Using Data to Promote Access to High-Quality Work-Based Learning

Tools and Considerations for States

August 2, 2018
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#WBL4CCRS
WBL Webinar Series

- Integrating Work-Based Learning into Your College and Career Readiness System (May 29, 2018)
- Establishing Key Partnerships for Successful Work-Based Learning: Strategies for States and Districts (June 25, 2018)
- Using Data to Promote Access to High-Quality Work-Based Learning: Tools and Considerations for States (August 2, 2018)
- Ensuring Equity for Work-Based Learning: Supporting Rural Communities (Fall 2018)

https://goo.gl/forms/rFO127smNh5nVH0c2
Poll #1

What percentage of youth in your state have access to high quality WBL?

- 100%
- 75%
- 50%
- 25%
- Less than 25%
Poll #2

What are some reasons that youth do not have equitable access to WBL in your state?

- Lack of funding
- Lack of partnerships with employers
- Lack of trained school staff
- Transportation/logistical issues
- Liability/insurance concerns
Today’s Presenters

Ellen Cushing  
CCRS Center  
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Ohio Dept. of Education  
@OH Education

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Kansas State Dept. of Education  
@KSDEcte
What Is the CCRS Center?

Who?
State education agencies (SEAs) and local education agencies (LEAs)

What?
Build SEA and LEA capacity to implement college and career readiness (CCR) policies.

How?
Provide technical assistance, including targeted and intensive support.

www.ccrscenter.org
CCRSCenter@air.org
Setting the Context
The New Minimum

55 million jobs

65% require postsecondary training

5 million unfilled

Postsecondary Education
Career or technology center credentials; associate’s degrees; and college associate, undergraduate, and advanced degrees
Student Postsecondary Preparedness

High School Graduation Rates
- 83% 2014–15 SY
- 65% English learners
- 76% Economically disadvantaged

Postsecondary Remediation Rates
- 20% 4-year institution
- 52% 2-year institution

Postsecondary Graduation Rates
- 60% graduate in 6 years
  41% African American
  54% Hispanic
Employers’ Perceptions

Difficulty filling jobs that require cross-cutting skills like critical thinking, collaboration, and digital literacy

Employers cite employability skills as the most important skill.
Hart Research Associates, 2015

A lack of employability skills may contribute to a “talent shortage.”
Manpower Group, 2016
Student Perceptions

45.7% agree that their school helped match careers with their interests/abilities.

48.7% agree that their school helped them understand the steps to take to have the career they want.

Education-to-Workforce Pipeline That Prepares ALL Students With the Necessary Knowledge, Skills, and Abilities

- Academic Skills (reading, writing, math, science)
- Technical Skills (career/industry skills)
- Academic Skills (reading, writing, math, science)
- Employability Skills (transferable skills)
- Career/Industry Specialization
Continuum of WBL Experiences

Grades K–6
Career Awareness
Learning about work

Grades 7–10
Career Exploration

Grades 11–12
Career Preparation
Learning through work

Career Training
Learning for work

Increasing individualization as students connect their interests, skills, and goals with career possibilities
Mapping Diverse Data To Support WBL Implementation

Emily Passias and Trent Sharp
The Challenge

Social Vulnerability Index (2016)
- ≤1.000000
- ≤0.800100
- ≤0.600200
- ≤0.400300
- ≤0.199900

% Free & Reduced Lunch (2017)
- ≤99.900000
- ≤80.000000
- ≤55.400000
- ≤40.700000
- ≤23.900000
More to the Story

Opioid Prescription Rates (2017)
- > 125 - 191
- > 95 - 125
- > 70 - 95
- > 36 - 70
- 0 - 36

Opportunity Zones (2018)
- Low-Income Community
- Non-LIC Contiguous
Concrete Opportunities

Robeson County had 3707 new hires in the manufacturing industry from Q2 2016 to Q2 2017
How GIS Works
How GIS Works
Using Geographic Information Systems to Support Equitable Work-Based Learning Planning and Implementation

