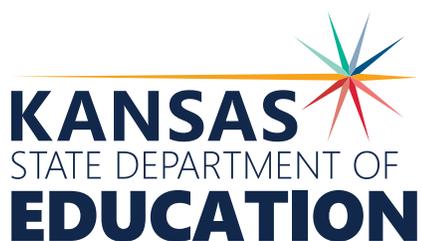


Kansas Work-Based Learning: Personalized Learning Plan

GUIDANCE DOCUMENT



Kansas leads the world in the success of each student.

Preface

This collaborative project included Kansas State Department of Education (KSDE), Central Comprehensive Center (C3) and the College and Career Readiness and Success Center.

The Kansans Can Competency Framework and the U.S. Department of Education Employability Skills Framework were cross-walked to facilitate the creation of the Employability Skills Rubric.

This resource is offered by the College and Career Readiness and Success Center (CCRS Center), a central source of information and expertise on postsecondary success issues that does not endorse any interventions or conduct field studies. Funded by the U.S. Department of Education, the CCRS Center serves regional comprehensive centers in their work to build the capacity of states across the nation to effectively implement the goals of the Elementary and Secondary Education ACT (ESEA) related to college and career readiness. The CCRS Center is housed at American Institutes for Research (AIR) and partners with other leading education organizations, such as the American Youth Policy Forum and Quill Research Associates, LLC.

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KANSAS WORK-BASED LEARNING: PERSONALIZED LEARNING PLAN

Contents

GUIDANCE DOCUMENT	1
Purpose	1
The Kansas Work-Based Learning Continuum	2
Organization of the Work-Based Learning: Personalized Learning Plan Planning Packet	7
Steps for Completing the Work-Based Learning: Personalized Learning Plan Planning Packet	8
SECTION 1	9
Kansas Work-Based Learning Agreement	11
SECTION 2: Work Site Supervisor/Adult Mentor	13
Employability Skills Assessment.	15
Technical Skills Feedback	16
SECTION 3: Student	17
Employability Skills Self-Assessment	19
Reflection Sheet	20
Technical Skills Self-Assessment	21
SECTION 4: Supplemental Documents.	23
Safety Training Log.	25
Liability Agreement.	26
Work Log	27
RESOURCES	29

KANSAS WORK-BASED LEARNING: PERSONALIZED LEARNING PLAN

Guidance Document

Kansas Work-Based Learning Definition

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. WBL activities with industry or community professionals culminate in a validation and measurement of acquired knowledge, skills and possible employment.

Purpose

This information packet is designed to support educators, employers and students and their families all in the process of designing and implementing a Work-Based Learning experience for students.

In summary, all stakeholders (educators, employers and students) must determine:

- a) What kind of WBL experience students will have.
- b) Plan the duration and intensity of that experience.
- c) Prepare for the employer feedback and student self-reflection process.

The Kansas Work-Based Learning Continuum

WBL in Kansas is organized along a continuum of experiences that offer students varying levels of exposure to career awareness, exploration and specific preparation activities. Before completing the **Kansas Work-Based Learning: Personalized Learning Plan**, all stakeholders should determine which WBL experience the student will have. This section defines the WBL continuum of experiences for users.



Kansas State Department of Education definitions of WBL experiences.

Career Awareness

- Guest speaker** A professional is asked questions related to their career history, training and responsibilities.
- Career fair** Opportunity for students to explore a wide variety of options for college, career and other postsecondary opportunities. Students can use the career fair to increase their awareness and knowledge about their career options.
- Field trips/tours** Students visit a workplace in operation to observe the process, meet employees and ask questions.
- Field trips/tours (virtual)** Students visit a workplace in operation to observe the process, meet employees and ask questions virtually through electronic means, such as Skype.

The Kansas Work-Based Learning Continuum

Career Exploration

- Job shadow** Students view the workday of a professional on-site, interact with clients or customers and attend meetings and/or other appointments that are part of their professional day. Job shadowing is designed to help students explore a field while developing research skills and occupational knowledge. This is usually short term, but occupational specific.
- Mock interview** Students are matched one-to-one with a professional who interviews each student as if the student were being interviewed by an employer for a job.
- Field trips/tours** Students visit a workplace in operation to observe the process, meet employees and ask questions.
- Career mentoring** Students are matched one-to-one with a professional at a work site related to their identified career cluster. The mentor serves as a resource for information by sharing insights and guidance about the career, education and training needed for success.

