



# WORK-BASED LEARNING PROTOCOLS

This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.



This work is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/>.

## Table of Contents

<b><u>PREFACE</u></b> .....	
<u>Objective</u> .....	
<u>WIOA and work-based learning</u> .....	
<u>What is work-based learning?</u> .....	
<u>Using resiliency competency model for student support and career development</u> .....	
<b><u>ELEMENTS OF A STRONG WORK-BASED LEARNING PROGRAM</u></b> .....	
<u>Planning</u> .....	
<u>Development of faculty and employer commitment</u> .....	
<u>Partnership building</u> .....	
<u>Recruiting the right candidates for work-based learning programs</u> .....	
<u>Work-based learning credit for prior learning</u> .....	
<u>Strong coordinator</u> .....	
<u>Benefits to colleges and the students</u> .....	
<u>Career development continuum and work-based learning</u> .....	
<u>Career development continuum chart</u> .....	
<b><u>WORK-BASED LEARNING TIMELINE</u></b> .....	
<u>Work-based learning timeline chart</u> .....	
1. <u>Planning stage</u> .....	
A. <u>Features of quality work-based learning programs</u> .....	
B. <u>Guidelines for paid or unpaid WBL</u> .....	
C. <u>Faculty engagement</u> .....	
D. <u>Work-based learning plan</u> .....	
2. <u>Placement Stage</u> .....	
3. <u>Assessment stage</u> .....	
<b><u>WORK-BASED LEARNING PROGRAMS OFFERED BY NRC COLLEGES</u></b> .....	
1. <u>Work-based learning programs in healthcare</u> .....	
2. <u>Work-based learning programs in information technology</u> .....	
3. <u>Work-based learning programs in environmental technology</u> .....	
<b><u>WORK-BASED LEARNING PROTOCOLS SUPPLEMENTAL RESOURCES</u></b> .....	
<b><u>GLOSSARY</u></b> .....	
<b><u>BIBLIOGRAPHY</u></b> .....	

## PREFACE

---

### Objective

Work-based learning (WBL) opportunities help students make the connection between academic principles and real-world applications. For many, being able to answer the question ‘Why do I need to know this?’ provides motivation for more learning. In addition to being an important component of good educational experience, WBL is essential to developing our nation’s future workforce.<sup>1</sup>

Northeast Resiliency Consortium (NRC) has been taking inventory of current WBL practices across the partner colleges and examining critical factors and practices that robust WBL experiences have in common. The development of this document involved documenting current practices, doing an extensive literature review about the role of WBL in community colleges, and researching best practices around increasing employability in community college students.

“WBL Protocols” is a standard set of tools and processes that are responsive to student and employer needs and reinforces the idea that developing such experiences is both very important and requires real work by professionals who approach their work in a well-organized way. This document’s primary aim is to share NRC’s experiences with practitioners in colleges and workforce development organizations who are interested in developing quality WBL programs for their students. It defines not only the roles and responsibilities of all parties involved in the process, but also the elements of quality program planning, implementation, and evaluation. It also illustrates how WBL is executed in the NRC colleges and provides useful tools and templates.

Ozlem Rozanitis, Program Officer for the NRC at Passaic County Community College, has developed this document with valuable input from the employer engagement work group members and colleagues at consortium colleges. Should you have any questions or feedback, you may send them to [orozanitis@pccc.edu](mailto:orozanitis@pccc.edu). NRC expresses appreciation to the following stakeholders for their contributions to this document.

### ***Workforce Innovation Opportunity Act (WIOA) & Work-Based Learning***

*WIOA puts work-based learning front and center: reauthorizing employment, training, adult education, and vocational rehabilitation programs and encouraging implementation of career pathways. WIOA prescribes education to be offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.*

*Work-based training options under WIOA include:*

- *On-the-Job Training (OJT)*
- *Customized Training*
- *Transitional Jobs*
- *Strategies for Incumbent Worker Training*
- *Coordination with Registered Apprenticeship Programs*
- *Leveraging other non-WIA funds (CWA 2015)*

---

<sup>1</sup> (Vermont Agency of Education n.d.)

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

*Stakeholders*

Michele Previti, Assistant Director of Healthcare Grant Programs, *Atlantic Cape Community College*

Casey Paton, Employer Relations Coordinator, *Bunker Hill Community College*

Christopher Rule, Employer Relations Coordinator, *Bunker Hill Community College*

Jo-Anne Leventhal, Non-Credit Coordinator, *Capital Community College*

Randall Ward, Job Developer, *Capital Community College*

Phil Dante, Career Development Coordinator, *Housatonic Community College*

Alissa Levine, Project Director, *Kingsborough Community College*

Jason Weinstein, Corporate Outreach Manager, *LaGuardia Community College*

Faith Kallert, Job Developer, *Passaic County Community College*

Harold Damato, Director of Prior Learning Assessment, *Passaic County Community College*

Michael Powell, Executive Director of Continuing Education and Workforce Development, *Passaic County Community College*

Paul Casey, Director, *Northeast Resiliency Consortium*

Edward Fians, Content and Faculty Engagement Specialist, *Northeast Resiliency Consortium*

Alexandra Shinert, Communications/ Program Assistant, *Northeast Resiliency Consortium*

The Word and PDF files of this document and its supplemental resources are available at [skillscommons.org](http://skillscommons.org).

## What is work-based learning?

WBL refers to a range of activities, both in and outside the college, which provides opportunities for students to connect what they are learning in the classroom to the world of work and to use the workplace for both learning and applying occupational and resiliency skills and knowledge.

Increasingly, employers themselves are seeking new hires who have WBL experience and can perform well from day one.<sup>2</sup> Internships provide the kind of experience they value. For example, in the 2012 Chronicle of Higher Education survey of employers who hire college graduates, internship experience was at the top of the list of attributes considered by employers in evaluating graduates for hire.<sup>3</sup> As one research team put it, “internships successfully target and develop skills that employers want.”<sup>4</sup>

NRC recognizes that classroom learning provides only part of the content knowledge and skills development students need for success in college, career, and life. By creating WBL opportunities to learn in the workplace, colleges may help their students develop and refine the workplace competencies needed to secure and retain employment, adjust to the employment environment, and advance along the career pathway of their choice.

## Using resiliency competency model for student support and career development

To determine and define what constitutes resiliency, the NRC, with support from ATD, created a public process for arriving at the core competencies of resiliency. NRC engaged a prominent industrial organizational psychologist to lead the effort of the consortium with key stakeholders - employers, industry groups, students, faculty and staff - to define resiliency and how best to demonstrate it. This work became the basis for the Resiliency Competency Model, with the definition and five competencies illustrated below.

For the NRC and its stakeholders, resiliency was defined as: an individual’s persistent development and application of knowledge, skills, and resources that effectively help one adapt to change and overcome adversity.<sup>5</sup>

The five core competency areas are:

Critical Thinking	Reflective Learning	Collaboration	Adaptability	Self-awareness
•purposeful use of reasoning to identify strengths and weaknesses of alternative approaches in diverse situations	•integration and application of prior and current learning to new situations	•works with others to achieve a goal	•successful adjustment to a variety of positive and negative conditions and circumstances	•clear understanding of one’s qualities, characteristics, strengths and weaknesses, and how they impact one’s self and others

---

<sup>2</sup> (Institute 2010)

<sup>3</sup> (Maguire Associates 2012)

<sup>4</sup> (Shoenfelt, Stone and Kottke 2013)

<sup>5</sup> (Powell, et al. 2016)

## WORK-BASED LEARNING PROTOCOLS

### Northeast Resiliency Consortium

WBL gives the students a platform where they can explore, use, and strengthen the resiliency skills taught in class. Furthermore, these competencies are transferable as a student takes the skills he or she gained through the training and brings them to a future employer contributing to a more resilient company and community at large.

Many faculty members from NRC colleges have mapped the resiliency competencies into their coursework and they have added classroom activities around the five competencies to reinforce the resiliency skills. As of summer 2016, approximately 550 students have enrolled in a resiliency mapped course.

NRC recognized that resiliency skills may be better reinforced if classroom instruction is supported by program staff who work with students to identify, address and resolve barriers to success and help them develop resiliency skills along the way. Outside of the classroom, NRC colleges provide individual and group services to prepare participants to be resilient workers. Job developers and program counselors provide ongoing support on an individual and group basis and hence help reinforce the resiliency skills taught in class. As of summer 2016, 2,990 NRC participants had received at least one resiliency support service, and, of these 2,990 students, 86% received a support service at least twice and almost 50% received resiliency supports at least six times.<sup>6</sup>

For the NRC, we piloted several interventions such as:

<i>Career assessment</i>	<ul style="list-style-type: none"><li>• <a href="#">Career Coach</a>- A software designed to help students find a good career by providing the most current local data on wages, employment, job postings, and associated education and training.</li><li>• Career/interest surveys, interviews at intake to understand the students' career aspirations</li></ul>
<i>Career advisement</i>	Students meeting with job developers to discuss career goals, employment and internship opportunities
<i>Resiliency workshops</i>	<ul style="list-style-type: none"><li>• Implementing Critical Infrastructure Security and Resilience - covers critical infrastructure responsibilities and identifies various methods for assessing and validating information,</li><li>• College Survival Skills Presentation - stress management, time management, note taking, and study skills,</li><li>• Healthcare Personnel Hazard and Personal Preparedness - covers hazards that can impact communities, healthcare providers within the emergency management system, personal and family preparedness, and what to expect during emergencies and disasters,</li><li>• Relaxation Responses- Tense &amp; Relax Exercise, Guided Visual Imagery, Breathing Techniques,</li><li>• Resiliency Workshop During Orientation- focuses on study strategies and classroom behaviors to help students navigate their future classroom experience</li></ul>

---

<sup>6</sup> (Childress, et al. 2016)

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

	<ul style="list-style-type: none"> <li>• Crisis Prevention Institute Workshop- covers topics like prevention and deceleration strategies, decision making, managing behavioral risk using disengagement and/or holding skills, post Intervention Approaches</li> </ul>
<i>Employment workshops</i>	Interviewing, resume writing, in-class online demo on how to apply on-line for certificate exams, phone skills, referring jobs via phone and email, helping with job applications, doing follow ups with the employers and students, newsletters
<i>One-on-one advising</i>	Discussing career and education goals and possible career pathways, reviewing short- and long-term career goals, discussing job search status and referrals, monitoring participant progress throughout their time in the program and addressing problems as they arise, referring students for academic and support services, as needed
<i>Employer engagement</i>	Employers coming to class to discuss job requirements including skills and knowledge needed for position, employment and internship opportunities, students visiting employers
<i>Career preparation and work-based learning</i>	Internships, clinicals, practicums, job shadowing, mentorships, field trips & tours, industry specific software use, students utilizing National Training Seminars to simulate real life customer service experiences, students utilizing computer software to develop apps for cellular phones, industry leader lecture paired with site visit, case studies from industry professionals, computer software for electronic health records <sup>7</sup>

---

<sup>7</sup> (Rozanitis, NRC Data 2016)