OVERVIEW AND RESOURCES

By Trent Sharp from the College and Career Readiness and Success Center and Christina Phang from Blue Raster LLC

JANUARY 2018
Essential Questions
Using Geographic Information Systems Maps to Inform Work-Based Learning Decisions

Nearly five decades of research has demonstrated that the places where individuals live and learn have a dramatic impact on their opportunities and life outcomes. These place effects—the advantages and disadvantages that one inherits by simply living in a particular location—have a particularly strong impact on one’s access to high-quality education, workforce training, and employment, which are the key ingredients to upward economic mobility. It is vital that leaders in state and local education agencies are mindful of place effects as they help districts and schools to develop work-based learning (WBL) systems across diverse contexts.
Developing Work-Based Learning Maps

Data Sets, Indicators, and Sources

Work-based learning (WBL) maps are created using Geographic Information Systems (GIS) software that can layer diverse data sets on top of one another. This layering highlights spatial relationships among the data and allows users to conduct spatial analyses. Users looking to answer essential WBL questions can thoughtfully select data sets to identify the factors that will support (e.g., WBL program alignment and proximity) or inhibit (e.g., no industry or broadband access) WBL efforts.

The tables below include data sets and specific indicators that have been utilized to build out WBL maps and to address essential WBL questions. Tables 1 and 2 provide a high-level overview of WBL data sets—state-specific and national. Key indicators, and sources for the
The Big Point

GIS is not just about making maps – that’s easy.

GIS helps us to understand the complexity of the state environment so that we can convene the right people to go take the right actions in the right places.
Ohio’s Goals

Expansion of CTE programs

Demonstrating needs and opportunities through GIS makes the case for the work that needs to be done
Ohio’s Goals

High quality work-based learning experiences

_Demonstrating needs and opportunities through GIS makes the case for the work that needs to be done._
Ohio’s Goals

Serving students of color and urban students more effectively

Demonstrating needs and opportunities through GIS makes the case for the work that needs to be done
Ohio’s Goals

Tighter match between program offerings and local needs

_Demonstrating needs and opportunities through GIS makes the case for the work that needs to be done_
Equity, Access, and Expansion

- Identifying equity gaps in meaningful access to programming
- Identifying schools without CTE programming nearby
Program Mismatch
Ohio’s Next Steps

• Fully integrate higher ed data, and include public transportation options
• Begin working with districts to expand access and engagement in programming
• Integrate into grant program and facilitated process to assist districts in revising career pathway options
• Use tool in State Plan development and implementation
To submit live questions to the presenters, please use the “Questions” box.
Measuring Work-Based Learning
Why Measure?

**Students**
- Reflect on learning from work-based learning experiences
- Identify knowledge and skills gained
- Connect application to future career goals

**Schools/Districts/States**
- Use data to improve the quality of work-based learning experiences for all students
Measures of Work-Based Learning

States Reviewed: 17
Districts Reviewed: 59
Total Resources Reviewed: 109

Employer Evaluation: 30
Rubric: 23
Self-Assessment/Reflection: 19
Worklog: 7
Portfolios: 5
Themes from Work-Based Learning Measures

What is Measured?

Quality of Student
- Personal Characteristics Development
- Observable Job Tasks
- Mutually Identified Goals
- Application of Academic and Technical Content

Quality of the Experience
- Tasks Provided
- Support Provided

How is It Measured?

• Employer Evaluation
• Performance Rubric
• Self-assessment/ Self-Reflection
• Worklog
• Portfolio

Who Measures It?