Career Preparation

Internship/Placement (business/industry/community)

- Internship** A supervised WBL experience that links a learner with an employer for a planned set of activities often designed to give the learner a broad overview of a business or occupational field (short or long-term; usually paid). State approved Career and Technical Education (CTE) program.
- Clinical rotation experiences** Clinical rotation experiences are the aspect of the curriculum in which learning occurs directly as a result of being immersed within the health care environment. These experiences comprise all of the formal and practical “real-life” learning experiences provided for learners to apply classroom knowledge, skills and professional behaviors in the clinical environment. The experiences would be further described to include comprehensive care of patients/clients across the life span and related activities. The clinical rotation experiences generally occur at the technical and/or application level of the sequence of courses. State-approved CTE program.
- Community-based Professional Learning Experience** A learning experience that is a combination of academic work with service and social action where students apply their academic knowledge and technical skills by working with an established community group (may be profit or nonprofit) to meet a predetermined community need and assist with the implementation and evaluation of the plan which is directed by the community entity. A Professional Learning Experience (PLE) that is based in a community setting that is not paid but provides skills reflective of industry needs. State-approved CTE program.

The Kansas Work-Based Learning Continuum

Career Preparation	
Internship/Placement (business/industry/community)	<p>Supervised Agricultural Experience (SAE) Internship SAE</p> <p>These experiences are planned, practical agricultural activities that support skill and competency development, career success and application of skills in an agricultural setting. The Internship SAE is an advanced level of the placement. It entails greater involvement of the student, instructor and the employer in determining the activities the student performs in the job setting. The internship experience is directed not as much by the business operation but by a Supervised Agricultural Experience (SAE) Training Plan created for the maximum benefit of developing the student's knowledge and skills. The plan also contains a list of Agriculture Food and Natural Resources (AFNR) Technical Standards and Career Ready Practices which the student will master as a part of their internship experience. Student evaluation is performed by the employer and measures student performance based upon the measures identified in the training plan. State-approved CTE program.</p>
Internship/Placement (business/industry/community)	<p>Supervised Agricultural Experience (SAE) Placement SAE</p> <p>These experiences are planned, practical agricultural activities that support skill and competency development, career success and application of skills in an agricultural setting. In a Placement SAE, the student is in an employment setting (either paid or volunteer). The student performs the tasks determined by the employer which are necessary for the operation of the business. Students are evaluated by the employer under the guidance of the agriculture instructor. The placement experience must provide opportunity for the development and advancement of skills and abilities aligned to the AFNR Technical Standards and Career Ready Practices. State-approved CTE program.</p>
Youth-registered Apprenticeship	<p>Youth-registered apprenticeship</p> <p>Youth-registered apprenticeship is a WBL opportunity that provides students both academic and workplace skills that can lead to postsecondary education opportunities and careers. Connecting knowledge and skills acquired in a KSDE-approved secondary CTE pathway, as well as Kansas Department of Commerce approved programs to an employer's Registered Apprenticeship (RA) training. This apprenticeship bridges high school youth and CTE learning with highly specialized, on-the-job learning and career pursuits. Youth apprentices receive paid on-the-job training (OJT) along with job-related technical instruction (RTI) that also supports meeting high school graduation requirements. Kansas Department of Commerce approved program.</p>

The Kansas Work-Based Learning Continuum

Career Preparation

Simulated work-based experience (school district)

