



Youth at Work: Making the Most of Work-Based Learning



One of twelve training packets created for Texas Workforce Board regions as part of the Texas Workforce Commission Youth Program Initiative.

1. Powerful Partnerships
2. Getting Your Youth Advisory Group From Here to There
3. You and Youth in the Middle: Effective Case Management
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11. Building Your Year-Round Youth System
12. Evaluate It!: From Policy to Practice to Performance

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Youth at Work: Making the Most of Work-Based Learning

TRAINING GOALS

- Understand the full range of work-based learning opportunities
- Learn how to structure, support, and evaluate workplace learning
- Understand what youth and employers need to make work-based learning work!

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Youth at Work

Take a workplace, specific learning goals, a youth, and an employer, and you have work-based learning – or WBL for short. The term grew out of the need to clarify that, when it comes to youth, a job isn't just a job! It's part of a deeper, broader scheme to introduce young people to the world of work and develop their ability to succeed in it.

Practically speaking, work-based learning encompasses a flow of activities that can start in elementary school and continue through college – everything from company visits or a job shadow to internships to a full-fledged registered apprenticeship.

This training packet will give you a framework for thinking about work-based learning, not as isolated events, but as a continuum of opportunities available to young people. You will also explore methods you can use to get the most out of the time employers and youth spend together.



WBL in a Nutshell

A term with a mission!

Float the term “work-based learning” by someone completely new to youth and employment services and they’ll likely give you a passable definition of it: learning that takes place at work.

In many ways, a simple term with an apparent definition.

To those involved in youth services, however, WBL is one loaded term! It made its way steadily, deliberately into legislation and youth program language: a term with a mission.

When you hear the term “work-based learning,” you should feel a powerful urge to think beyond basic job placement services!

Your mission is bigger – and any job or workplace opportunity you broker for a young person should be part of something more comprehensive.

Old Way	WBL Way
<ul style="list-style-type: none"> • Isolated, one-shot event, activity, or experience • Learning by absorption or osmosis; “accidental” learning • Boss or supervisor • Tunnel vision on particular job or person • Traditional, paid position • Programmatic, activity-based relationship with employers 	<ul style="list-style-type: none"> • Continuum of workplace opportunities extended to a young person over time • Structured learning component, with explicit career awareness and skill development goals and assessment methods • Supervisor is a workplace mentor who supports job task and skill development goals • 360° or “all aspects of industry” view of all of the careers and skills that make a particular workplace and career field hum with activity • All workplace opportunities in the community – public and private sector, volunteer and service learning experiences, entrepreneurial, etc. • Strategic, systematic relationship with employers

The Work-Based Learning Continuum

How's your continuum?

Many youth programs specialize in a particular type of work-based learning experience: we do mentoring, they do internships, we do a job shadow day, and they do apprenticeships. That's a natural and necessary division of labor. Specialization can mean quality and effective use of resources and expertise.

However, WBL challenges communities to look across programs, at the whole of your offerings for youth. Where and when do youth have an opportunity to interact with employers? Do they have access to a range of opportunities that provide simple "getting to know about you and your field" moments, as well as intensive career preparation experiences?