## ELEMENTS OF A STRONG WBL PROGRAM

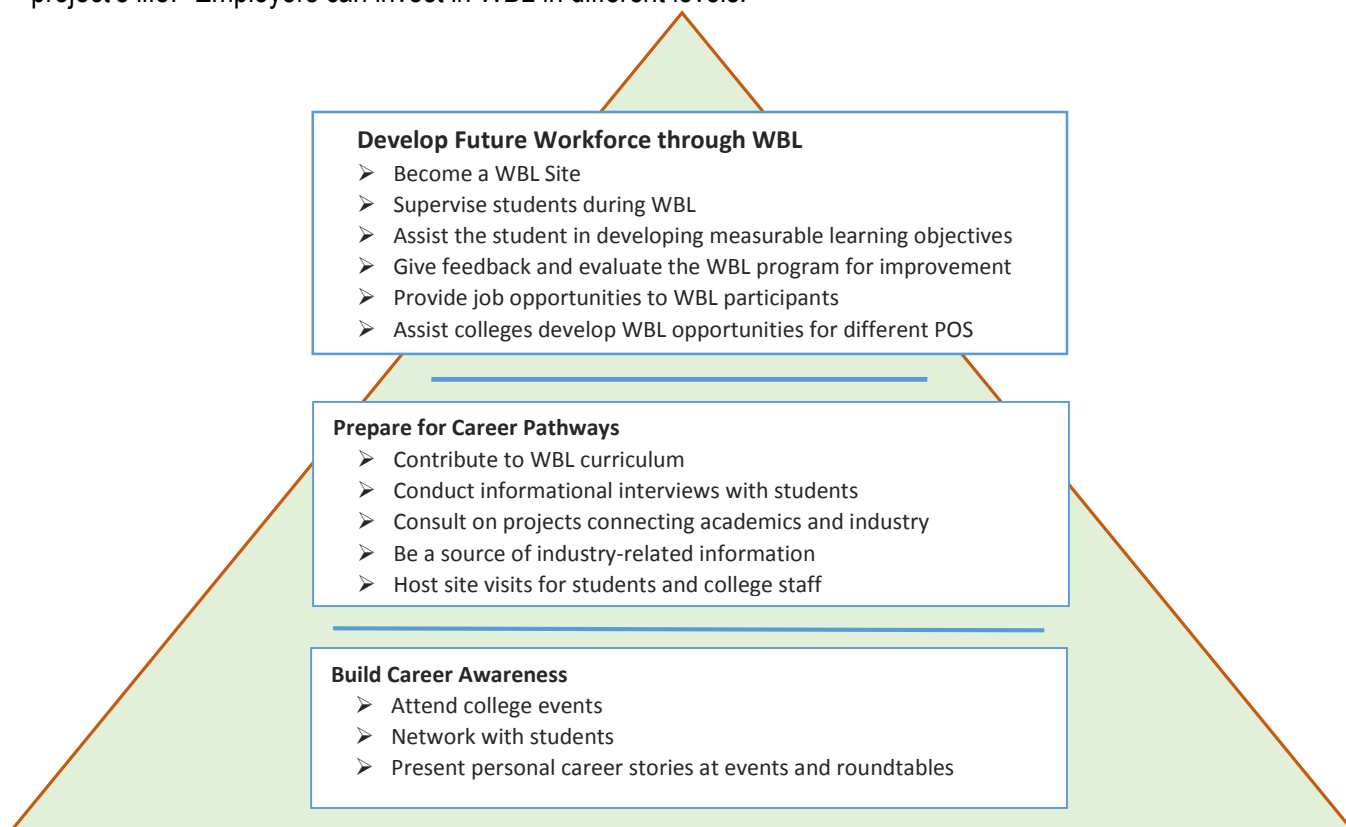
---

### Planning

Careful planning is critical to the success of WBL. This upfront investment of time and energy makes implementation more efficient, builds commitment from employer partners, and results in better-prepared students. It is critical to conduct an employer-needs and interests assessment ([See “WBL training sponsor interest survey”](#) which is listed under WBL planning tools). The assessment identifies very specific human resources needs for specific occupations as well as specific skills and education requirements.<sup>8</sup> These needs can either be immediate or projected for the near future. All needed agreements for marketing, student recruitment, student and employer agreements, template WBL plans, and student and employer evaluation tools should be developed in the planning phase ([See WBL Planning tools for templates](#)).

### Development of Faculty and Employer Commitment

Those that have strong internal commitment from the faculty and the employer partner, particularly the highest levels of leadership, have the best chance of success. Developing this internal commitment requires a conscious effort by the college during the planning phase, and needs to continue at intervals throughout a project’s life.<sup>9</sup> Employers can invest in WBL in different levels:



---

<sup>8</sup> (Work-based learning toolkit 2012)

<sup>9</sup> (Work-based learning toolkit 2012)

*Benefits to Employers:* Employers experience:

- Better fit between employees trained in-house and the company's work practices which leads to reduced employee turnover
- Motivation and higher productivity
- Provides an opportunity to the employer to address skills gaps in the training and increases the employer's productivity by freeing staff for more creative work
- Positive company image impact
- Strengthened community partnerships. Provides the employer with an opportunity to input and advise how college programs and courses can be more meaningful.
- Allows for careful pre-screening of trainees, a pipeline of in-house trained employee candidates

## **Partnership Building**

Partnerships require hard work on the part of all members of the partnership well before the WBL begins. In planning a partnership, developers of WBL projects need to consider questions such as:

- Who are the partner organizations? What are their roles and responsibilities? What's their vision?
- What other organizations must be on board in order to fulfill the partnership's vision?
- Who will be the lead person from each organization?
- What contributions are expected from each partner?
- How will this partnership make decisions and communicate?

Among the purposes of WIOA is to offer WBL opportunities with employers as training paths to employment. Therefore, colleges can meet with their local WIOA partners to cooperate in the provision of services through the local workforce development system. Which partners come together and what resources they bring is a key question to ask while determining who the employer partners must consist of. The colleges can work to form strong industry and sector partnerships to ensure the college is designing relevant programs of study and WBL opportunities that equip students with skills that are needed by the employers.<sup>10</sup>

Passaic County Community College (PCCC) has begun to build an impressive strategic partnership with the local workforce development system, including co-locating with the local One Stop Career Center, finding ways to leverage funding and provide shared services, formalizing partnership for clarity and accountability, and working on WIOA implementation together. This partnership will ultimately, eliminate redundancies in the services, serve people better, integrate with the college to provide students with more opportunities, and align budgets for greater impact.

Another new and exciting example is the partnership that PCCC has recently formed with Haier America Inc.—a global leader in manufacturing affordable kitchen, laundry, home comfort and HVAC systems. This new partnership is designed to train the next generation of technicians that will be employed to service appliances and equipment in the manufacturing and appliance sector. Haier is donating dedicated

---

<sup>10</sup> (Rozanitis, NRC WIOA Workplan 2016)

equipment to be used for training these future technicians and PCCC is providing new facilities and core instruction—making this a joint venture between the two entities. In addition to this unique employer-focused partnership, PCCC will be working with Haier to deliver industry-recognized content and help place participants in jobs through their network of servicing firms and retailing centers such as Best Buy, P.C. Richards, and others. Haier employs more than 70,000 people around the world, distributes products in more than 100 countries, and is headquartered in nearby Wayne, New Jersey.<sup>11</sup>

### **Recruiting the right candidates for WBL programs**

After developing the requirements for partner participation in WBL, the next step is recruiting students. As with most aspects of WBL programs, this activity requires internal and external cooperation, including buy-in from employers, as well as assistance from the faculty on such issues as recommending students and assessing students' skills. Assessments can include career interests and identifying and resolving any personal barriers to success in the chosen career. The program requirements, career pathways, and the opportunities should be communicated clearly to prospective WBL students.

### **Work-based learning credit and Prior Learning Assessment (PLA)**

PLA is a rewarding, transformative way for students to earn college credit through a variety of different assessments. This is especially ideal for adult students who are returning to school or changing their degrees—instead of starting from the beginning, they can “test out” of college courses if they can prove they have enough knowledge of a subject. Many community colleges around the country have developed innovative approaches to helping students move through training and transfer programs faster. Innovations include integrating adult basic education with technical curriculum, helping students move more quickly through developmental education, scheduling coursework to accelerate completion of program requirements, or guiding students through structured pathways to attain a degree or credential. Colleges have also created strategies for linking non-credit workforce education into credit programs based on earning certifications or otherwise providing evidence of mastery.

NRC has developed its Regional Prior Learning Assessment standards through an iterative process among the NRC consortium leads, college faculty and staff, and Achieving the Dream (ATD). These PLA standards are intended to expand opportunities for students to receive credit for prior learning. For individuals interested in learning more about PLA systems, here is a link to the PLA handbook on ATD website: <http://achievingthedream.org/resource/14894/prior-learning-assessment-pla-handbook>

Each NRC college is looking into ways to adapt PLAs into their institutions as a way to help accelerate the graduation process for their participating students. As of August 2016, Capital, Bunker Hill, Atlantic Cape and Passaic County community colleges have officially adopted the NRC PLA standards.

Many people gain verifiable college level learning from areas such as<sup>12</sup>:

---

<sup>11</sup> Partnership details from an email communication from Michael Powell, Executive Director of Continuing Education and Workforce Development, Passaic County Community College, 04/14/2016

<sup>12</sup> This list provides examples and is not exhaustive

## WORK-BASED LEARNING PROTOCOLS

### Northeast Resiliency Consortium

- Work experiences
- Licenses, certifications and other credentials
- Military training
- Seminars, workshops and in-service training or placements
- Continuing professional education
- Non-credit courses
- Study at institutions not formally accredited
- Learning through on---line and Open Educational Resources (OER), such as MOOC's
- Volunteer work-in the community
- Hobbies and recreational activities
- Independent reading and research<sup>13</sup>

Methods that the colleges can use to articulate work-based learning into PLA include:

- Portfolio-based assessment of the student
- Intra institutional articulations or work-based /experiential learning experience to credit or non-credit
- Third-party occupational specific paradigm: External degree granting institutions looking at specific occupations. <sup>14</sup>

#### PLA examples from NRC colleges

Atlantic Cape and Passaic County community colleges have submitted several programs to Thomas Edison State University for review, and plan to submit more programs to establish credit equivalencies. The external review process determines the number of credits to offer upon program completion. Once the process is complete, students in these continuing education programs will receive credits that they can apply to college-level programs upon subsequent enrollment.

Atlantic Cape Community College has demonstrated very clear institutional support for PLA, and they are expanding this work through the NRC. Students in NRC programs may receive credit for prior learning through CLEP exams, current professional license or certification, portfolio review, and military experience. Furthermore, Atlantic Cape has robust PLA opportunities for students, who can earn up to 25 college credits that can be applied to an Associate's Degree in Technical Studies, which allows students with professional work experience in areas such as aviation, allied health, criminal justice, hospitality, information technology and the military to earn up to 25 credits to transfer in as a "technical core," thereby accelerating the degree completion process. The PLA process can be modified or customized to fit different career aspirations.

LaGuardia Community College has two PLA coordinators who are responsible for reviewing individual cases and granting credit for prior learning, and students may be able to receive credit for prior work experience through tests or portfolio review. LaGuardia is mapping the NRC regional PLA standards to their existing policies and procedures.

---

<sup>13</sup> (Travers 2015)

<sup>14</sup> (Damato 2016)

## **Strong Coordinator**

High quality WBL opportunities require planning and should be carried out by trained and qualified professionals based at the college. Whoever is responsible for helping to support students and employers with setting up quality learning experiences should be well prepared to make these experiences safe, successful, and meaningful for the student and the employer.<sup>15</sup>

WBL Coordinator responsibilities may include the following:

- Coordinating career development services
- Promoting career awareness, exploration, preparation, and training in the college
- Providing administration and interpretation of career assessments
- Promoting WBL, and publicizing partnership resources
- Facilitating business, education, and community partnerships that provide WBL and employment opportunities for students. Maintaining professional relationships with employers
- Developing WBL sites, WBL contracts with employers, and WBL placements
- Orienting the students to WBL. Working with students to develop measurable learning goals and objectives that connect their experience to academic standards
- Conducting activities related to pre-employment skills, resiliency skills, work readiness and job search skills, counseling students about jobs and careers
- Communicating with the faculty and promoting the integration of WBL opportunities into academic courses.
- Ensuring the assessment process is embedded in the WBL process and assessing student performance at college and at the worksite
- Conducting on-site employer visits to monitor and evaluate student experience and progress
- Taking disciplinary action when necessary in relation to worksite placements
- Engaging in professional growth opportunities to remain current with trends, demands, and emerging careers in a rapidly changing workforce

## **Benefits to colleges and the students**

Benefits to college include:

- The college is able to extend educational opportunities beyond its own physical and financial resources
- Interaction with professionals outside the college environment is provided for school staff
- College staff receive expanded opportunities to keep up-to-date with changing employment demands
- The concept that education is a community-wide partnership is demonstrated<sup>16</sup>

Students in work-based learning benefit by having the opportunity to:

---

<sup>15</sup> (Vermont Agency of Education n.d.)