• Students
• Employers
• Teachers
• Intermediaries
Portfolios and Rubrics

**Portfolio**
- Purposeful collection of student work across time (Herman, Gearheart, & Aschbacher, 1996)
- Demonstrates student’s learning progress
- Completed by a student, sometimes in collaboration with teachers
- Assessed by using a rubric

**Artifact Scoring Rubric**
- A set of scoring guidelines for evaluating student work (CLASS, 1997)
**I. Complex Communication:** *Employs complex communication* skills in a manner that adds to organizational productivity. [*Complex Communication refers to the need to combine traditional communication skills with technical workplace content transmitted via rapidly evolving technologies to increasingly diverse audiences.*]

<table>
<thead>
<tr>
<th>Measurement Criteria and Core Actions</th>
<th>Level One Novice</th>
<th>Level Two Approaching Proficiency</th>
<th>Level Three Proficiency</th>
<th>Level Four Expert/Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A. Masters core communication skills for the workplace.</td>
<td>I.A.-a. Delivers content accurately</td>
<td>Conveys understanding of instructions in work to be performed, verbally and in writing.</td>
<td>Provides a message that is clear and concise, verbally and in writing.</td>
<td>Meets industry/organizational standards for technical communication, verbally and in writing, e.g., aligns communication to reflect organizational goals, describes technical content with precision, selects document and style as appropriate to situation, provides reports that are accurate in content and format.</td>
</tr>
<tr>
<td>I.A.-b. Persuades others</td>
<td>Tests ideas with others, e.g., suggests a change in work plan, offers possible solution to a problem.</td>
<td>Presents ideas with confidence through voice inflection, pace, body language, gestures and tone.</td>
<td>Influences others to adopt point of view, change direction, and/or take action to achieve workplace goals, e.g., makes a sale, persuades supervisor to consider alternative action.</td>
<td>Articulates concepts that are not easily understood, e.g., writes an article about advanced technical concepts, explains technical information to nontechnical staff.</td>
</tr>
</tbody>
</table>

Source: [Arizona Department of Education, 2012](#)
Types of Employer Evaluations

**Trait-Based:** Employer evaluates students on desired personal characteristics related to preparing for the job (Bowman, 1999)

**Behavior-Based:** Employer rates student performance on a set of defined observable job-related behaviors (Lee, 1985; Bowman 1999)

**Results-Based:** Employer/teacher and the student set mutually agreed upon goals and performance is measured against these established goals (Lee, 1985; Bowman, 1999)
## Trait-Based Example: West Virginia

<table>
<thead>
<tr>
<th>Please check the rating most Applicable by the following scale:</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appropriate Appearance</td>
<td></td>
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<tr>
<td>2. Mental Maturity</td>
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<tr>
<td>3. Personality</td>
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<tr>
<td>4. Punctuality</td>
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<tr>
<td>5. Dependability</td>
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<tr>
<td>6. Industriousness</td>
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<tr>
<td>7. Enthusiasm</td>
<td></td>
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<tr>
<td>8. Initiative</td>
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<tr>
<td>9. Tact</td>
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<tr>
<td>10. Desire to Learn</td>
<td></td>
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<tr>
<td>11. Self Confidence</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>12. Cooperation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Loyalty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Teamwork Ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Follows Company Policy</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**General Comments:**

## Behavior-Based Example: California

<table>
<thead>
<tr>
<th></th>
<th>Very Polite &amp; Well Mannered</th>
<th>Reasonably Polite</th>
<th>Impolite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courtesy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Punctuality</strong></td>
<td>Arrives on time</td>
<td>Acceptable</td>
<td>Always Late</td>
</tr>
<tr>
<td><strong>Cooperation</strong></td>
<td>Creates a pleasing impression</td>
<td>Acceptable</td>
<td>Difficult to work with</td>
</tr>
<tr>
<td><strong>Reaction to Criticism</strong></td>
<td>Reacts positively</td>
<td>Doesn’t seem to care</td>
<td>Dislikes criticism</td>
</tr>
<tr>
<td><strong>Neatness in work and appearance</strong></td>
<td>Careful with work and appearance</td>
<td>Usually Neat &amp; Clean</td>
<td>Careless at work &amp; untidy</td>
</tr>
<tr>
<td><strong>Perseverance</strong></td>
<td>Persistent</td>
<td>Acceptable</td>
<td>Give up easily</td>
</tr>
<tr>
<td><strong>Work Attitude</strong></td>
<td>Eager interest</td>
<td>Normal interest</td>
<td>Appears indifferent</td>
</tr>
<tr>
<td><strong>Initiative</strong></td>
<td>Seeks Additional work</td>
<td>Waits to be told what to do</td>
<td>Lacking</td>
</tr>
<tr>
<td><strong>Ability to Communicate</strong></td>
<td>Easily able to use language skills</td>
<td>Has some trouble articulating their thoughts</td>
<td>Lacking in their thoughts into words</td>
</tr>
<tr>
<td><strong>Ability to Comprehend Instructions</strong></td>
<td>Quick to understand</td>
<td>Reasonably good</td>
<td>Slow to comprehend</td>
</tr>
<tr>
<td><strong>Capacity to develop</strong></td>
<td>Promising</td>
<td>Average</td>
<td>Not very promising</td>
</tr>
</tbody>
</table>