School-based experience	A training opportunity for learners to participate in “live work” in their chosen cluster/pathway within the classroom or lab setting. A work environment recreation and/or related authentic experience created within the classroom are considered school-based experiences. These are usually led by the CTE instructor who provides the introduction and technical skill training, which provides the opportunity for extended learning application in high-demand, high-skill and/or high-wage careers. The activities follow industry procedures and processes and provide students with experiences in all aspects of the business/ industry. State-approved CTE program.
School-based enterprise	School-based enterprises are student-led business enterprises that provide goods or services. They are operated from the school campus utilizing facilities, equipment and other resources provided by the education program or the school in general. For a school-based enterprise, the student will be working with one or more of their peers on the operation of the enterprise. The business itself may be “owned” by the school or CTSO chapter, meaning that the organization holds the risk of the business that is managed by students. Alternatively, the business may be structured as a partnership or cooperative between students. Partnership or cooperative agreements will be used to define how the responsibilities and profits are distributed. State-approved CTE program.
Supervised Agricultural Experience (SAE) Research: Experimental	These experiences are planned, practical agricultural activities that support skill and competency development, career success and application of skills in an agricultural setting. An Experimental Research SAE involves the application of the scientific method to control certain variables while manipulating others to observe the outcome. The student defines the hypothesis the experiment will test, determines the experimental design, conducts the research, collects the data, draws conclusions from the data and recommends further research that can be done. State-approved CTE program.
Supervised Agricultural Experience (SAE) Research: Analysis	These experiences are planned, practical agricultural activities which support skill and competency development, career success and application of skills in an agricultural setting. An Analytical Research SAE often begins with a question that asks why or how something occurs, followed by a period of data collection using qualitative and/or quantitative methodologies. The student then conducts analysis of data, facts and other information to determine the answer to the posed question. State-approved CTE program.

The Kansas Work-Based Learning Continuum

Career Preparation	
Simulated work-based experience (school district)	<p>Supervised Agricultural Experience (SAE) Research: Invention These experiences are planned, practical agricultural activities that support skill and competency development, career success and application of skills in an agricultural setting. An Invention Research SAE applies the engineering design process to create a new product or service. This type of research often begins with the identification of a need and the development of a product followed by an iterative process of prototyping and testing that results in a product that meets the identified need. State-approved CTE program.</p>
Entrepreneurship/Ownership	<p>Supervised entrepreneurial experience Learner develops a business related to their career field using sound business concepts, procedures and strategies. State-approved CTE program.</p>
Service Learning	<p>Service learning Service learning is conducted by one or more students in which they plan, conduct and evaluate a project designed to provide a service to the school, public entities or the community. The project must be preapproved by a review committee that includes local stakeholders in addition to the teacher. It will be of sufficient scope to enable development of student skills and abilities aligned to the Technical Standards (Kansas Competencies) and Career Ready Practices. State-approved CTE program.</p>
Transition	<p>Transition Student receives special education services under Individuals with Disabilities Education Act (IDEA) and has work experience goals based on the interests of the student in the Individualized Education Program (IEP) for transition.</p> <p>Resource link: https://sites.ed.gov/idea/files/postsecondary-transition-guide-may-2017.pdf</p> <p>Please also choose one type of WBL experience listed:</p> <ul style="list-style-type: none"> ● Job shadow. ● Internship/placement. ● Youth-registered apprenticeship. ● Simulated work-based experience. ● Entrepreneurship/ownership. ● Service learning.

Organization of the Work-Based Learning: Personalized Learning Plan Planning Packet

After determining what kind of experience the student will have, the next step is to complete the necessary portions of the Kansas Work-Based Learning: Personalized Learning Plan planning packet. The packet is organized into four sections, designed to be completed by different stakeholders:

SECTION 1: Planning details and agreement (for all stakeholders).

SECTION 2: Work site supervisor/adult mentor employability skills assessment and technical skills feedback form.

SECTION 3: Student employability skills self-assessment, reflection sheet and technical skills self-assessment.

SECTION 4: Supplemental documents include safety training log, WBL experience liability agreement and work log (for students, requirements will vary).

Different elements of the planning packet will be required, depending on the type of WBL experience the student is participating in along the Kansas WBL Continuum. The table below illustrates how to use the packet, based on WBL experience type and stakeholder role:

Type of WBL Continuum Experience	SECTION 1 All, including educators	SECTION 2 Work Site Supervisor/ Adult Mentor	SECTION 3 Student	SECTION 4 Supplemental Documents
Job shadow	✓	• Employability Skills Assessment (p. 15)	• Employability Skills Self-Assessment (p. 19) • Reflection Sheet (p. 20)	• Work log (p. 27) . • Employer may require safety training (Safety Training Log, p. 25) . • Liability agreement is a local district choice (p. 26) .
Internship	✓	✓	✓	• Work log (p. 27) . • Employer may require safety training (Safety Training Log, p. 25) . • Liability agreement is a local district choice (p. 26) .
Youth-registered apprenticeship	✓	✓	✓	• Work log (p. 27) . • Employer may require safety training (Safety Training Log, p. 25) . • Liability agreement is a local district choice (p. 26) .
Simulated WBL experience	✓	✓	✓	• Work log (p. 27) . • Employer may require safety training (Safety Training Log, p. 25) . • Liability agreement is a local district choice (p. 26) .
Entrepreneurship	✓	✓	✓	• Work log (p. 27) . • Employer may require safety training (Safety Training Log, p. 25) . • Liability agreement is a local district choice (p. 26) .
Service learning	✓	✓	✓	• Work log (p. 27) . • Employer may require safety training (Safety Training Log, p. 25) . • Liability agreement is a local district choice (p. 26) .
Transition (IEP) (Include Type of WBL experience)	✓	• Job shadow (Employability Skills Assessment, p. 15) ✓ All other types.	• Job shadow (Employability Skills Self-Assessment, p. 19) ✓ All other types.	• Work log (p. 27) . • Employer may require safety training (Safety Training Log, p. 25) . • Liability agreement is a local district choice (p. 26) .