<sup>16</sup> (Virginia Department of Education 2014)

- Gain an understanding of employer expectations
- Develop strong employability skills and good work habits
- Apply and develop resiliency and occupational specific skills learned in class
- Complete certifications and other requirements of a specific occupation
- Acquire skills connected to specific job functions; and
- Identify career pathways opportunities –both with the company and beyond
- Have a work supervisor willing to supervise and evaluate her/his program
- Gain professional references

### **Career Development Continuum and Work-Based Learning**

Career development theories offer differing perspectives on how to view the individual developmental needs, organizational fit, and the career counseling process. As theories developed over time, they have shifted the focus from matching basic aptitudes and interests with job requirements to emphasizing the importance of finding satisfaction and meaningful work as integral to lifespan development. Fundamental to this process, the fields of vocational psychology and career counseling have reinvented themselves by shifting their focus from studying career development to investigating how people can make meaning through work and plan their careers.

The career development literature shows that experience of and in work can be a valuable way for students to sharpen and clarify their career plans. Good career education programs incorporate systematic experience of and learning from work, using techniques such as work shadowing, research projects about the nature of work, work visits, and carrying out real work tasks. The benefits of this type of work-based learning for career decision-making are amplified when participants have the opportunity to reflect on their experience and share it with others<sup>17</sup>, a finding that parallels lessons about effective work-based learning that can be found in the vocational education literature. The literature also shows that, for existing employees, work that is learning-rich benefits their career development. A recent study<sup>18</sup> shows that:

- People in learning-rich work environments are more likely to be positively disposed towards learning and to take a positive approach to their future career development and
- Having the skills to know how to learn at work is important in stimulating people to be positive about their own career development and to be positive about engaging in continuing formal vocational education and training.

Career development continuum<sup>19</sup> suggests that career development is most effective when students are provided a sequenced continuum of activities and experiences that address career and college awareness, exploration, and preparation. This may be accomplished through a series of workshops, workplace exposures, and work-based learning. The continuum suggests that the term “work-based” does not mean the experience must occur at a workplace. Work-based learning may take place in a workplace, in the

---

<sup>17</sup> (Guile and Griffiths 2001)

<sup>18</sup> (Brown, et al. 2010)

<sup>19</sup> (Linkedlearning 2016)

## WORK-BASED LEARNING PROTOCOLS

### Northeast Resiliency Consortium

community, at school; be supported virtually via technology; or take place across a combination of all these settings. Work-based learning has three primary purposes:

- Career awareness and learning **about** work
- Career exploration and learning **about** work
- Career preparation & training and learning **through & for** work.

Please see below for the career development continuum chart which was adapted from [linkedlearning.org](https://linkedlearning.org) for the NRC. The purpose of the chart is to clarify how one's career development can progress over the course of time and how WBL can contribute in each phase.

## CAREER DEVELOPMENT CONTINUUM CHART<sup>20</sup>

CAREER AWARENESS	CAREER EXPLORATION	CAREER PREPARATION & TRAINING
<p><b><u>Learning About Work</u></b></p> <p><i>Build awareness of the variety of careers available and the role of college education.</i></p> <p><b>Learning outcomes:</b> Student can describe in writing or in person the education and training required for the chosen career field and their importance to success in that field.</p> <p><b>Experience outcome:</b> A one-time interaction with employer partner(s), often for a group of students.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>-guest speakers</li> <li>-career fair</li> <li>-career counseling, workshops</li> <li>-Career Coach software</li> <li>-taking career interest inventories or assessments</li> <li>-exploring job market information through websites and publications</li> </ul>	<p><b><u>Learning About Work</u></b></p> <p><i>Explore career options for the purpose of motivating students and to inform their decision making</i></p> <p><b>Learning outcomes:</b> Student can give at least two examples of how the student's skills and interests relate to the career field.</p> <p><b>Experience outcomes:</b></p> <ul style="list-style-type: none"> <li>- student interacts personally with employer partners to connect to emerging student interests</li> <li>- student takes active role in selecting and shaping the experience</li> <li>- student meets with the WBL coordinator and obtains in depth information in particular career fields</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>-informational interviews with WBL coordinator, employer, and/or faculty.</li> <li>-job shadowing</li> </ul>	<p><b><u>Learning Through &amp; For Work</u></b></p> <p><i>Apply learning through practical experience that develops knowledge and skills necessary for success in a career.</i></p> <p><b>Learning outcomes:</b> Student builds effective collaborative working relationships with employers; is able to work with diverse teams, contributing to the team effort.</p> <p><b>Experience outcomes:</b></p> <ul style="list-style-type: none"> <li>- student interacts directly with employers</li> <li>- student applies skills transferable to a variety of careers</li> <li>- student masters skills specific to the occupation</li> <li>- student completes certifications or other such requirements of a specific range of occupations</li> </ul> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>-internship required for credential or entry to occupation</li> <li>-apprenticeship or required clinical experience</li> <li>-integrated project with multiple interactions with professionals</li> <li>-virtual projects with employers like Github.com</li> </ul>

<sup>20</sup> Note. Career Development Continuum chart adapted from (Linkedlearning 2016), Work- based learning Continuum, 2013

## WORK-BASED LEARNING TIMELINE

---

The key to effective work-based learning programs is the strategy used for their formation. The planning process must keep in the fore-front questions such as target audience, facilitation, assessments, quality review, entry and exit competency levels, logistics, etc., prior to starting the actual planning of the program curriculum. Next, the most effective mix of classroom – versus work-based learning must be determined, including specific instructional goals and activities for each. Despite their distinct settings and specific strengths and challenges, a way must be found in which the two work in tandem to advance the achievement of the desired learning outcomes.<sup>21</sup>

NRC has been taking inventory of current WBL practices across the NRC colleges and looking at best practices and critical factors that robust WBL experiences should have. From that we evolved the WBL timeline which captures what a successful WBL experience should look like. The WBL timeline tool builds on NRC's learning from the grant and can be looked at as a collection of "best practices". The timeline defines the roles and responsibilities of the college, the student and the employer across the three phases of a WBL experience: planning, placement, and assessment. The timeline is available in the ["WBL protocols supplemental resources"](#) section and may be used as a planning tool for developing, implementing, and evaluating WBL experiences.

Please see below for the WBL timeline chart.

---

<sup>21</sup> (Jacobson 2015)

## WORK-BASED LEARNING TIMELINE CHART

WORK-BASED LEARNING TIMELINE CHART			
PLANNING STAGE		PLACEMENT STAGE	ASSESSMENT STAGE
COLLEGE	➤ Assigns a dedicated staff member to coordinate WBL opportunities among the college, students, and the employers	➤ Ensures that student and the employer's WBL supervisor know who the college contact person is, and when she/he is available	➤ The assessment involves: <ul style="list-style-type: none"> <li>• College assessing the student in line with the agreements in the WBL plan</li> <li>• Student assessing the WBL experience</li> <li>• The employer assessing the student's technical skills and other skills related to resiliency competencies</li> <li>• The college and the employer assessing their collaboration throughout the WBL</li> </ul>
	➤ Develops a budget and identifies internal and external funds and other resources to support WBL activities	➤ Coordinates availability of participants.	➤ Assesses the student at the end of the work placement period in line with the agreements in the WBL contract
	➤ Meets with the faculty and department supervisors to gain feedback on content, curriculum, and structure of the programs	➤ Establishes day and time of WBL event and then selects which participants attend event based on availability.	➤ Ensures an objective assessment of the student through interview, observation, and survey.
	➤ Ensures all parties are in agreement with the WBL process and the development of the students' WBL plan	➤ Provides sufficient support in line with the agreements in the WBL contract	➤ Has contact with the employer about the assessment of the student and the evaluation of the WBL period.
	➤ Meets with employers to gain feedback on industry specific labor market needs	➤ Makes ongoing visits to the WBL site to observe the students. Contacts the employers on a regular basis to obtain their feedback, identify and resolve any issues that may arise.	➤ Asks the employer to evaluate the student's technical skills.
	➤ Assesses the students to identify needs and skill levels. Develops an individual WBL plan	➤ Monitors progress between the student's learning objectives and the learning opportunities at the WBL employer	➤ Asks the employer to evaluate the student's skills related to the resiliency competencies (whether or not they were demonstrated, if yes then to which degree).
	➤ Ensures there are enough WBL employers and recruits new employers as required		
	➤ Makes specific agreements with the employer in the WBL placement contract about the content of the WBL, the method and frequency of support that the student and the employer will receive from the college, and the assessment methods that will be used to evaluate the WBL. Develops a timeline and a checklist of assessment events that will take place		

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

	<ul style="list-style-type: none"> <li>➤ Looks for a suitable WBL opportunity for the student and prepares the students in practical terms for the WBL placement</li> <li>➤ Develops a marketing toolkit for the WBL program. Contacts various departments in the college (e.g. Career Development Center, Student Support Services etc.) and ensures the WBL is promoted effectively through email blasts, brochures, website ads to potential candidates</li> <li>➤ Provides employer orientation and prepares the students for the initial interview/meeting with the employer</li> <li>➤ Provides clear information before the start of the WBL placement period about the responsibilities and obligations of the employer, the student, and the college</li> </ul>		<ul style="list-style-type: none"> <li>➤ Includes the employer's comments of the student's WBL as part of the assessment</li> <li>➤ Asks the students and the employers for their testimonials to be used in WBL marketing toolkit</li> <li>➤ Provides the employer and the student with feedback about the assessment</li> <li>➤ The college and the employer evaluate their collaboration during the WBL and see where improvements can be made</li> </ul>
<b>STUDENT</b>	<b>PLANNING STAGE</b>	<b>PLACEMENT STAGE</b>	<b>ASSESSMENT STAGE</b>
	<ul style="list-style-type: none"> <li>➤ Upon being assigned a WBL site by the WBL coordinator, the student begins to search for information about the employer</li> <li>➤ Works with the faculty and the WBL coordinator to familiarize herself/himself with the sector, the occupation, and the WBL opportunity. Learns more about what she/he wants to learn from the WBL</li> <li>➤ Learns about any credentials/certifications needed to perform the job</li> </ul>	<ul style="list-style-type: none"> <li>➤ Is well prepared to start the WBL</li> <li>➤ Adheres to the agreements defined in the WBL contract</li> <li>➤ Follows the instructions of the college staff and the employer supervisor</li> <li>➤ Gives feedback to the college staff as defined in the WBL agreement, informs the college WBL coordinator of any problems that occur at the worksite</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completes and submits every component of the WBL assessment to the college.</li> </ul>

