DESIGNING WORK-BASED LEARNING AND CAREER EXPLORATION ACTIVITIES

Use this companion worksheet in conjunction with the Employer Guide to Work-based Learning to develop or expand the organization's work-based learning options.

Once you have identified your starting point, review those sections of the guide and return to this worksheet to begin planning the organization's work-based learning options.

Identifying a Starting Point

1) Brainstorm
Use the ALL sections of the Employer Guide to Work-based Learning for this section.

What are the activities the organization is considering?

2) Answering Key Questions:
Use the relevant organization information for this section.

Questions to Consider	Answers
Does the organization currently employ students?	
What are the organization's top workforce needs?	
Where are the most projected openings going to be?	
Who could participate on an internal team to design these student experiences?	
Does the organization have a budget (including time and talent) it could put toward these student experiences?	
Is the organization ready to plan an internship or other work-based learning experience for students? Or is the organization looking to start with a career exploration activity?	

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3) Create Common Goals for Success

Use ALL sections of the Employer Guide to Work-based Learning and relevant organization information for this section.
Has the organization set specific goals for the following:

	YES OR NO	COMMENTS

» Participating in career exploration activities for students?
» Designing and implementing work-based learning experiences?

Use this section to document the organization's goals and information related to the organization's work-based learning strategy.

Questions to Consider	Answers
Describe the organization's work-based learning strategy. If the organization plans to host student interns, focus on that activity.	
What is the number of students to be served?	
What is the timeline for hiring student interns?	
How will the organization measure the success of the experience?	
Who will be the key partners?	
Funding Considerations (if applicable)	
What is the total amount required to fund the project?	
What will be the hourly wage for student interns? Remember, experiences can be paid or unpaid.	
Implementation Considerations	
Who is/are the overall project manager(s)? Include relevant contact information.	
How will the project team(s) communicate progress?	

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4) Align Partners

Use the "Tips for Getting Started and Who Can Help" section of the Employer Guide to Work-based Learning for this section.
Which of the following steps has the organization taken to align partners toward a common goal:

	YES OR NO	COMMENTS

» Connected with school, career center or institution leaders about ideas and goals:

» Engaged other community or business partners to communicate the organization's goals and leverage partnerships to achieve them:

5) Create a Thorough Plan

Use ALL sections of the Employer Guide to Work-based Learning, with a special focus on "Preparing Students for the Experience" and relevant organization information for this section.
Has the organization taken these steps to make a high-quality experience?

	YES OR NO	COMMENTS

» The organization has considered the ideas presented in the checklist below.

Steps to Take	Ideas
Determine the job description for each work-based learning experience.	
Identify the main mentor for the student.	
Promote the work-based learning opportunities.	
Develop the selection and hiring processes.	
Plan an orientation for each student.	
Determine the schedule for each student.	
Develop the learning agreement.	
Consider the organization's welcoming strategies.	
Determine a start date.	

These suggestions are most relevant to internship, apprenticeship and other job site placement work-based learning experiences. Work with the organizations education partners to develop a thorough plan for other types of Work-based Learning!

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6) Consider Inclusivity

Use the "Creating an Inclusive Experience" sections of the Employer Guide to Work-based Learning and relevant organization information for this section.

Has the organization taken steps to make this a high-quality experience?

	YES OR NO	COMMENTS
» The organization has considered inclusive hiring practices.		

7) Continue to Expand the Organization's Reach

Use the Adding Value section of the Employer Guide to Work-based Learning and relevant organization information for this section.

Things to consider…	Ideas
Is there an opportunity to develop registered pre-apprenticeship and apprenticeship experiences?	
Is there an opportunity to work with additional education partners to expand?	
Is there an opportunity to increase the number of students involved?	
What other types of Career Connections or Work-based Learning experiences and activities could the organization develop?	

8) Set your goals and make a plan!

Use the information you have identified in steps 1-7 for this section.

Goal 1: Specific, Measurable, Attainable, Realistic, Timely		
(goals may be related to establishing or expanding the organizations Work-Based Learning strategies)		
Steps to reach Goal 1:	**Person Responsible:**	**Ideal Completion Date:**
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10.		