Source: [California Department of Education, n.d.](http://example.com)
Results-Based Example: Kansas City

Evaluation Instructions: Indicate level of student performance by checking the appropriate box. Refer to legend on page three for definitions of each level. Turn in or fax to teacher at each evaluation date.

These objectives are task and skill oriented. Worksite supervisor and student determine appropriate objectives based on tasks that will support student learning.

<table>
<thead>
<tr>
<th>Skill Development Learning Objectives</th>
<th>Not Exposed</th>
<th>Training Level</th>
<th>Improving Toward Entry Level</th>
<th>Entry Level</th>
<th>Exceeds Entry Level</th>
</tr>
</thead>
</table>

Instructions: Indicate date each objective is established and met in the appropriate box.

These enrichment objectives are related to workplace opportunities to enhance academic learning as well as student interest. Student and worksite supervisor determine what learning opportunities are available and appropriate and set objectives.

<table>
<thead>
<tr>
<th>Academic Enrichment, Career Exploration, and Personal Improvement Learning Objectives</th>
<th>Date Established</th>
<th>Date Received</th>
</tr>
</thead>
</table>

Source: Kansas City Schools, 2002, 190
Definition of Self-Assessment and Self-Reflection

**Self-Assessment:**
Students evaluate or rate their own abilities, skills, and/or performance.

**Self-Reflection:**
Students write reflections or thoughts on their own abilities, skills, performance, and experiences during the WBL experience.
# Self-Assessment Example: Tennessee

## Student Self-Assessment of Skills

INSTRUCTIONS: For each behavior listed below, first rate the frequency that you engaged in the skill activity described during your practicum/work-based learning placement (how often did you practice this?) and then indicate what you believe your own skill level is currently in that skill area (how well do you do it?).

<table>
<thead>
<tr>
<th>Employability Skills</th>
<th>Behaviors that demonstrate Employability Skills</th>
<th>Frequency during WBL placement</th>
<th>Self-Rating of Skill Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigating the Workplace &amp; Careers</td>
<td>Learning rules and performing procedures safely and effectively.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning from professionals about the certificates or degrees required to succeed in various jobs or for getting a first job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity &amp; Innovation</td>
<td>Coming up with new ideas, methods, or products.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building on others’ ideas to improve something.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving</td>
<td>Solving problems by identifying what you already know, what you need to know, and how and where to find new information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Making a strong argument for a position you hold or finding weaknesses in the argument someone else makes for a position they hold.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking &amp; Listening</td>
<td>Explaining information to another person so they understand you, or repeating back to another person what you heard them say to see if you understand them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Making a formal presentation of your work on a project to industry professionals or community members.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: [Tennessee Department of Education, n.d.](https://example.com)
Self Reflection Example: Ohio

To complete your reflection, write brief answers to each of the following prompts:

1. Describe what you did in the learning experience or the work/writing sample that you are reflecting on. What project or assignment was it part of?

2. Review the intended learning objectives for your work-based learning experience. What concepts and skills from the intended learning objectives did you demonstrate in this experience or work/writing sample?

3. Evaluate your own performance or product in terms of the standards and criteria given in the Student Skills Assessment Rubric.