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

	➤ Works with the WBL coordinator to prepare for an initial interview with the employer and discusses expectations and professionalism (e.g. being on time, professional attire, answering interview questions professionally and making a good first impression)		
<b>EMPLOYER</b>	<b>PLANNING STAGE</b>	<b>PLACEMENT STAGE</b>	<b>ASSESSMENT STAGE</b>
	<ul style="list-style-type: none"> <li>➤ Assigns a qualified, motivated, and accessible WBL supervisor as the lead person</li> <li>➤ Interviews the student and investigates whether the expectations of the student and the company are a good match</li> <li>➤ Makes specific agreements with the college regarding the content, support, and assessment of the WBL</li> <li>➤ Keeps copies of the agreements/ contracts</li> <li>➤ Follows all federal and state employment laws</li> </ul>	<ul style="list-style-type: none"> <li>➤ Orients students to the worksite: business operations, performance expectations, relevant policies and job specific safety training</li> <li>➤ Provides the student with day-to-day supervision and training at the company</li> <li>➤ Provides a qualified, motivated and accessible WBL supervisor</li> <li>➤ Carries out bi-weekly progress meetings with the college staff and the student</li> </ul>	<ul style="list-style-type: none"> <li>➤ The college and the employer evaluate their collaboration during the WBL by filling out separate assessment surveys and see where improvements can be made</li> </ul>

## 1. PLANNING STAGE

Colleges should have methods in place to inform the students and the employers about WBL:

- Processes and resources should be in place to establish structured work-based learning programs (e.g. WBL marketing fliers, student agreements, student handbooks training plan, methods of reimbursement, employer agreements). See the [“WBL protocols supplemental materials”](#) for **sample tools developed by the NRC Colleges**.
- Evaluation systems should be in place to substantiate skill acquisitions and completion of training objectives
- There should exist a checklist of requirements for students for enrolling in WBL. See [“WBL marketing materials and checklists”](#) for a **sample student checklist** developed by NRC
- WBL information should be provided to the student at intake/orientation
- To overcome objections from employers to “paperwork” and “lack of time and resources” by concentrating the message on all that the parties do to develop and implement the WBL. See [“Employer and worksite agreements”](#) for **sample employer agreements** developed by NRC
- Employers need only concern themselves with:
  - Identifying the skills required, training
  - Assessment and invoicing (if applicable)<sup>22</sup>

### *Features of quality WBL programs*

- 
- Clear program goals
  - Clear roles and responsibilities for students, worksite supervisors, and WBL coordinator
  - Assessments to identify existing skills
  - Students’ individual needs and goals are incorporated into WBL activities
  - WBL activities are coordinated as a continuum of career development
  - Reasonable WBL length reflecting both the complexity of the job and skills of the student
  - Specified methods of instruction
  - Established evaluation processes. Go to [“Evaluation tools”](#) for **sample tools** developed by NRC
  - Clear expectations and feedback to assess progress toward achieving learning/skills acquisition goals
  - WBL is part of your sector strategy. As the workforce system becomes increasingly focused on specific sectors offering the greatest likelihood to create economic opportunity and jobs, WBL training should become part of the strategy, where they make sense.
  - WBL activities are in compliance with legal, health, and safety regulations (CWA 2015)
- 

---

<sup>22</sup> (CWA 2015)

### **Guidelines for paid or unpaid WBL**

In the event that a WBL qualifies as a paid position, students legally must be paid the federal minimum wage for the services they provide within the “for-profit” or private sector. They must also be paid overtime. Both regulations fall under the Fair Labor Standards Act (FLSA). In addition, the U.S. Department of Labor has developed six criteria that an employer must apply to determine whether an internship legally qualifies to work without compensation. The following six standards<sup>23</sup> must be met in order to establish that a student qualifies to work unpaid:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

### **Faculty Engagement**

All faculty and staff tasked with coordinating WBL should be knowledgeable about careers and WBL placements. Faculty should be professionally competent, and should demonstrate technical ability and actual business/industry occupational experience within the discipline for which he/she provides instruction. To promote and integrate WBL successfully, faculty need to be engaged during the planning stage. Therefore, it is important to encourage the faculty to:

- Demonstrate how skills taught in the classroom align with the skill requirements of local jobs;
- Invite employers to participate in a career fair or guest speakers’ panel;
- Use career pathways maps that show what type of occupations the program of study leads to as a tool for incorporating career awareness and development in the classroom to build skills;
- Engage students in research on local labor market trends;
- Take an incremental approach when creating lesson plans. First, ensure students have the basic foundational competencies required for the workplace; then, focus on sector-specific topics. With an understanding of the workplace and the targeted industry sector, instruction can then move into occupation-specific topics. This approach will increase awareness of the workplace in general, and then expand awareness to targeted industries and the occupations in-demand within an industry<sup>24</sup>;
- Participate in the WBL training plan and objectives; and

---

<sup>23</sup> U.S. Department of Labor Wage and Hour Division, [Fact Sheet #71: Internships Under The Fair Labor Standards Act](#), April 2010

<sup>24</sup> (Issue Brief: Engaging employers to support adult career pathway programs n.d.)

- Participate in the pre and post WBL evaluation of the student's skills

### **Work-based learning plan**

The “WBL plan” is the center piece of the WBL agreement and a critical component of the planning phase. Well-designed WBL plans have clearly identified learning outcomes and a method to assess whether the learning has been achieved, either through formal or informal assessment. In order to develop the WBL plan, the coordinator should meet with the faculty and the employers and learn their expectations for future workers and then develop the plan based on their feedback.

A well designed work-based learning plan identifies ability level within skill areas (diagnostic) 2. Drives quality of student learning and productivity (goal-setting) 3. Assesses student progress (assessment)<sup>25</sup> See [“WBL Planning tools”](#) for a **template WBL plan**. Additionally, see the [“WBL Planning Worksheet”](#) for a checklist of activities associated with planning a WBL program.

## **2. PLACEMENT STAGE**

The colleges should make provisions for ongoing student support in order that the student can optimize the learning experience. Where appropriate, the colleges should develop and implement procedures defining WBL site visits that will take place and how such visits will be arranged and conducted. The student should take every opportunity on work-based learning to optimize the learning experience, relating to academic course content, developing resiliency skills, and learning professional expectations and behavior. Ideally, these should be not only developed but evidenced, for example in some kind of portfolio, journal, and surveys. At the same time, the student will be undergoing a cultural change. Experiencing the workplace in a new context, discovering that employers have their own priorities, and adjusting to this new perspective may take time. Students should realize that they remain students as well as employees, and should behave so as to enhance the reputation of their course, college/faculty, and maximize the potential for a recurrent WBL opportunity or an employment opportunity within the organization.<sup>26</sup> See [“WBL planning tools”](#) for “**WBL Placement Worksheet”**.

## **3. ASSESSMENT STAGE**

The colleges should make provisions for surveying, compilation, and dissemination of the students' learning experiences and the employers' training experiences. In a broader sense, the colleges should take the opportunity to capture experiences in order to update the program's curricula and to develop partnerships with employers for research, as well as for ongoing work-based learning and employment opportunities. See [“WBL protocols supplemental materials”](#) for sample evaluation tools used by the NRC colleges.

---

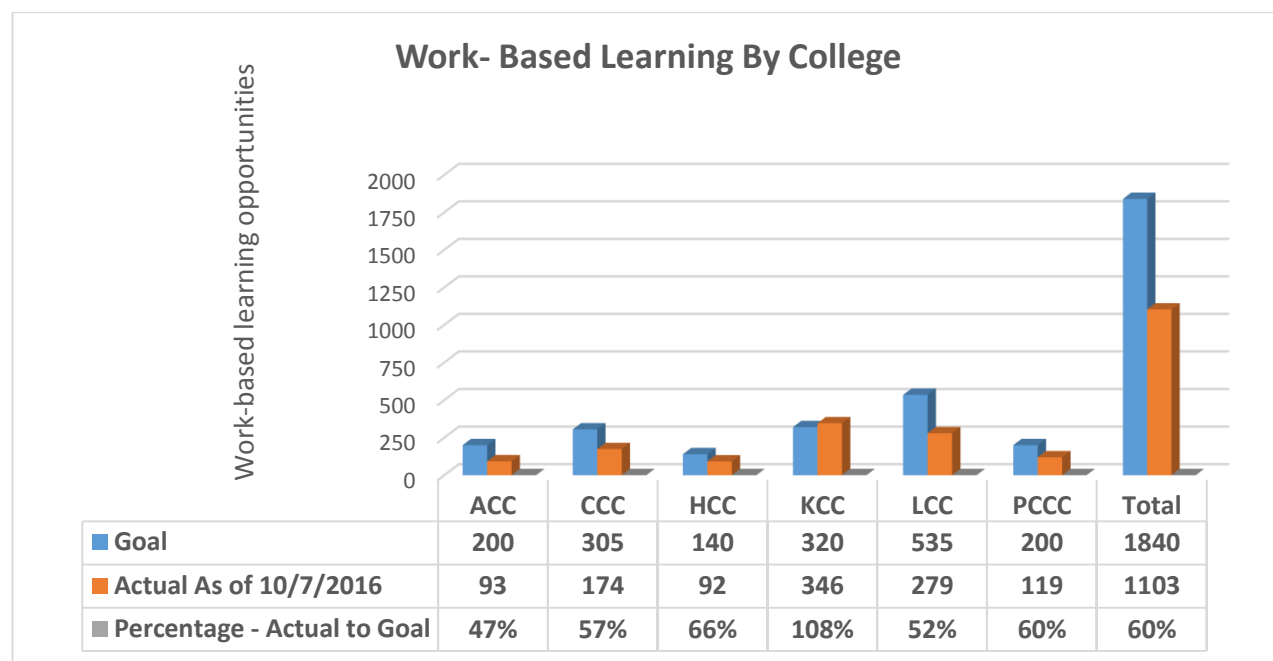
<sup>25</sup> (The New MA Work-Based Learning Plan n.d.)

<sup>26</sup> (ASET 2009)

## WORK-BASED LEARNING PROGRAMS OFFERED BY NRC COLLEGES

NRC colleges have been delivering training to develop skills for dislocated, underemployed, and unemployed participants as well as the incumbent employees to support career advancement within the target sectors. Many employer partners have been reviewing program curricula for relevancy in the marketplace, and providing work-based learning and employment opportunities to NRC students. The job developers and employer engagement specialists play a vital role because they interact with the students daily, and learn about their needs, goals and barriers to employment. They work with the participants to help them overcome their barriers to successful employment. And the students' interaction with the job developers is one of the most important individual services that they receive through the grant which helps them persist in college, complete their program, and obtain employment.

NRC's employer engagement strategies have resulted in over 150 partnerships between the seven NRC colleges and employers. Through these partnerships, the NRC colleges have developed over 50 new WBL programs in healthcare, information technology and environmental technology which led to employment opportunities for participants. The chart below shows the number of WBL opportunities provided through the NRC project since the inception of the grant. As of 10/7/2016, NRC has provided 1103 WBL opportunities through employer partnerships.



In the following section, you will find in depth information about different WBL opportunities provided by the NRC colleges. The WBL experiences are grouped by three target sectors; healthcare, information technology and environmental technology:

## WBL Experiences in Healthcare Programs

<b>1. Name of Program of Study</b>	<b>Certified Home Health Aide for Certified Nurse Aide.</b>
Description of the WBL	Clinical experience offered by Atlantic Cape. This is part of a state mandated curriculum

<b>2. Name of Program of Study</b>	<b>Certified Nurse Aide</b>
Description of the WBL	Clinical experience offered by Atlantic Cape Community College. Placement in residential facility to observe performance of nurse aide duties, assist patients with activities and participate in patient care.
Duration of the WBL	40 hours
Employer Partners' Name(s)	Linwood Care Center
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Feedback from employer on administrative aspects of WBL solicited via email

<b>3. Name of Program of Study</b>	<b>Central Service Technician</b>
Description of the WBL	Clinical experience offered by Atlantic Cape Community College. Hands-on-experience in 10 skills areas as required for certification by <a href="#">IAHCSMM</a>
Name of Program of Study	Central Service Technician
Duration of the WBL	400 hours
Employer Partners' Name(s)	Atlanti Care
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	1) Student performance evaluation form completed by preceptor  2) Clinical experience evaluation form completed by student.