Steps for Completing the Work-Based Learning: Personalized Learning Plan Planning Packet

In helping to plan a WBL experience for a student, remember that the process is organized into the following steps:

- Determining what kind of WBL experience students will have using the Kansas continuum.
- Reviewing pages 11-12 with the student, including the responsibilities associated with WBL experience.
- Planning the duration and intensity of that experience, including:
 - Orientations for students.
 - Length of the experience, hours per week.
 - Determining if any additional agreements or forms apply (based on local requirements), including:
 - Liability agreement (local district choice).
 - Confidentiality agreement.
 - Safety training (employer may require).
 - Permission to drive form.
 - Reviewing the department of labor fact sheet and sample liability agreement.
 - How students will be supervised, including who will provide feedback.
- Preparing for the employer feedback and student self-reflection process, including:
 - Understanding the Kansas employability skills rubric and which skills will be assessed by the supervisor and reflected upon by the student.
 - Determining which technical pathway competencies will be assessed by the supervisor and reflected upon by the student. The student learner, work site supervisor/ adult mentor and school coordinator will collaborate to create a minimum of eight measurable learning outcomes that reflect pathway technical skills and competencies from the Career Cluster and Pathway links.
- Reviewing the work log with student to ensure student understands how to complete.
- School should keep all forms up to date and in the student's school file and electronic portfolio. Employers and supervisors should maintain in their workplace personnel files.

KANSAS WORK-BASED LEARNING:
PERSONALIZED LEARNING PLAN

SECTION 1

Kansas Work-Based Learning Agreement

Kansas Work-Based Learning Agreement

This form must be kept up-to-date in the personnel file at the workplace and at the school. Copies of the forms in the Work-Based Learning (WBL) Personalized Learning Plan must be kept on file at the school after placement. Place a copy of the WBL Personalized Learning Plan in the student learner’s Individual Plan of Study (IPS) electronic portfolio.

Student name: _____
 Address: _____
 City: _____ Zip: _____
 Phone: _____
 Email: _____
 Date of birth: _____
 Pathway: _____
 Course code: _____
 High school: _____

Work site: _____
 Supervisor: _____
 Address: _____
 City: _____ Zip: _____
 Phone: _____
 Email: _____
 Start date: _____

Parent/guardian name: _____
 Student name: _____ Cell phone: _____
 Address: _____ Email: _____
 City: _____
 State: _____ Zip: _____
 Home phone: _____
 Work phone: _____

Typical Weekly Work Schedule

Day	Time of Work		Total Work Hours
	From	To	
Monday	_____	_____	_____
Tuesday	_____	_____	_____
Wednesday	_____	_____	_____
Thursday	_____	_____	_____
Friday	_____	_____	_____
Saturday	_____	_____	_____
Sunday	_____	_____	_____
Total			_____

Type of WBL Experience

- Job shadow
- Internship/ placement
- Youth-registered apprenticeship
- Simulated WBL experience
- Entrepreneurship
- Service learning
- Transition

To participate in the program, all parties must agree to the following:

Students will:

- Abide by all school, employer and coordinator policies, including being on time, following directions and follow through on preparation and work/experience assignments.
- Arrange for transportation to and from my experience. **(Must have parental permission form signed.)**
- Carry out my experience in such a manner as to reflect positively upon the school and myself.
- Complete the “Work-Based Learning Experience Work Log Record” and submit by deadline(s).
- Understand that any performance rating by the coordinator, along with other measures, will be used to determine my grade.
- Agree that all matters of business are confidential and must be held in the strictest confidence.
- Agree to observe work site rules of conduct, personal appearance and dress code.
- Avoid conducting personal business at the training site. This includes personal telephone calls, texts and having visitors.
- Understand that the school coordinator will consult with my adult mentor about school and work site absences and my ability to follow the two-week notification for conflicts and calling in.
- Agree that I am required to attend all meetings, as well as maintain all required documentation.
- Maintain 95% work site attendance per quarter, and failing to meet the minimum requirement, I may be placed on probationary status or terminated from the WBL Experience.
- Agree that if for any reason I am suspended from the school, I will not be permitted to attend the WBL Experience during the time of suspension.
- Agree to maintain average or above-average grades in all my classes.

Parents and guardians will:

- Read and understand the student learner responsibilities.
- Assist the student learner in providing transportation to and from the WBL Experience with adequate automobile insurance.
- Support student learner expectations as listed in the above Student Learner Agreement section.

School coordinator will:

- Provide instruction to the student learner which includes expectations, evaluation procedure, documents used and grading process.
- Assist student learner in the development of the WBL Personalized Learning Plan.
- Assist student learner in the review of the WBL Personalized Learning Plan (this document).
- Establish open lines of communication between all entities.
- Ensure safety of student learner when taking part in the planned experience through documentation of equipment training and insurance coverage while moving to, from and during the WBL Experience period.
- Oversee compliance of agreement by all entities.
- Notify the student learner’s parents/guardian of progress.

Work site supervisor/adult mentor will:

- Provide adequate orientation before the student learner begins assigned responsibilities.
- Ensure safety of student at all times.
- Provide opportunities according to the appropriate learning goals for the student.
- Discuss the WBL Personalized Learning Plan (**this form**) with the student and school coordinator.
- Follow the WBL Personalized Learning Plan to ensure student learner has opportunities to demonstrate employability and technical skills.
- Evaluate student learner and offer direction to enhance development.

Verification

We, the undersigned, give permission for the student to participate in the WBL experience. We verify the above information is correct and is consistent with federal and state guidelines for WBL experiences.

Student: _____ Date: _____

Parent/guardian: _____ Date: _____

Coordinating teacher: _____ Date: _____

WBL coordinator: _____ Date: _____

Work site supervisor/adult mentor: _____ Date: _____

• WBL Department of Labor
Fact Sheet

[https://www.dol.ks.gov/docs/default-source/workplace-laws-documents/kansas-work-based-learning-\(002\)-ef.pdf?sfvrsn=34008e1f_0](https://www.dol.ks.gov/docs/default-source/workplace-laws-documents/kansas-work-based-learning-(002)-ef.pdf?sfvrsn=34008e1f_0)

• Liability agreement, *Kansas WBL: Personalized Learning Plan*, page 26.

• Work log, *Kansas WBL: Personalized Learning Plan*, page 27.

KANSAS WORK-BASED LEARNING:
PERSONALIZED LEARNING PLAN

SECTION 2

Work Site Supervisor/ Adult Mentor

Forms:

- Employability Skills Assessment
- Technical Skills Feedback

Work Site Supervisor/Adult Mentor: Employability Skills Assessment

Student name: _____ School: _____

Career pathway/cluster (if applicable): _____
Grade: _____

Please select and discuss the skills being assessed at least twice during this WBL experience, in a first baseline review and in a second review near the end of the WBL experience. The feedback should happen every nine weeks. See Measuring and Reflecting Student Learning, page 12.*