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Goal 2: Specific, Measurable, Attainable, Realistic, Timely		
(goals may be related to establishing or expanding the organizations Work-Based Learning strategies)		
Steps to reach Goal 2:	**Person Responsible:**	**Ideal Completion Date:**
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Goal 3: Specific, Measurable, Attainable, Realistic, Timely		
(goals may be related to establishing or expanding the organizations Work-Based Learning strategies)		
Steps to reach Goal 3:	**Person Responsible:**	**Ideal Completion Date:**
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Goal 4: Specific, Measurable, Attainable, Realistic, Timely		
(goals may be related to establishing or expanding the organizations Work-Based Learning strategies)		
Steps to reach Goal 4:	**Person Responsible:**	**Ideal Completion Date:**
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MORE IDEAS ON HOW SCHOOLS CAN PARTNER WITH BUSINESSES

Job fairs or conferences: The school may choose to host an event where business representatives and employees from a number of local companies share information about job opportunities and required skills.

Events: Companies can participate in community and school events where business representatives and employees from a number of local companies share information about job opportunities and required skills.

Job shadowing: Companies can organize opportunities for students to shadow employees to enhance career exploration and awareness of the nature of the business and job.

Work-based learning opportunities for students: Companies can organize opportunities for students to work at their businesses so they can fully understand the expectations of the jobs and types of work people engage in. These opportunities can include unpaid or paid work; including full time, part-time or summer employment.

Apprenticeships: Companies can offer paid or unpaid apprenticeships where students work alongside more experienced employees to gain valuable skills and knowledge through hands-on learning.

Class visits and career days: Business professionals could visit classrooms to speak to students about their companies. Business professionals could participate in career days to teach students about potential career opportunities in their industries.

Signing day celebration: Companies can host a signing day celebration for students who are hired. Family, friends, educators and community members can attend to learn more about the business and the work the student will do.

Promote the OhioMeansJobs-Readiness Seal: Companies can encourage attainment of the OhioMeansJobs- Readiness Seal, a formal designation students can earn on their high school diplomas and transcripts indicating they have the personal strengths, strong work ethic and professional experience that businesses need.

Participate in Ohio's In-Demand Jobs Week: In-Demand Jobs Week is a statewide celebration of jobs, industries and skills that are in demand in Ohio. It occurs during the first full week in May. Community leaders statewide are encouraged to partner to plan engaging events and activities that will inspire excitement and awareness among students and job seekers.

Participate in Ohio's Manufacturing Day: Manufacturing Day usually takes place in October and is a celebration of manufacturing across Ohio. During this annual event, companies open their doors to their communities to showcase the many career opportunities available through modern manufacturing.

Mentoring and tutoring programs: Employers can provide opportunities for employees to serve as mentors and tutors to students, helping improve academic skills as well as social, emotional, and workplace and employability skills. This mentor experience should align to the OhioMeansJobs-Readiness Seal.

Career advising and exploration: Schools can connect students to Career Connections and OhioMeansJobs K-12, where they can access a suite of tools and services to help them plan for their futures.

Participating in SuccessBound conferences: Businesses can attend SuccessBound conferences and other conferences aimed at promoting work-based learning and school-business partnerships. These are excellent networking and marketing opportunities.

Joining your P-16 council: Ohio's preschool-16 councils establish uniform statewide standards in mathematics, science, reading and writing that each student in a state institution of higher education must meet to be considered remediation-free. Contribute your perspective and insights to this work. Your voice is important and valuable.

Promoting student commitment to being drug free: Together, schools and businesses can raise awareness about the dangers of drug and alcohol use and how using drugs or alcohol can affect future job opportunities. They can develop drug-free agreements that reward students for maintaining healthy lifestyles.

Informing curriculum design and development: Business advisory council members can review curriculum materials for technical content accuracy, identify knowledge or skills competency levels and performance standards, help districts secure instructional materials, donate equipment or space for specialized training, build pathways to postsecondary programs and support schools seeking STEM designation.

Field trips: School administrators, teachers and students could take field trips to local businesses to learn about companies in their communities.

Engaging educators: Businesses can help teachers define how curriculum is relevant in the workplace by providing teachers and other district personnel with information and experiences relative to the businesses in the community. It could include activities like teacher tours of business facilities or educators meeting with professionals from local businesses.

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