<b>4. Name of Program of Study</b>	<b>EKG Monitor Technician</b>
Description of the WBL	Clinical experience offered by Atlantic Cape Community College. Shadow working tech –

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

	Observation of multiple consoles displaying the EKG waveforms of patients.
Duration of the WBL	40 Hours over 2 weeks
Employer Partners' Name(s)	Atlanti Care , Cape Regional Medical Center and Shore Medical Center
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	1) Student performance evaluation form completed by preceptor 2) Clinical experience evaluation form completed by student. 3) Feedback from employer on administrative aspects of WBL solicited via email/phone.

<b>5. Name of Program of Study</b>	<b>Emergency Medical Technician (EMT)</b>
Description of the WBL	Offered by Atlantic Cape Community College. Internship and ride along (shadowing) to observe provision of EMT services.
Duration of the WBL	Internship: 12 hours and ride alongs: 36 hours
Employer Partners' Name(s)	Atlanti Care
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	1) Student performance evaluation form completed by preceptor  2) Clinical experience evaluation form completed by student.  3) Feedback from employer on administrative aspects of WBL solicited via instructor

<b>6. Name of Program of Study</b>	<b>Medical Assistant</b>
Description of the WBL	Offered by Atlantic Cape Community College. Students have the opportunity to have a clinical experience in three areas: Clinical Medical Assistant, Phlebotomy and EKG/monitor tech. Clinical Medical Assistant experience includes taking medical histories, recording vital signs, explaining treatment procedures of patient, preparing patients for examinations and assisting the physician during exams. EKG/Monitor tech experience includes

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

	shadowing of working tech – observation of multiple consoles viewing the EKG waveforms of patients. The Phlebotomy experience includes obtaining blood sample from a minimum of 100 patients for the purpose of laboratory analysis.
Duration of the WBL	12 hours over 6 weeks
Employer Partners' Name(s)	Atlanti Care , Cape Regional and Shore Medical Center
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	1) Student performance evaluation form completed by preceptor 2) Clinical experience evaluation form completed by student. 3) Feedback from employer on administrative aspects of WBL solicited via email/phone

<b>7. Name of Program of Study</b>	<b>Paramedic</b>
Description of the WBL	Offered by Atlantic Cape Community College. Rotations through hospital departments and field experience as required by state licensing board and accrediting body ( <a href="#">CoAEMSP</a> ).
Duration of the WBL	Minimum of 700 hours hands on clinical experience in areas as mandated by the state and 500 hours of hands on field experience
Employer Partners' Name(s)	Atlanti Care
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Student performance evaluation form completed by preceptor

<b>8. Name of Program of Study</b>	<b>Patient Care Technician</b>
Description of the WBL	Offered by Atlantic Cape Community College. Patient Care- provide basic care to patient in the hospital or inpatient setting. EKG/Monitor technician experience includes shadowing of working tech – observation of multiple consoles viewing the EKG waveforms of patients. The Phlebotomy experience includes obtaining blood sample from a minimum of 100 patients for the purpose of laboratory analysis.

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

Duration of the WBL	6 weeks
Employer Partners' Name(s)	Atlanti Care, Cape Regional and Shore Medical Center
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	1) Student performance evaluation form completed by preceptor 2) Clinical experience evaluation form completed by student. 3) Feedback from employer on administrative aspects of WBL solicited via email/phone

<b>9. Name of Program of Study</b>	<b>Phlebotomy Technician</b>
Description of the WBL	Offered by Atlantic Cape Community College. Perform duties within scope of practice for phlebotomists utilizing venipuncture and dermal puncture to collect blood samples. May also perform waived tests and collect non-blood specimens. Clinical experience may occur in an inpatient and/or outpatient setting.
Duration of the WBL	Until student performs 100 sticks.
Employer Partners' Name(s)	Atlanti Care, Cape Regional and Shore Medical Center
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	1) Student performance evaluation form completed by preceptor 2) Clinical experience evaluation form completed by student. 3) Feedback from employer on administrative aspects of WBL solicited via email/phone.

<b>10. Name of Program of Study</b>	<b>Medical Assistant</b>
Description of the WBL	Offered by Atlantic Cape Community College. Crisis Prevention Institute Workshop for resiliency. <ul style="list-style-type: none"> <li>• Prevention and Deceleration Strategies</li> <li>• Decision Making</li> <li>• Managing Behavioral Risk Using Disengagement and/or holding skills</li> <li>• Post Intervention Approaches</li> </ul> For more info on the program, see <a href="http://www.crisisprevention.com/Specialties/Nonviolent-Crisis-Intervention/Our-Program/Program-Overview">http://www.crisisprevention.com/Specialties/Nonviolent-Crisis-Intervention/Our-Program/Program-Overview</a>

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

Duration of the WBL	1 day
---------------------	-------

<b>11. Name of Program of Study</b>	<b>Certificate and Associate Degree – Paramedic Studies</b>
Description of the WBL	Clinical Rotation #1 offered by Bunker Hill Community College. This is a WBL opportunity in a hospital setting
Duration of the WBL	15 weeks
Employer Partners' Name(s)	Various Hospitals - St. Annes (New Bedford), St. Vincent (Worcester), Metro West Medical (Framingham), Lahey Clinic (Peabody), North Shore Hospital (Salem), Umass Medical, Tufts New England Medical
Does the WBL lead to any credits? If so, how many?	3 Credits
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Monthly evaluation from hospital preceptor – Evaluation form covers all areas of professionalism, work-based skills, as well as soft skills (i.e. people skills).
Any anecdotal information obtained from the employers and the students regarding the WBL	Written anecdotal information is not collected, but Paramedic Studies professor has ongoing contact with students to gauge how their clinical experience is going. The professor also meets with each student on monthly basis to have a more formal feedback session with the student.

<b>12. Name of Program of Study</b>	<b>Certificate and Associate Degree – Paramedic Studies</b>
Description of the WBL	Clinical Rotation #2 offered by Bunker Hill Community College. This is a WBL opportunity in a hospital setting.
Duration of the WBL	15 weeks
Employer Partners' Name(s)	Various Hospitals - St. Annes (New Bedford), St. Vincent (Worcester), Metro West Medical (Framingham), Lahey Clinic (Peabody), North Shore Hospital (Salem), Umass Medical, Tufts New England Medical
Does the WBL lead to any credits? If so, how many?	3 Credits
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Monthly evaluation from hospital preceptor – Evaluation form covers all areas of professionalism,

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

	work-based skills, as well as soft skills (i.e. people skills).
Any anecdotal information obtained from the employers and the students regarding the WBL	Written anecdotal information is not collected, but Paramedic Studies professor has ongoing contact with students to gauge how their clinical experience is going. The professor also meets with each student on monthly basis to have a more formal feedback session with the student.

<b>13. Type of WBL</b>	<b>Certificate and Associate Degree – Paramedic Studies</b>
Description of the WBL	Clinical rotation offered by Bunker Hill Community College. This is a WBL opportunity in a hospital setting.
Duration of the WBL	8 weeks
Employer Partners' Name(s)	Various Hospitals - St. Annes (New Bedford), St. Vincent (Worcester), Metro West Medical (Framingham), Lahey Clinic (Peabody), North Shore Hospital (Salem), Umass Medical, Tufts New England Medical
Does the WBL lead to any credits? If so, how many?	1 Credit
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Monthly evaluation from hospital preceptor – Evaluation form covers all areas of professionalism, work-based skills, as well as soft skills (i.e. people skills).
Any anecdotal information obtained from the employers and the students regarding the WBL	Written anecdotal information is not collected, but Paramedic Studies professor has ongoing contact with students to gauge how their clinical experience is going. The professor also meets with each student on monthly basis to have a more formal feedback session with the student.

<b>14. Type of WBL</b>	<b>Certificate and Associate Degree – Paramedic Studies</b>
Description of the WBL	Paramedic field internship offered by Bunker Hill Community College
Duration of the WBL	15 weeks – Minimum of 100 hours
Employer Partners' Name(s)	Various Ambulance Services - Cataldo Ambulance, Fallon, Vitol, Worcester Emergency, Norton Fire & Rescue, Attelboro Fire, Lexington Fire

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

Does the WBL lead to any credits? If so, how many?	3 Credits
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Monthly evaluation from paramedic preceptor (who has a minimum of two years' experience in the field) – Evaluation form covers all areas of professionalism, work-based skills, as well as soft skills (i.e. people skills).
Any anecdotal information obtained from the employers and the students regarding the WBL	Written anecdotal information is not collected, but Paramedic Studies professor has ongoing contact with students to gauge how their field internship is going. The professor also meets with each student on monthly basis to have a more formal feedback session with the student.

<b>15. Name of Program of Study</b>	<b>Certificate and Associate Degree – Paramedic Studies</b>
Description of the WBL	Work Based Learning in a hospital setting offered by Bunker Hill Community College
Duration of the WBL	15 weeks
Employer Partners' Name(s)	Various Hospitals - St. Annes (New Bedford), St. Vincent (Worcester), Metro West Medical (Framingham), Lahey Clinic (Peabody), North Shore Hospital (Salem), Umass Medical, Tufts New England Medical
Does the WBL lead to any credits? If so, how many?	3 Credits
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Monthly evaluation from hospital preceptor – Evaluation form covers all areas of professionalism, work-based skills, as well as soft skills (i.e. people skills).
Any anecdotal information obtained from the employers and the students regarding the WBL	Written anecdotal information is not collected, but Paramedic Studies professor has ongoing contact with students to gauge how their clinical experience is going. The professor also meets with each student on monthly basis to have a more formal feedback session with the student.

<b>16. Name of Program of Study</b>	<b>Certified Nurse Assistant (CNA)</b>
Description of the WBL	Clinical experience offered by Housatonic Community College. Hands-on CNA training at a long term care facility.
Duration of the WBL	36 hours

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

Employer Partners' Name(s)	Lord Chamberlain Nursing & Rehabilitation Center
Does the WBL lead to any credits? If so, how many?	No, but it is required to be completed before students can sit for the <a href="#">Prometric CNA</a> exam
Anecdotal information obtained from the employers and the students	Numerous students who completed the CNA training program have subsequently been employed at Lord Chamberlain, which is the host site for the clinical experience.

<b>17. Name of Program of Study</b>	<b>Patient Care Technician (PCT)</b>
Description of the WBL	Offered by Housatonic Community College. PCT clinical experience at a major hospital.
Duration of the WBL	36 hours
Employer Partners' Name(s)	Bridgeport Hospital

<b>18. Name of Program of Study</b>	<b>Community Health Worker (CHW)</b>
Description of the WBL	Offered by Housatonic Community College. 50-hour mandatory internship for Community Health Worker (CHW) students. Attached is a <a href="#">CHW internship manual</a> that the job developer gives out to prospective new internship site partners. This manual borrows quite extensively from one that was provided to the job developer of Passaic County Community College.
Duration of the WBL	Minimum of 50 hours
Employer Partners' Name(s)	GBAPP; Bridgeport Hospital; AmeriCares; Southwest Community Health Center; The Center for Family Justice; The Witness Project of CT; Sickie Cell Disease Assn. of Southern CT; Bridgeport Health Department; VITAS Healthcare
Does the WBL lead to any credits? If so, how many?	The CHW program has been approved by Charter Oak State College as a 4 credit program. The mandatory internship is an integral part of the course.
Anecdotal information obtained from the employers and the students	One of our CHW graduates is currently working as a CHW for the State of CT's "Wise Woman" Program

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

<b>19. Name of Program of Study</b>	<b>Medical Assisting</b>
Description of the WBL	Offered by Housatonic Community College. Mandatory 160-hour externship for Medical Assisting degree students, approximately half clinical and half administrative. Attached is a <a href="#">Medical Assisting Clinical Externship Manual</a> .
Duration of the WBL	Minimum of 160 hours
Employer Partners' Name(s)	Southwest Community Health Center Optimus Health Care
Does the WBL lead to any credits? If so, how many?	4 credits
Anecdotal information obtained from the employers and the students	Five Medical Assisting degree students completed their externships for the Spring 2016 term. Another is currently doing her externship this summer.