0=No Exposure	1=Emerging	2=Developing	3=Proficient	4=Exemplary
EFFECTIVE RELATIONSHIPS				
	REVIEW 1	REVIEW 2	COMMENTS	
Interpersonal skills				
<input type="checkbox"/> Teamwork	_____	_____	_____	
<input type="checkbox"/> Customer service	_____	_____	_____	
Personal qualities				
<input type="checkbox"/> Initiative	_____	_____	_____	
<input type="checkbox"/> Adaptability	_____	_____	_____	
<input type="checkbox"/> Professionalism	_____	_____	_____	
WORKPLACE SKILLS				
	REVIEW 1	REVIEW 2	COMMENTS	
Resource management				
<input type="checkbox"/> Manages time, money and personnel.	_____	_____	_____	
Information use				
<input type="checkbox"/> Locates, organizes, analyzes, uses and communicates information.	_____	_____	_____	
Communication				
<input type="checkbox"/> Verbal communication	_____	_____	_____	
<input type="checkbox"/> Listening	_____	_____	_____	
<input type="checkbox"/> Comprehends written material.	_____	_____	_____	
<input type="checkbox"/> Conveys information in writing.	_____	_____	_____	
Systems thinking				
<input type="checkbox"/> Understands, uses, monitors and improves systems.	_____	_____	_____	
Technology use				
<input type="checkbox"/> Understands and uses technology.	_____	_____	_____	
APPLIED KNOWLEDGE				
	REVIEW 1	REVIEW 2	COMMENTS	
Applied academic skills				
<input type="checkbox"/> Academic application	_____	_____	_____	
Critical thinking				
<input type="checkbox"/> Problem-solving	_____	_____	_____	
<input type="checkbox"/> Creative thinking	_____	_____	_____	
<input type="checkbox"/> Goal setting	_____	_____	_____	

*Measuring and Reflecting Student Learning, Employability Skills Assessment, page 12 <https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Measuring%20and%20Reflecting%20Student%20Learning%20%28002%29.pdf>

WBL Department of Labor Fact Sheet [https://www.dol.ks.gov/docs/default-source/workplace-laws-documents/kansas-work-based-learning-\(002\)-ef.pdf?sfvrsn=34008e1f_0](https://www.dol.ks.gov/docs/default-source/workplace-laws-documents/kansas-work-based-learning-(002)-ef.pdf?sfvrsn=34008e1f_0)

[Liability agreement, Kansas WBL: Personalized Learning Plan, page 26.](#)

KANSAS WORK-BASED LEARNING:
PERSONALIZED LEARNING PLAN

SECTION 3

Student

Forms:

- Employability Skills Self-Assessment
- Reflection Sheet
- Technical Skills Self-Assessment

Student: Employability Skills Self-Assessment

Student name: _____

School: _____

Career pathway/cluster (if applicable): _____

Grade: _____

Please reflect and rate yourself on the skills being assessed at least twice during this WBL experience, in a first baseline review and in a second review near the end of the WBL experience. The feedback should happen every nine weeks. See Measuring and Reflecting Student Learning, page 12.*

0=No Exposure	1=Emerging	2=Developing	3=Proficient	4=Exemplary
EFFECTIVE RELATIONSHIPS				
	REVIEW 1	REVIEW 2	COMMENTS	
Interpersonal skills				
<input type="checkbox"/> Teamwork	_____	_____	_____	
<input type="checkbox"/> Customer service	_____	_____	_____	
Personal qualities				
<input type="checkbox"/> Initiative	_____	_____	_____	
<input type="checkbox"/> Adaptability	_____	_____	_____	
<input type="checkbox"/> Professionalism	_____	_____	_____	
WORKPLACE SKILLS				
	REVIEW 1	REVIEW 2	COMMENTS	
Resource management				
<input type="checkbox"/> Manages time, money and personnel.	_____	_____	_____	
Information use				
<input type="checkbox"/> Locates, organizes, analyzes, uses and communicates information.	_____	_____	_____	
Communication				
<input type="checkbox"/> Verbal communication	_____	_____	_____	
<input type="checkbox"/> Listening	_____	_____	_____	
<input type="checkbox"/> Comprehends written material.	_____	_____	_____	
<input type="checkbox"/> Conveys information in writing.	_____	_____	_____	
Systems thinking				
<input type="checkbox"/> Understands, uses, monitors and improves systems.	_____	_____	_____	
Technology use				
<input type="checkbox"/> Understands and uses technology.	_____	_____	_____	
APPLIED KNOWLEDGE				
	REVIEW 1	REVIEW 2	COMMENTS	
Applied academic skills				
<input type="checkbox"/> Academic application	_____	_____	_____	
Critical thinking				
<input type="checkbox"/> Problem-solving	_____	_____	_____	
<input type="checkbox"/> Creative thinking	_____	_____	_____	
<input type="checkbox"/> Goal setting	_____	_____	_____	

*Measuring and Reflecting Student Learning, Employability Skills Assessment, page 12, <https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Measuring%20and%20Reflecting%20Student%20Learning%20%28002%29.pdf>

WBL Department of Labor Fact Sheet [https://www.dol.ks.gov/docs/default-source/workplace-laws-documents/kansas-work-based-learning-\(002\)-ef.pdf?sfvrsn=34008e1f_0](https://www.dol.ks.gov/docs/default-source/workplace-laws-documents/kansas-work-based-learning-(002)-ef.pdf?sfvrsn=34008e1f_0)

Liability agreement, Kansas WBL: Personalized Learning Plan, page 26.