4. If this is not the first time you have reflected on your performance or products in relation to these intended learning objectives, describe how your work, and the knowledge and skills it demonstrates, has improved since the last time.

5. Describe what you would like to do next to improve your performance or product in terms of the standards and criteria given in the Student Skills Assessment Rubric.

Source: [Ohio Department of Education, 2016](#)
Key Considerations for Measuring Work-Based Learning

How do you balance ensuring quality of measurement without overburdening key partners (e.g. educators, employers, students)?

What is the purpose of assessing work-based learning? What is most important to assess?

How will the results be used?

What type of training and support is necessary?
Resource: Work-Based Learning Definitions

- Scan of state definitions of work-based learning
- Definition can help inform potential goals for measuring WBL

https://ccrscenter.org/sites/default/files/WorkBasedLearning_StateDefinitions.pdf
Forthcoming: Decision Points: Determining How to Measure Work-Based Learning

- Modules highlight key decisions to develop WBL measures
  - Module 1: Introducing Measuring Work-Based Learning
  - Module 2: Portfolios and Rubrics
  - Module 3: Employer Evaluations and Worklogs
  - Module 4: Self-Assessments and Self-Reflections

- Available end of August


References


MEASURING AND REFLECTING STUDENT LEARNING

Work-Based Learning Experience Portfolio Components
Employability Skills Rubric
Work Sample Reflection Template
Scoring a Work Sample from a Work-Based Learning Experience
Scoring a Work-Based Learning Experience Portfolio

Kansas leads the world in the success of each student.
Work-Based Learning (WBL) includes a continuum of awareness, exploration, and preparation that combines an individual’s career goals, structured learning, and authentic work experiences implemented through a sustained partnership with Kansas business/industry.

Work-Based Learning activities with industry or community professionals culminate in a validation and measurement of acquired knowledge, skills and possible employment.
Kansas Work-Based Learning Continuum

“To the Stars and Beyond”

Career Awareness
- Guest Speakers
- Career Fairs
- Field Trips
- Tours

Career Exploration
- Job Shadow
- Mock Interviews
- Field Trips
- Career Mentoring

Career Preparation
- Professional Learning Experiences (PLEs)
  - Internship
  - Supervised Entrepreneurship Experience
  - Clinicals
  - School-To-Registered Apprenticeships
  - Community-Based Experience
  - Supervised Agricultural Experience
Employability Skills

Applied Academic Skills
Interpersonal Skills
Critical Thinking Skills
Personal Qualities
Resource Management
Technology Use
Information Use
Systems Thinking
Communication Skills
Workplace Skills
Effective Relationships
Applied Knowledge

U. S. Department of Education
Kansans CAN Competencies

Intrapersonal
- initiative
- perseverance
- self-regulation
- self-efficacy
- self-awareness
- self-care
- curiosity
- integrity
- ethics
- sustained attention
- goal setting
- creative thinking
- time management
- problem solving
- learning schema
- content and technical skills

Cognitive
- organization
- critical thinking
- communication (verbal, written, nonverbal)
- networking
- empathy
- social awareness
- conflict management
- teamwork
- assertiveness
- adaptability

Interpersonal

For more information, visit:
http://ResearchCollaboration.org/page/CCCFramework
### Employability Skills Framework: Source Matrix with Kansans Can Competencies

<table>
<thead>
<tr>
<th>Resource</th>
<th>Applied Knowledge</th>
<th>Effective Relationships</th>
<th>Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansans Can Competencies</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Kansans Can Competencies:
- Content/technical
- Communication
- Problem solving
- Critical thinking
- Creative thinking
- Teamwork
- Empathy
- Conflict management
- Networking
- Social awareness
- Assertiveness
- Teamwork
- Empathy
- Ethics
- Adaptability
- Self-regulation
- Integrity
- Initiative
- Self-efficacy
- Perseverance
- Self-awareness
- Self-care
- Creativity
- Sustained attention
- Teamwork
- Empathy
- Time management
- Self-regulation
- Problem solving
- Organization
- Assertiveness
- Critical thinking
- Learning styles
- Organization
- Communication
- Assertiveness
- Social awareness
- Teamwork
- Social awareness
- Self-regulation
- Adaptability