<b>20. Name of Program of Study</b>	<b>Alcoholism and Substance Abuse Counseling Program</b>
Description of the WBL	Offered by Kingsborough Community College. Field internship. Students participate in counseling activities with program clients, supervision meetings and other professional activities at NYS licensed treatment agencies under the supervision of both program staff and college faculty.
Duration of the WBL	160 hours
Employer Partners' Name(s)	Beth Israel Hospital Tx Program Bridge Back to Life – OP Brooklyn Vets Treatment Court Camelot Residential Center for Community Alternatives Coney Island Hospital DD Clinic Global Counseling Center Kings County Hospital Kingsboro ATC Phoenix House, Realization Center Resource Counseling Center Samaritan Village, Intake/Resid. SuCasa/Lower East Side Service Center
Does the WBL lead to any credits? If so, how many?	Yes – 7 credits

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Completion confirmation
<b>21. Name of Program of Study</b>	<b>Certified Nurse Aide</b>
Description of the WBL	Supervised clinical externship offered by Kingsborough Community College. Extension of classroom and laboratory instruction in a long term care nursing facility in order to teach the application of skills for direct patient care. The SCE must be supervised and directed by the nurse aide instructor.
Duration of the WBL	30 hours
Employer Partners' Name(s)	Menorah Center for Rehabilitation and Nursing Care
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Performance assessment using a rating scale and description of observed behaviors.

<b>22. Name of Program of Study</b>	<b>Credit – Emergency Medical Services – Paramedic Continuing Education – Emergency Medical Technician Original</b>
Description of the WBL	Clinical rotations offered by Kingsborough Community College. Clinical or field observations of 8-hour shifts either in an emergency department (clinical) or in an ambulance (field). Students must satisfactorily perform all practical skills in order to successfully complete the course.
Duration of the WBL	Required minimum of 10 hours; hours vary by location and shift, anywhere from 10-24 hours.
Employer Partners' Name(s)	Lenox Hill Ambulance Maimonides Ambulance Maimonides Medical Center – Anesthesia / O-R Maimonides Medical Center – Peds Emergency Room North Central Bronx Hospital – Adult Emergency Room North Central Bronx Hospital – Peds Emergency Room North Shore University Hospital Forest Hills – Adult ER North Shore University Hospital Forest Hills – ICU

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

	OCME – Morgue Brooklyn Queens General Hospital – Adult Emergency Room Queens General Hospital – Psychiatric ER Wyckoff Medical Center – Ambulance
Does the WBL lead to any credits? If so, how many?	Credit – course requirement - course is 5 credits Continuing Education – course requirement – 0 credits
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Performance rating scale evaluation and comments.
Anecdotal information obtained from the employers and the students	Student Evaluations of Preceptor and Rotation Site are available to students for feedback of their experience. Evaluation includes a rating scale and comments section.

<b>23. Name of Program of Study</b>	<b>Culinary Arts Training</b>
Description of the WBL	<p>Offered by Kingsborough Community College. Students participate in kitchen tours on and off campus. At Panda House, the campus cafeteria, students view the kitchen and take notice of its operation, sanitization, and size. Students perform the same task during off campus kitchen visits and also have the opportunity to speak to owners about restaurant management and starting a business. The Kingsborough Community College urban farm tour exposes students to different types of produces and their importance in the culinary art industry. Students also learn about growing crops in urban areas.</p> <p>During the Workforce One Presentations students participate in an employment readiness workshop that focuses on their interviewing skills and marketing their transferable skills. They also learn about employment opportunities offered through Workforce One and can be prescreen if they show immediate interest.</p>
Duration of the WBL	The various WBL opportunities are offered throughout the duration of the 10 week training.
Employer Partners' Name(s)	Workforce One Center- Coney Island Panda House Restaurant Chillax Cafe

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

Anecdotal information obtained from the employers and the students	Some of our students have been hired by the employment opportunities offered at the Workforce One presentation. Students also appreciate the kitchen and site tours, as it provides them with a more realistic view of what it is like to work in a restaurant and manage a business.
--	---

<b>24. Name of Program of Study</b>	<b>Community Health Worker</b>
Description of the WBL	<p>Internship opportunities and health-based presentation to young adults offered by Kingsborough Community College. Internship opportunities are presented to CHW students during the first few weeks of occupational training. It is strongly recommended that students commit to completing at least 20 hours in the CHW field to bolster their resume with relevant experience. Students receive assistance from job developers and program staff in preparing their resume for internships and identifying internships. Internships are to be completed during the training program.</p> <p>The young adult presentations are conducted towards the end of training and is supported through the occupational training course COH 20. The CHW students form groups and choose a health topic relevant to young adults such as nutrition, sex education, and/or substance abuse.</p> <p>During the presentations, students are given 20 minutes to present their topics which must include reliable information and sources. The students are then graded by their professor on presentation skills and reliability of the information presented.</p>
Duration of the WBL	Up to 12 weeks, depending on the duration of the internship.
Employer Partners' Name(s)	Maimonides Hospital Sunrise Senior Living Workforce One Center- Coney Island
Does the WBL lead to any credits? If so, how many?	The internships do not lead to credits but the presentation is tied to a credit bearing course for 3 credits.

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	An evaluation (rubric) of the presentation is done by the CHW professor.
Anecdotal information obtained from the employers and the students	The majority of the students that participate in the internship provide positive feedback about the experience. They mention the value of learning hands on skills while learning in the classroom. The students overall enjoy presenting to the young adults, stating they find satisfaction in educating people on important health issues.

<b>25. Name of Program of Study</b>	<b>Community Health Worker (CHW)</b>
Description of the WBL	Offered by Passaic County Community College. Non clinical, site assigned and classroom once a week.
Duration of the WBL	45 hours/ 5 weeks
Does the WBL lead to any credits? If so, how many?	Yes, 2 college credits
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Yes. Site: student checklist performance review, student experience evaluation and mentor evaluation. Classroom: journals and time sheets
Anecdotal information obtained from the employers and the students	CHW work place learning led to two full time employments

<b>26. Name of Program of Study</b>	<b>The Culinary School at Eva's Village</b>
Description of the WBL	Offered by Passaic County Community College. Non clinical
Duration of the WBL	Duration is 128 hours
Employer Partners' Name(s)	Eva's Village
Does the WBL lead to any credits? If so, how many?	TBD No credits
Anecdotal information obtained from the employers and the students	Yes, internship evaluation and time sheet

<b>27. Name of Program of Study</b>	<b>Imaging Academy: CT and MRI</b>
Description of the WBL	Clinical experience offered by Passaic County Community College.

Duration of the WBL	Imaging Academy is competency based - there is no definitive time. Students must master CT and MRI skills.
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	The work based learning utilizes student evaluation and the skills.

## WBL Experiences in Information Technology (IT) Programs

1. Name(s) of Program of Study	Programming and Database
Description of the WBL	Worksite Visit, Job Shadow, Software Test offered by Bunker Hill Community College. Students in CIT visit job site, work with UX developers and test Codiscope software prior to software launch. 5 different students on two separate occasions visited Codiscope for one hour and tested software application. 10 students total.
Duration of the WBL	1-1.5 hours per student
Employer Partners' Name(s)	Codiscope
Paid?	\$50 Amazon gift card for those that participated
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Qualtrics survey was administered to participants. Click here for the student survey: <a href="https://bunkerhillcc.co1.qualtrics.com/jfe/form/SV_OrzEI7nBMdmYnjv">https://bunkerhillcc.co1.qualtrics.com/jfe/form/SV_OrzEI7nBMdmYnjv</a>
Any anecdotal information obtained from the employers and the students regarding the WBL	See " <a href="#">Codiscope testimonials</a> " document for the feedback received from the students to the survey questions

2. Name(s) of Program of Study	Networking and Computer Information Systems
Description of the WBL	<p>Internship offered by Bunker Hill Community College.</p> <ul style="list-style-type: none"> <li>• Students intern 16-40 hours per week</li> <li>• Interns work 5 or 7 months (Sep-Jan/ Feb-Aug),</li> <li>• Students earn \$15 per hour</li> <li>• Students earn three academic credits in their major</li> <li>• Companies fund transportation stipends (\$180-\$500)</li> <li>• Companies provide mentors &amp; professional development</li> </ul>

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

Duration of the WBL	5 to 7 months
Employer Partners' Name(s)	Raytheon
Does the WBL lead to any credits? If so, how many?	3 Academic Credits
Paid?	\$15.00 /hour + Travel Stipend
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Formal internship agreement and Qualtrics survey for both mid and final evaluations. <a href="https://bunkerhillcc.co1.qualtrics.com/jfe/form/SV_ebTwb93Cqp82u0d">https://bunkerhillcc.co1.qualtrics.com/jfe/form/SV_ebTwb93Cqp82u0d</a>
Any anecdotal information obtained from the employers and the students regarding the WBL	Possibly at the end of semester

<b>3. Name(s) of Program of Study</b>	<b>Data Management, Information Technology Security, Computer Information Systems, Computer Science</b>
Description of the WBL	<p>Internship offered by Bunker Hill Community College.</p> <ul style="list-style-type: none"> <li>• Students intern 16-40 hours per week</li> <li>• Interns work 5 or 7 months (Sep-Jan/ Feb-Aug)</li> <li>• Students earn \$15 per hour</li> <li>• Students earn three academic credits in their major</li> <li>• Companies fund transportation stipends (\$180-\$500)</li> <li>• Companies provide mentors &amp; professional development</li> </ul>
Duration of the WBL	5 to 7 months
Employer Partners' Name(s)	Tufts Technology Services
Does the WBL lead to any credits? If so, how many?	3 Academic Credits
Paid?	\$15.00 /hour + Travel Stipend
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Formal internship agreement and Qualtrics survey for both mid and final evaluations. <a href="https://bunkerhillcc.co1.qualtrics.com/jfe/form/SV_ebTwb93Cqp82u0d">https://bunkerhillcc.co1.qualtrics.com/jfe/form/SV_ebTwb93Cqp82u0d</a>
Any anecdotal information obtained from the employers and the students regarding the WBL	Possibly at the end of semester
<b>4. Name of Program of Study</b>	<b>Data Management</b>
Description of the WBL	Clean Energy Engineering Internship offered by Bunker Hill Community College. Assist engineering

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

	staff with experimental design, execution, analysis, and iterative improvement.
Duration of the WBL	3 Months
Employer Partners' Name(s)	MTPV Power Corp.
Paid?	\$14/hour
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Student Follow up / survey

<b>5. Name of Program of Study</b>	<b>Data Management</b>
Description of the WBL	Internship by Bunker Hill Community College. The Reporting Analyst intern will work on exploring data sets using visualizations produced in Tableau. Work will be performed through direction provided by the Business Intelligence team.
Duration of the WBL	6 months
Employer Partners' Name(s)	REsurity
Paid?	\$15/hour
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Evaluation to be administered by faculty member