Student: Reflection Sheet

Student name: _____

School: _____

Career pathway/cluster (if applicable):

Grade: _____

Description of Work-Based Learning (WBL) Experience

LOCATION OF THE EXPERIENCE.	TYPE OF EXPERIENCE (E.G., JOB SHADOW OR INTERNSHIP).	DESCRIPTION OF THE TASKS OR RESPONSIBILITIES ASSOCIATED WITH THE WBL EXPERIENCE.

Description of Work Samples

DESCRIBE THE TYPE OF PRODUCT(S) (E.G., PHOTO, WEBSITE, REPORT, ETC.).

Select Employability Skills

- | | | |
|---|--|---|
| <input type="checkbox"/> Interpersonal skills | <input type="checkbox"/> Personal qualities | <input type="checkbox"/> Resource management |
| <input type="checkbox"/> Information use | <input type="checkbox"/> Communication skills | <input type="checkbox"/> Systems thinking |
| <input type="checkbox"/> Technology use | <input type="checkbox"/> Applied academic skills | <input type="checkbox"/> Critical thinking skills |

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.

KANSAS WORK-BASED LEARNING:
PERSONALIZED LEARNING PLAN

SECTION 4

Supplemental Documents

Forms:

- Safety Training Log
- Work-Based Learning Experience Liability Agreement
- Work Log

Supplemental Documents:

Safety Training Log

The following safety training log should reflect the training requirements appropriate for the student's job description and align with the required trainings of the business. This form must be kept up-to-date in the personnel file at the workplace and at the school. Copies of the safety training log and the WBL agreement must be kept on file at the school after placement.

Student name: _____
 Address: _____
 City: _____ Zip: _____
 Phone: _____
 Email: _____
 Date of birth: _____
 Pathway: _____
 Course code: _____
 High school: _____

Work site: _____
 Supervisor: _____
 Address: _____
 City: _____ Zip: _____
 Phone: _____
 Email: _____
 Start date: _____

STUDENT'S RESPONSIBILITIES/JOB DESCRIPTION:

SAFETY TRAINING TOPICS	TRAINER'S NAME	LOCATION	DATE PROVIDED

Student: _____ Date: _____
 Parent or guardian: _____ Date: _____
 Coordinating teacher: _____ Date: _____
 WBL coordinator: _____ Date: _____
 School administrator: _____ Date: _____
 Work site supervisor/adult mentor: _____ Date: _____

Supplemental Documents:

Work-Based Learning Experience Liability Agreement

PLEASE EDIT AND/OR USE LOCAL FORMS TO INDICATE LIABILITY AGREEMENT AS APPLICABLE. It is recommended however an agreement of this type is in place.

THIS AGREEMENT is made and entered into _____ of 20_____, by (experience site) and _____ (school and/or district).

WHEREAS, the parties desire to establish and implement the experience/Work-Based Learning experience;

NOW, THEREFORE, it is mutually agreed as follows:

