM – WORK-RELATED skills

## Employer/mentor should use this form to evaluate the student on the demonstration of the following skills developed as a result of the WBL experience.

|  |  |
| --- | --- |
| Student Name | **ACHIEVEMENT LEVEL**  NA - Not Applicable - was not developed or observed in this experience  1 - Beginning - lowest level of performance, minimal achievement  2 - Developing - making effort to improve but not at desired level  3 - Proficient - meets the desired level of competence  4 - Exemplary - exceeds the desired level of competence |
| Employer/Mentor Name |
| Location |
| Hours Completed |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Work-Related Skills | Achievement Level | | | | | Comments *(responsibilities, tasks, and/or projects)* |
| **N/A** | **1** | **2** | **3** | **4** |
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# WBL EVALUATION FORM – TECHNICAL Skills (WHERE ASSESSED AS PART OF EXPERIENCE)

## Employer/mentor should use this form to evaluate the student on the demonstration of the following skills developed as a result of the WBL experience.

|  |  |
| --- | --- |
| Student Name | **ACHIEVEMENT LEVEL**  NA - Not Applicable - was not developed or observed in this experience  1 - Beginning - lowest level of performance, minimal achievement  2 - Developing - making effort to improve but not at desired level  3 - Proficient - meets the desired level of competence  4 - Exemplary - exceeds the desired level of competence |
| Employer/Mentor Name |
| Location |
| Hours Completed |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Technical Skills | Achievement Level | | | | | Comments *(responsibilities, tasks, and/or projects)* |
| **N/A** | **1** | **2** | **3** | **4** |
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| **We acknowledge that we have reviewed the completed evaluation forms assessing both the work-related skills and the technical skills.** | | |
| Student Signature |  | Date |
| WBL Coordinator Signature |  | Date |
| Employer/Mentor Signature |  | Date |
| Parent Signature |  | Date |