<b>6. Name of Program of Study</b>	<b>Network Technology, Computer Information Systems, Cyber Security, Programming &amp; Database, Web Development</b>
Description of the WBL	<p>Internship opportunity offered by Bunker Hill Community College</p> <ul style="list-style-type: none"> <li>• Students intern 16-40 hours per week</li> <li>• Interns work 5 or 7 months (Sep-Jan/ Feb-Aug)</li> <li>• Students earn \$15 per hour</li> <li>• Students earn three academic credits in their major</li> <li>• Companies fund transportation stipends (\$180-\$500)</li> <li>• Companies provide mentors &amp; professional development</li> </ul>
Duration of the WBL	5 to 7 months
Employer Partners' Name(s)	Plymouth Rock Assurance – Shared Technology Services Group Inc.
Does the WBL lead to any credits? If so, how many?	3 Academic Credits
Paid?	\$15.00 /hour + Travel Stipend

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Formal internship agreement and Qualtrics survey for both mid and final evaluations. <a href="https://bunkerhillcc.co1.qualtrics.com/jfe/form/SV_ebTwb93Cqp82u0d">https://bunkerhillcc.co1.qualtrics.com/jfe/form/SV_ebTwb93Cqp82u0d</a>
<b>7. Name of Program of Study</b>	<b>Gaming and Computer Simulation</b>
Description of the WBL	Internship opportunity offered by Bunker Hill Community College. EdTech Startup, developing gamification of education program
Duration of the WBL	4-month and ongoing
Employer Partners' Name(s)	Swamp Root
Does the WBL lead to any credits? If so, how many?	3 credit
Paid?	Equity stake
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Faculty chair will administer evaluation

<b>8. Name of Program of Study</b>	<b>Graphics 2</b>
Description of the WBL	Field trip offered by Capital Community College. iQuilt Project
Duration of the WBL	1 full day
Does the WBL lead to any credits? If so, how many?	Yes, it leads to 3 Graphics 2 credits

<b>9. Name of Program of Study</b>	<b>Mobile Applications</b>
Description of the WBL	Offered by Capital Community College. Industry specific software used in grant course work. Android Studio for Android programming.
Duration of the WBL	1 Semester
Does the WBL lead to any credits? If so, how many?	Yes, 3

<b>10. Name of Program of Study</b>	<b>Mobile Applications</b>
Description of the WBL	Offered by Capital Community College. Industry specific software used in grant course work. XCode for iOS programming
Duration of the WBL	1 Semester
Does the WBL lead to any credits? If so, how many?	Yes, 3

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

<b>11. Name of Program of Study</b>	<b>Cybersecurity</b>
Description of the WBL	Offered by Capital Community College. Use of Industry Specific Software Cisco Router and Switch, Cisco Firewall
Duration of the WBL	1 semester
Does the WBL lead to any credits? If so, how many?	Yes, Networking 1-3 credits

<b>12. Name of Program of Study</b>	<b>Computer Information Systems (CIS)</b>
Description of the WBL	Temporary employment offered through a partnership between Housatonic Community College and People's United Bank. Since the employer did not want to deal with the agreements required for an "internship", it was decided a temporary position would be preferable to their human resources department.
Duration of the WBL	4 months
Employer Partners' Name(s)	People's United Bank
Paid?	Yes, this was a paid temporary position
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Student worked with senior IT staff members who evaluated his performance.
Anecdotal information obtained from the employers and the students	People's United hired a CIS graduate for a part-time (20 hours) 4-month temp position. After 2 months, they promoted him to a permanent, full-time staff member. He has been working there over a year and a half now, and received a sizable salary raise based on his job performance.

<b>13. Name of Program of Study</b>	<b>Computer Information Systems (CIS)</b>
Description of the WBL	Programming Apprenticeship: This is a 12-week program offered by Housatonic Community College focused on providing apprentices with software development experience with both individual and team projects dealing with real word applications. Each week begins with a 2 hour training session, and the concepts and technologies presented are often incorporated into project assignments.
Duration of the WBL	12 weeks
Employer Partners' Name(s)	A-100 (Independent Software)

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

Does the WBL lead to any credits? If so, how many?	No credits are earned, but apprentices acquire valuable training, and software development experience, using in-demand technologies
Paid?	These apprenticeships historically often lead to a job offer
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Each apprentice's performance and technical prowess is observed and evaluated by their site manager
Anecdotal information obtained from the employers and the students	HCC has one IT student currently apprenticing at A-100; hopefully it will result in a job offer at the conclusion of the program

<b>14. Name of Program of Study</b>	<b>Computer Information Systems (CIS)</b>
Description of the WBL	Summer Programming Internship offered by Housatonic Community College. This 12-week program started the first week of June. During the first few weeks, interns will learn HTML, CSS, JavaScript, and Meteor through a combination of resources, online course work provided by Checkmate and collaboration with fellow interns. The following few weeks consist of working as a team member on a Checkmate project, putting the intern's skills to the test from the idea stage to a developed product! Weekly tutorials and trainings will also be conducted by members of the Checkmate Development Team.
Duration of the WBL	12 weeks
Employer Partners' Name(s)	Checkmate Creations
Does the WBL lead to any credits? If so, how many?	No credits are earned, just valuable industry experience
Paid?	These are unpaid internships, but may lead to a job offer
Anecdotal information obtained from the employers and the students	We have two IT interns at this company currently. They still have a week or two until the internship concludes, but my contact at Checkmate Creations has indicated their performance has been "fantastic" so far and he inquired whether I would have any intern candidates for the fall semester.

## WBL Experiences in Environmental Technology Programs

1. Name of Program of Study	Construction Management
Description of the WBL	Internship offered by Capital Community College. Student works with Water Company to help process contracts, bids and union negation paperwork
Duration of the WBL	12 weeks
Employer Partners' Name(s)	MDC
Does the WBL lead to any credits? If so, how many?	Yes, Credit in Business Class
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Employer Survey
Anecdotal information obtained from the employers and the students	Student was asked to apply for a rare job opening after internship was completed. Student will now stay on with company.

2. Name of Program of Study	Construction Management
Description of the WBL	Field trip offered by Capital Community College. Construction management students visit an active job site
Duration of the WBL	1-2 days
Anecdotal information obtained from the employers and the students	This WBL Site may vary depending on the progress of the construction process.

3. Name of Program of Study	Architecture
Description of the WBL	Architecture internship at Tai Soo Kim Partners offered by Capital Community College.
Duration of the WBL	12 weeks
Employer Partners' Name(s)	Tai Soo Kim Partners
Does the WBL lead to any credits? If so, how many?	Yes, 3 Credits for the Business Internship Course

4. Name of Program of Study	Architectural Design 2
Description of the WBL	Field trip offered by Capital Community College. Wadsworth Athenaeum Students were able to study the design of this historic museum
Duration of the WBL	Day Trip

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

Does the WBL lead to any credits? If so, how many?	Yes, 3 Design 2
--	-----------------

<b>5. Name of Program of Study</b>	<b>Architecture</b>
Description of the WBL	Jurors critique student's final projects. Offered by Capital Community College.
Duration of the WBL	1 week
Employer Partners' Name(s)	Various
Does the WBL lead to any credits? If so, how many?	Yes, 3, ARC 203

<b>6. Name of Program of Study</b>	<b>Drafting 2</b>
Description of the WBL	Guided tour offered by Capital Community College. Students were given access to renovation of West Middle School
Duration of the WBL	2 days
Employer Partners' Name(s)	James Vance Architects
Does the WBL lead to any credits? If so, how many?	Yes. Drafting 2 Class

<b>7. Name of Program of Study</b>	<b>Green Ladders</b>
Description of the WBL	Job shadowing practicum offered by LaGuardia Community College. The Green Ladders Training Program is a free, adult education program for unemployed or underemployed individuals under LaGuardia Community College's Adult and Continuing Education (ACE) Division. It is a comprehensive 30-day program that focuses on building operations & maintenance, and waste management & green cleaning. It also includes OSHA 10-Hour Construction, Mold, Lead & Asbestos, job readiness, customer service, and 1-year job placement assistance to help connect graduates to green opportunities.
Duration of the WBL	30 days, Monday to Friday, 9am to 5pm
Employer Partners' Name(s)	Queens Botanical Garden
Any evaluation of the WBL? If yes, what kind of evaluation tools are used?	Quizzes and assignments, one – on –one consultations with the case manager/ job readiness

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

	instructor, check-in/update surveys, and feedback from employment partner and other instructors
Anecdotal information obtained from the employers and the students	Graduation speeches of students, student responses from one-on-one consultations, electronic correspondence between students and instructors during and after program completion, employer feedback to employment specialist and/or case manager

## WORK-BASED LEARNING PROTOCOLS SUPPLEMENTAL RESOURCES

---

### WBL planning tools

- [WBL Training Sponsor/Employer Interest Survey](#)
- [WBL Training Plan Template](#)
- [WBL Planning Worksheet](#)
- [WBL Placement Worksheet](#)
- [WBL Timeline Chart](#)
- [WBL Form that was developed to gather program information from the consortium colleges](#)

### WBL marketing materials and check lists

- [Community Health Worker Marketing Overview](#) – Passaic County CC
- [Workplace Learning Overview](#)– Passaic County CC
- [Community Health Worker Program Overview and Employment](#)– Passaic County CC
- [Community Health Worker WBL Completion Documentation Check List](#)- Passaic County CC
- [Community Health Worker Workplace Learning To site and evaluations](#)- Passaic County CC
- [Community Health Worker Flyer](#)- Capital CC
- [Food Service Flyer](#)- Capital CC
- [Emergency Medical Technician Flyer](#)- Capital CC
- [Weatherization Flyer](#)- Capital CC
- [Customer Service Flyer](#)- Capital CC

### WBL student manuals, agreements, and related tools

- [Student Field Work Manual for Medical Assistant Externship](#)- Housatonic CC
- [Community Health Worker Internship Manual](#)- Housatonic CC
- [Community Health Worker Time sheet](#)- Passaic County CC
- [Community Health Worker Student Engagement Contract](#)- Passaic County CC
- [Student Interview Attestation Schedule](#)- Passaic County CC
- [LaGuardia clinical guide Emergency Medical Technician](#)- LaGuardia CC
- [Clinical Manual Medic](#)- LaGuardia CC
- [Community Health Worker Workplace Learning To site and evaluations](#)- Passaic County CC

### Employer and worksite agreements

- [Clinical and Externship Agreement Template](#)- Housatonic CC
- [Queens Botanical Garden Scope of Work](#)- LaGuardia CC
- [Solar One Scope of Work](#)- LaGuardia CC
- [Harlem Hospital Center](#)- LaGuardia CC

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

**Evaluation tools**

- [Internship Evaluation and Timesheet](#)- Capital CC
- [Workplace Learning Student survey](#)-Passaic County CC
- [Workplace Learning Site survey](#) -Passaic County CC
- [Clinical Preceptor Form](#)- LaGuardia CC

**Other**

- [Codiscope Testimonials](#)- Bunker Hill CC
- [Codiscope Survey Results](#)-Bunker Hill CC
- [Forward Thinking Career Services-Strategies for Enhancing Alumni and Employer Relations](#)- Bunker Hill CC
- [Technology Networking Night Spring 16 Event Report](#)- Bunker Hill CC

## GLOSSARY

---

### United States Department of Labor and WBL

The U.S. Department of Labor (DOL) is proposing to implement a number of improvements to the public workforce system and its delivery of services to all jobseekers, workers, and employers through WIOA. Among the improvements that DOL highlights in the proposed rules is promoting work-based learning.

### Apprenticeship

WIOA provides an extraordinary opportunity for the public workforce system to transform and improve the quality of life for job seekers and workers through an integrated, job-driven system that links diverse talent to our nation's businesses.