Kansans Can Competencies: cccframework.org
OUTCOMES FOR MEASURING PROGRESS

- Kindergarten Readiness
- Individual Plans of Study Focused on Career Interest
- High School Graduation Rates
- Postsecondary Completion/Attendance
- Social-emotional Growth Measured Locally
INDIVIDUAL PLANS OF STUDY

All students, beginning in middle school, will develop an IPS based on their career interests. An IPS is both the product a student develops and a process the school implements to guide students in developing future plans.
INDIVIDUAL PLANS OF STUDY

- A series of strength finders and career interest inventories to help students identify career cluster preferences
- An eighth- through 12th-grade course-builder function with course selections based on career interests
- A postsecondary plan (workforce, military, certification, two-year college, four-year college)
- A portable electronic portfolio
Recommended Components of a Work-Based Learning Experience Portfolio

A portfolio that demonstrates a student learner’s career readiness includes artifacts in each of the seven components outlined below.

1. **Table of Contents** of student’s work items contained in the portfolio.

2. **Career Development Materials (10 points)**
   a. Résumé,
   b. Cover letter
   c. Letter(s) of recommendation
   d. Other artifacts demonstrating career development (i.e, job application, LinkedIn profile, demonstration of interviewing skills, etc.)

3. **IPS Required Components (Included in Kansas Education Systems Accreditation) (15 points)**
   a. Strengths finder
   b. Career interest inventory
   c. Courses aligned to interest inventory
   d. Postsecondary plan

4. **WBL Experience Work Samples (30 points):** WBL Experience work samples are products or materials developed throughout the WBL experience that demonstrate at least one employability skill in each of the domains (Effective Relationships, Workplace Skills, and Applied Knowledge).

5. **Writing/Research Samples (15 points):** These samples demonstrate in-depth knowledge about a career area and include descriptions of required skills and forecasted Industry trends; students must draw on multiple sources (interviews, literature review, and internet search) and use proper citations.

6. **Project (15 points):** The project involves creating work samples and preparing writing samples, and it culminates in a presentation. (Note: The student may substitute for writing/research sample and other work samples, if the project already will include these.)

7. **Assessments (15 points)**
   a. Business/Mentor evaluation
   b. WorkKeys assessment
   c. Industry certification
   d. Coordinator evaluation
WORK-BASED LEARNING EXPERIENCE PORTFOLIO

RECOMMENDED COMPONENTS

1. Table of Contents
2. Career Development Materials (10 points)
3. IPS Required Components (Included in Kansas Education Systems Accreditation) (15 points)
4. WBL Experience Work Samples (30 points)
5. Writing/Research Samples (15 points)
6. Project (15 points)
7. Assessments (15 points)
2. CAREER DEVELOPMENT MATERIALS

(10 POINTS)

a) Résumé,

b) Cover letter

c) Letter(s) of recommendation

d) Other artifacts demonstrating career development

(i.e. job application, LinkedIn profile, demonstration of interviewing skills, etc.)
3. IPS REQUIRED COMPONENTS
(INCLUDED IN KANSAS EDUCATION SYSTEMS ACCREDITATION)
(15 POINTS)

a) Strengths finder
b) Career interest inventory
c) Courses aligned to interest inventory
d) Postsecondary plan
4. WBL EXPERIENCE WORK SAMPLES

(30 POINTS)

WBL Experience work samples are products or materials developed throughout the WBL experience that demonstrate at least one employability skill in each of the domains

a. Effective Relationships
b. Workplace Skills
c. Applied Knowledge
5. WRITING/RESEARCH SAMPLES
(15 POINTS)

These samples demonstrate in-depth knowledge about a career area and include descriptions of required skills and forecasted industry trends; students must draw on multiple sources (interviews, literature review, and internet search) and use proper citations.
6. PROJECT
(15 POINTS)

The project involves creating work samples and preparing writing samples, and it culminates in a presentation.
(Note: The student may substitute for writing/research sample and other work samples, if the project already will include these.)
7. ASSESSMENTS

(15 POINTS)

a) Business/Mentor evaluation
b) WorkKeys assessment
c) Industry certification
d) Coordinator evaluation
### Employability Skills Assessment

Fill in the circle that best describes your employability skills.