1. Experience/work site will provide occupational and training experience as described in the Work-Based Learning: Personalized Learning Plan. The school will provide coordination and support for the students involved in this agreement. The school coordinator will meet and confer with the adult mentors who represent the experience location during the hours as arranged to respond to requests from them as they work with student learners/interns. Duties will include, but not be limited to, evaluation, observation and counseling of the student.
2. The experience/work site will advise the school coordinator of the skills that student learners will be expected to have prior to participation in the experience. The experience/work site agrees to instruct student learners/interns with training on safety precautions and regulations related to the activities they will perform. Student learners/interns will abide by all rules and regulations of the school and the experience/work site, which includes conduct and general appearance and basic expectations such as coming to work on time, staying on task, completing work assigned and getting along with fellow workers.
3. The experience/work site will provide the learning situation, instructional materials and equipment necessary to provide a quality learning experience.
4. In the event of injury or accident, the experience/work site will provide immediate emergency care based upon humanitarian considerations and will promptly report the incident to the school, which will immediately contact parents and complete school accident report forms just as if the incident had occurred on school property. Student learners/interns will be covered by district liability insurance while at the experience/work site if they are not paid by the experience/work site.
5. The experience/work site agrees to indemnify and hold harmless the district/school from any and all claims and losses resulting from the experience/work site's performance of this agreement.
6. The parties agree to comply with all laws, ordinances and regulations of governmental bodies applicable to the WBL experience, which include age restrictions on hours worked and task limitations.
7. The parties agree to cooperate in evaluation of the experience and the student learners/interns enrolled in the experience.
8. The experience/work site and the school/district agree to instruct all students enrolled in the experience with respect to the confidential nature of all records and information.
9. If student learners/interns and/or the experience/work site fail to follow this agreement, either party may request a revision of the WBL personalized learning plan. All parties will follow the revised WBL personalized learning plan to regain the quality status of the experience.
10. The terms of this agreement are effective from (beginning date) to (ending date). Additional dates and times may be contained in the attachment(s). Either party may cancel this agreement if the agreement is not followed as stated above and will take effect upon receiving written notice given at least three days prior to the stated cancellation date. This agreement may be amended by written mutual agreement of the parties.

Student: _____ Date: _____

Parent/guardian: _____ Date: _____

Coordinating teacher: _____ Date: _____

WBL coordinator: _____ Date: _____

School administrator: _____ Date: _____

Work site supervisor/adult mentor: _____ Date: _____

KANSAS WORK-BASED LEARNING: PERSONALIZED LEARNING PLAN

Resources

Career Clusters and Pathways

- Agriculture: Food and Natural Resources
<https://www.ksde.org/Default.aspx?tabid=449>
- Architecture and Construction
<https://www.ksde.org/Default.aspx?tabid=450>
- Arts A/V, Technology and Communications
<https://www.ksde.org/Default.aspx?tabid=715>
- Business, Management and Administration
<https://www.ksde.org/Default.aspx?tabid=453>
- Education and Training
<https://www.ksde.org/Default.aspx?tabid=708>
- Engineering
<https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-A-E/Engineering>
- Finance
<https://www.ksde.org/Default.aspx?tabid=454>
- Government and Public Administration
<https://www.ksde.org/Default.aspx?tabid=470>
- Health and Bio Sciences
<https://www.ksde.org/Default.aspx?tabid=471>
- Hospitality and Tourism
<https://www.ksde.org/Default.aspx?tabid=716>
- Human Services
<https://www.ksde.org/Default.aspx?tabid=468>
- Information Technology
<https://www.ksde.org/Default.aspx?tabid=473>
- Law, Public Safety, Corrections and Security
<https://www.ksde.org/Default.aspx?tabid=474>
- Manufacturing
<https://www.ksde.org/Default.aspx?tabid=478>
- Marketing: <https://www.ksde.org/Default.aspx?tabid=455>
- Transportation, Distribution and Logistics
<https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/Transportation-Distribution-and-Logistics-CTE-Career-Cluster>

Work-Based Learning Department of Labor Fact Sheet

[https://www.dol.ks.gov/docs/default-source/workplace-laws-documents/kansas-work-based-learning-\(002\)-ef.pdf?sfvrsn=34008e1f_0](https://www.dol.ks.gov/docs/default-source/workplace-laws-documents/kansas-work-based-learning-(002)-ef.pdf?sfvrsn=34008e1f_0)

Measuring and Reflecting Student Learning

<https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Measuring%20and%20Reflecting%20Student%20Learning%20%28002%29.pdf>



KANSAS STATE BOARD OF EDUCATION

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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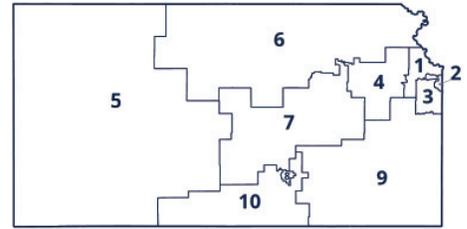


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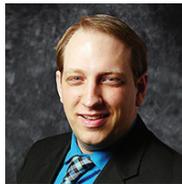
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KANSAS STATE DEPARTMENT OF EDUCATION

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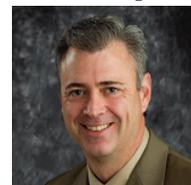
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For more information, contact:

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