Registered Apprenticeship is a proven workforce strategy<sup>27</sup> that can help state and local workforce systems transform how they meet the needs of businesses and workers and fully achieve the vision for the workforce system under WIOA. The critical strategies that are called for in WIOA, such as sector strategies and career pathways, are at the heart of the apprenticeship model. The foundation of apprenticeship is deep industry engagement that can further the workforce system's efforts to support regional economies. Apprenticeship is an effective work-based learning approach that builds worker skills and establishes pathways to higher levels of employment and wages. WIOA includes several changes that strengthen Registered Apprenticeship as a resource, a training strategy, and as a partner in the workforce system. For more information: Visit "Apprenticeship USA Toolkit" page for tools to learn, build, and integrate apprenticeship to your workforce system. <https://www.dol.gov/apprenticeship/toolkit.htm>

### Internships

An internship provides students and recent graduates with the opportunity to expand and connect classroom learning under supervision in a work-based context. An internship is grounded in experiential learning with an emphasis on self-reflection and on-the-job professional experience in an occupational career field of the intern's choice.<sup>28</sup>

Benefits to students include practical experience and may include earning college credit. Benefits to employers include opportunities to work with highly motivated students who can provide work assistance, up-to-date skills, and enthusiasm.

---

<sup>27</sup> (DOL, WIOA: Advancing Apprenticeship as a Workforce Strategy n.d.)

<sup>28</sup> (Youth n.d.)

## WORK-BASED LEARNING PROTOCOLS

### Northeast Resiliency Consortium

Internships can be structured in the following ways:

- Full or part-time
- Short or long-term
- Paid or unpaid
- For credit and not-for-credit
- Self-directed or mentor-led

Furthermore, WIOA prepares vulnerable youth and other job seekers for successful employment through increasing the use of proven service models services. Local areas must spend at least 20 percent of youth formula funds on work experience activities such as summer jobs, pre-apprenticeship, on-the-job training, and internships so that youth are prepared for employment.

### **Cooperative work experience**

Through cooperative work experience, students earn credits for a paid or unpaid internship, volunteer opportunity or job. If students are in a job related to their major, they may register for work experience. If their work is not related to their major, they may register for general work experience as in the case of Los Rios Community College and earn 16 Work Experience units. California State University accepts units of work experience classes as electives when the students' work is related to their major. Through work experience, students gain transferable units. For more information visit: <http://wexp.losrios.edu/students.php>

### **Credit for prior learning**

In some cases, students can receive course credits based on college-level knowledge and skills gained outside the college classroom, including work-based learning and employment. There needs to be an assessment of how training programs (including military training, apprenticeships, and other standardized training) compare to a college's current course offerings. Faculty evaluate the curriculum and learning outcomes of the prior training program to determine how well it matches the learning outcomes in their own courses, creating a clearly articulated connection – crosswalk – between the two sets of learning outcomes.

Regional Prior Learning Assessment (PLA) standards were developed through an iterative process among the NRC consortium leads, college faculty and staff, and Achieving the Dream (ATD). These PLA standards are intended to expand opportunities for students to receive credit for prior learning. For individuals interested in learning more about PLA systems, here is a link to the PLA handbook on ATD website: <http://achievingthedream.org/resource/14894/prior-learning-assessment-pla-handbook>

If students have taken formal training through an employer, the military, or a professional association, or if they have taken certain national exams (AP, DANTES, CLEP, and many others), they may be able to use these to get college credit. The American Council on Education (ACE) is a national organization that keeps track of these types of trainings. ACE has evaluated each type of training and provides recommendations to colleges for granting college credit that recognizes the training's specific value. Most colleges follow ACE's recommendations. The VCN website offers a tool you can use to gather information on all the different tests,

trainings, and certifications that may be accepted by your college for credit for prior learning. For more information visit: <http://www2.acenet.edu/credit/?fuseaction=browse.main>

### **Job shadowing**

Job shadowing allows students to explore career paths while spending time with a professional currently working in a specific industry. This opportunity provides the student with (a) an inside glimpse of what the profession of choice entails and (b) time to interact with a professional role model in the workplace. Job shadowing also serves the more general and overarching objective of providing both personal and professional networking opportunities for students. Job shadowing is an opportunity for employers to open their businesses to potential future employees and share with them the “ins” and “outs” of a career in their industries. They can also engage the student in a professional environment and emphasize employability skills such as attendance, attire, and punctuality.

### **Mentorship**

Mentors can be vital leaders for guiding younger students. In a community college, mentors are often older community college students who have demonstrated specific academic or professional successes in their collegiate studies. By sharing their knowledge and insight with new and younger students, they can help enhance the success of all. The general concept focuses on pairing a new or young student with an older, more experienced student. Mentors can guide new students by helping them set their schedules, by providing campus tours, or by offering to serve a new student as an academic tutor or study buddy. Mentors are normally students, although may also be faculty members, while mentees are new and younger students, or students who may need special support services, such as ESL support, transfer support, and so forth.

Some goals of a mentorship program may include:

- Establish a network of support
- Mentors can foster a relationship with their mentee that guides the student on the journey towards self-reliance, successful graduation, and transfer to a four-year institution or job placement
- Mentors can challenge their mentees to confront and overcome personal, academic, and professional challenges, and to be more resilient

### **Practicum**

Practicums are field experiences that allow a student to observe and document how working professionals perform their job responsibilities. Students participate to a limited extent in performing tasks under supervision by program professors and on-site staff. Concurrently, students enroll in a course which outlines the expectations and requirements of the practicum.

The expectations associated with a practicum vary according to the career. For example, a practicum in teaching may require assisting the teacher with implementing small group instruction, whereas a practicum in nursing may entail recording vital signs for one or two patients under supervision.

## WORK-BASED LEARNING PROTOCOLS

### Northeast Resiliency Consortium

Participation at the practicum site is typically two or three times per week for a few hours per session. No remuneration is expected for a practicum, but it can qualify for academic credit.

### **Service learning**

Service learning combines classroom instruction with community service to address community needs. Students take what they learn in the classroom and apply that knowledge to real-world problems in their communities, hence turn the problems into learning opportunities. Service learning enhances the student experience by:

- Teaching critical thinking skills to solve complex problems in the context of real-world situations
- Encouraging civic responsibility and community action
- Promoting cooperation and teamwork
- Building character

Examples of service learning activities may include:

- Working on community improvement projects such as the Habitat for Humanity project constructing housing for low income families
- Assisting with voter registration
- Working with a neighborhood association
- Working with a public interest organization
- Working with a political campaign
- Assisting with community events and projects such as museum activities, cultural awareness programs, fairs and festivals, Adopt-a-Highway, neighborhood clean-up/beautification days
- Serving as a mentor for a young person through Big Brothers Big Sisters, Scouting, 4-H or other youth organizations
- Helping senior citizens with a variety of activities that enhance their quality of life
- Conducting a conservation project at a park, lakeshore or nature center
- Tutoring elementary or secondary students in a variety of subjects, working with Literacy Volunteers of America, or serving as a "Reading Partner" to encourage youngsters to develop good reading habits<sup>29</sup>

### **Worksite field trips**

Worksite field trips are guided tours of businesses. They provide the opportunity to learn about work processes and the skill requirements of different jobs. Can be arranged for an individual student or an entire class. It is usually more valuable for both students and employers when it involves a small group.

---

<sup>29</sup> (University of Wisconsin n.d.)

## BIBLIOGRAPHY

---

- ASET. 2009. "A Good Practice Guide for Placement." *ASET integrating work and learning*. Accessed 2015. [aset.org](http://aset.org).
- Brown, A, J Bimrose, S Barnes, S Kirpal, T Gronnig, and M Daehlen. 2010. *Changing Patterns of Working, Learning and Career Development Across Europe*. Final Report, Warwick: Institute for Employment Research, University of Warwick.
- Childress, Leah, Derek Price, Robert Roach, and Wendy Sedlak. 2016. "Supporting Resiliency: Building Resilient Communities through Enhanced Student Supports." Brief.
- CWA. 2015. *California Workforce Association*. May. Accessed April 2016. <http://calworkforce.org/>.
- Damato, Harold, interview by Ozlem Rozanitis. 2016. *Prior learning credit in work-based learning* (March).
- n.d. *Department of Labor, Apprenticeship*. Accessed 2016 March. <https://www.dol.gov/apprenticeship/toolkit.htm>.
- DOL, US. 2015. *Notice of NPRM*. April. Accessed February 2016. <https://www.federalregister.gov/articles/2015/04/16/2015-05530/workforce-innovation-and-opportunity-act-notice-of-proposed-rulemaking>.
- . n.d. *WIOA: Advancing Apprenticeship as a Workforce Strategy*. Accessed March 2016. <https://www.dol.gov/apprenticeship/docs/WIOA-RA-Fact-Sheet.pdf>.
- Guile, D., and T. Griffiths. 2001. "Learning through work experience." *Journal of Education and Work* 14: 114-131.
- Institute, Collegiate Employment Research. 2010. "Under the Economic Turmoil a Skills Gap Simmers, CERI Research Brief 1-2010."
- n.d. *Issue Brief: Engaging employers to support adult career pathway programs*. Accessed April 2016. [http://lincs.ed.gov/publications/pdf/acp/Engaging\\_Employers\\_IssueBrief.pdf](http://lincs.ed.gov/publications/pdf/acp/Engaging_Employers_IssueBrief.pdf).
- Jacobson, Kinga. 2015. "Powerful Work-Based Learning." *Techniques Connecting Education and Careers*, January: 15-19.
2016. *Linkedlearning*. Accessed February 2016. <http://www.linkedlearning.org/about/>.
- Maguire Associates, Inc. 2012. "The Role of Higher Education in Career Development: Employer Perceptions." *The Chronicle of Higher Education and American Public Media's Marketplace*, December: 24.
2013. "NRC Grant Proposal." Passaic County Community College.

WORK-BASED LEARNING PROTOCOLS  
Northeast Resiliency Consortium

- Powell, Michael, Meredith Archer-Hatch, Edward Fians, and Alexandra Shinert. 2016. *Creating Resiliency and Pathways to Opportunity*. Brief, Champaign: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.  
<http://occrl.illinois.edu/docs/librariesprovider4/tci/strategies-for-transformative-change/resiliency.pdf?sfvrsn=4>.
- Rozanitis, Ozlem. 2016. "NRC Data." Database Report, Paterson.
- Rozanitis, Ozlem. 2016. "NRC WIOA Workplan."
- Shoenfelt, Elizabeth L., Nancy J. Stone, and Janet L. Kottke. 2013. "Internships: An Established Mechanism for Increasing Employability." *Industrial and Organizational Psychology*, 24-27.
- n.d. "The New MA Work-Based Learning Plan." *Massachusetts Work-Based Learning Resources Website*. Accessed 2016. <http://skillspages.com/masswbl/>.
- Travers, Dr. Nan. 2015. *Prior Learning Assessment Handbook for the Northeast Resiliency Consortium*. University of Wisconsin, Eau-Claire. n.d. *University of Wisconsin, Eau-Claire*. Accessed January 2016. <http://www.uwec.edu/SL/students/examples.htm>.
- n.d. *Vermont Agency of Education*. Accessed January 2016. [http://education.vermont.gov/documents/EDU-Workbased\\_Learning\\_Manual.pdf](http://education.vermont.gov/documents/EDU-Workbased_Learning_Manual.pdf).
- Virginia Department of Education, Office of Career and Technical Education Services. 2014. "Career and Technical Education Work-Based Learning Guide." *Career and Technical Education Work-Based Learning Guide*. Richmond, Virginia.
2012. "Work-based learning toolkit." *Jobs to Careers*. Accessed 2016. <http://toolkit.jobs2careers.org/devtools/?q=node/6>.
- Youth, National Collaborative on Workforce and Disability for. n.d. *Definitions: National Collaborative on Workforce and Disability for Youth*. Accessed 2016. <http://www.ncwd-youth.info/definitions#nametaxonomy-vtn-term-l>.