<table>
<thead>
<tr>
<th>Employability Skills</th>
<th>Not Very Like Me</th>
<th>Like Me</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effective Relationships</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teamwork</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>• Customer service</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Qualities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Initiative</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>• Adaptability</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>• Professionalism</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Workplace Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Manages time, money, resources, and personnel</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Information Use</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Locates, organizes, analyzes, uses, and communicates information</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Verbal communication</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>• Listening</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>• Comprehends written material</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>• Conveys information in writing</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Systems Thinking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understands, uses, monitors, and improves systems</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Technology Use</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understands and uses technology</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Applied Knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Applied Academic Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Academic application</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Problem solving</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
# Work Sample Reflection Sheet: Template

<table>
<thead>
<tr>
<th>Student Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Pathway or Cluster (If applicable)</strong></td>
<td><strong>Grade Level</strong></td>
</tr>
</tbody>
</table>

## Description of Work-Based Learning Experience
- Location of the experience
- Type of experience (e.g., job shadow or internship)
- Description of the tasks or responsibilities associated with the work-based learning experience

## Description of Work Samples
- Describe the type of product(s) (e.g., photo, website, report, etc.)

## Select Employability Skills

<table>
<thead>
<tr>
<th>Interpersonal Skills</th>
<th>Information Use</th>
<th>Technology Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Qualities</td>
<td>Communication Skills</td>
<td>Applied Academic Skills</td>
</tr>
<tr>
<td>Resource Management</td>
<td>Systems Thinking</td>
<td>Critical Thinking Skills</td>
</tr>
</tbody>
</table>

## How does your work sample(s) demonstrate development of the selected employability skill(s)?

## Describe how this experience will help you achieve your career goals or prepare you for your future career.
## Employability Skills Rubric

<table>
<thead>
<tr>
<th>Skill</th>
<th>Criteria</th>
<th>Level 0: No Exposure</th>
<th>Level 1: Emerging</th>
<th>Level 2: Developing</th>
<th>Level 3: Proficient</th>
<th>Level 4: Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teamwork</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Exposure</td>
<td>• Works as part of team.</td>
<td></td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Follows team norms.</td>
<td></td>
<td>• Respects individual differences.</td>
<td>Solicits ideas and feedback from teammates.</td>
<td>Exercises leadership within a team.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Gives feedback to teammates.</td>
<td></td>
<td>• Responds well to feedback.</td>
<td></td>
<td>• Resolves conflicts.</td>
</tr>
<tr>
<td><strong>Customer service</strong></td>
<td></td>
<td>Interacts politely with customers.</td>
<td>... and</td>
<td>• Responds to the needs of customers.</td>
<td>• Seeks out resources to resolve customer issues.</td>
<td>... and</td>
</tr>
<tr>
<td></td>
<td>No Exposure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Provides alternative solutions or options to customers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Is receptive to customer feedback.</td>
</tr>
</tbody>
</table>
How to Score Work Samples in the Portfolio

Table 1. Number of Points for Each Rubric Rating

<table>
<thead>
<tr>
<th>Skill</th>
<th>Criteria</th>
<th>Level 0: No Exposure</th>
<th>Level 1: Emerging</th>
<th>Level 2: Developing</th>
<th>Level 3: Proficient</th>
<th>Level 4: Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 points</td>
<td>5 points</td>
<td>8 points</td>
<td>10 points</td>
</tr>
<tr>
<td>Effective Relationships</td>
<td>Level 1: 2 points</td>
<td>Level 2: 5 points</td>
<td>Level 3: 8 points</td>
<td>Level 4: 10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>No Exposure</td>
<td>• Works as part of team.</td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>• Follows team norms.</td>
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<td></td>
</tr>
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</tr>
</tbody>
</table>
How to Score Work Samples in the Portfolio

Table 1. Number of Points for Each Rubric Rating

<table>
<thead>
<tr>
<th>Effective Relationships</th>
<th>Workplace Skills</th>
<th>Applied Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: 2 points</td>
<td>Level 1: 2 points</td>
<td>Level 1: 2 points</td>
</tr>
<tr>
<td>Level 2: 5 points</td>
<td>Level 2: 5 points</td>
<td>Level 2: 5 points</td>
</tr>
<tr>
<td>Level 3: 8 points</td>
<td>Level 3: 8 points</td>
<td>Level 3: 8 points</td>
</tr>
<tr>
<td>Level 4: 10 points</td>
<td>Level 4: 10 points</td>
<td>Level 4: 10 points</td>
</tr>
</tbody>
</table>

Table 2. How to Calculate the Average of Multiple Skill Ratings—Example

<table>
<thead>
<tr>
<th>Workplace Skills</th>
<th>Rating and Points</th>
<th>Final Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Use</td>
<td>Level 2: 5 points</td>
<td>5 + 5 + 8 = 18</td>
</tr>
<tr>
<td>Resource Management</td>
<td>Level 2: 5 points</td>
<td>Divide by 3 = 6 Total Points</td>
</tr>
<tr>
<td>Verbal Communication</td>
<td>Level 3: 8 points</td>
<td></td>
</tr>
</tbody>
</table>

Table 3. How to Determine Final Score for WBL Experience Work Samples—Example

<table>
<thead>
<tr>
<th>Effective Relationships</th>
<th>Workplace Skills</th>
<th>Applied Knowledge</th>
<th>Final Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork—Level 3 8 Points</td>
<td>Technology Use—Level 2</td>
<td>Problem Solving—Level 3 8 Points</td>
<td>22 Points</td>
</tr>
<tr>
<td></td>
<td>Resource Management—Level 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Verbal Communication—Level 3 Averages to 6 points.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To submit live questions to the presenters, please use the “Questions” box.
CCRS Center Resources Available

- State Work-Based Learning Initiative: [https://ccrscenter.org/state-work-based-learning-initiative](https://ccrscenter.org/state-work-based-learning-initiative)
- Using Geographic Information Systems to Support Equitable Work-Based Learning Planning and Implementation: [https://ccrscenter.org/sites/default/files/WorkBasedLearning_U...GIS.pdf](https://ccrscenter.org/sites/default/files/WorkBasedLearning_U...GIS.pdf)
- Developing Work-Based Learning Maps: Data Sets, Indicators, and Sources: [https://ccrscenter.org/sites/default/files/WorkBasedLearning_GIS_DevelopingMaps.pdf](https://ccrscenter.org/sites/default/files/WorkBasedLearning_GIS_DevelopingMaps.pdf)
- Work-Based Learning Definitions: Themes From States and National Organizations: [https://ccrscenter.org/sites/default/files/WorkBasedLearning_StateDefinitions.pdf](https://ccrscenter.org/sites/default/files/WorkBasedLearning_StateDefinitions.pdf)
Contact Today’s Presenters

- **Ellen Cushing**, College and Career Readiness and Success Center, ecushing@air.org
- **Trent Sharp**, College and Career Readiness and Success Center, tsharp@air.org
- **Emily Passias**, Office of Career-Technical Education, Ohio Department of Education, emily.passias@education.ohio.gov
- **Jessica Giffin**, College and Career Readiness and Success Center, jgiffin@air.org
- **Natalie Clark**, Kansas State Department of Education, ndclark@ksde.org
Thank You

- Please fill out the survey upon exiting the webinar

- Materials and video will be posted online at [www.aypf.org](http://www.aypf.org) and [www.ccrscenter.org](http://www.ccrscenter.org)