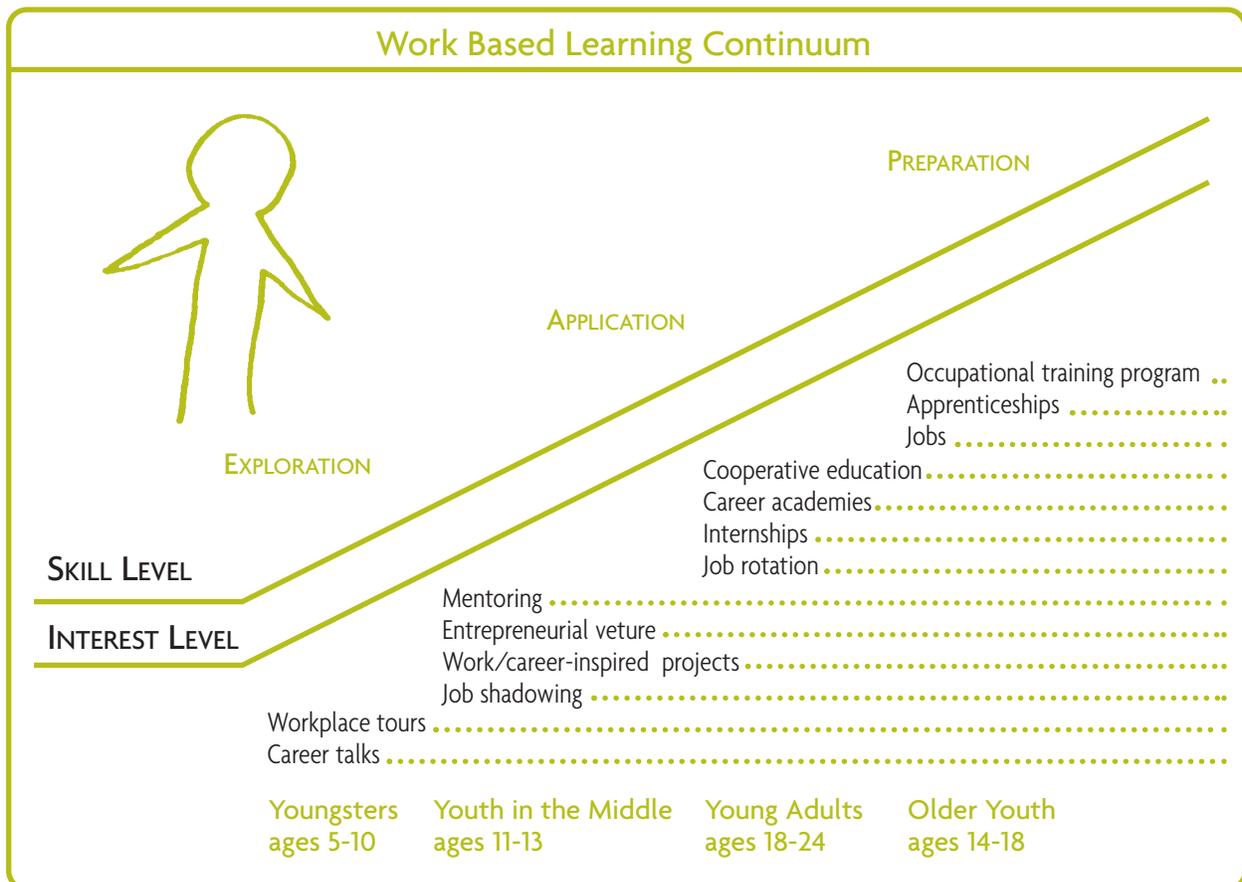
Operate as if there is a continuum of activities you and other providers need to provide youth. Your continuum should cover youth of varying:

- Ages
- Career interest levels
- Skills and skills development needs
- Special needs

Again, your program may only deliver a subset of the opportunities. However, with the continuum as a goal, guide, and backdrop to your work, you'll find yourself working smarter – particularly in areas like employer involvement, case management and referral, program coordination and partnership development.

take action! wbl continuum

Meet with service providers to review the range of work-based opportunities currently available to youth. Identify gaps and areas of overlap. Identify ways of addressing gaps, as well as areas where providers might collaborate – common tools, employer recruitment, training, etc.



What Makes Work-Based Learning Work

Placements with power.

As you look across the continuum, you'll recognize many of the activities. Internships, summer jobs, job shadowing. Almost everyone has heard of them – even helped youth participate in them.

School-to-work and youth workforce efforts certainly put them in the spotlight. It's when practices hit the spotlight that you can see what separates the passable from the great.

What makes work-based learning work? Look at it from multiple perspectives.

For young people:

- The experience is age and stage appropriate.
- They have choices.
- They receive unambiguous 1-on-1 attention.
- The nature of relationships is clear. Expectations and responsibilities are clear on all sides.
- They buy into – even formally agree to – specific skill development goals.
- Skill development goals are relevant and measurable.
- The experience works a “stretch.” It allows them to grow and achieve more than perhaps they thought possible.
- They can explore all aspects of the workplace and industry.
- Adults are prepared to work with them – and with each other.

For employers:

- The responsibilities and time commitment of their role are clear and realistic.
- They get practical tools they can use to guide their work with youth.
- Their orientation or training helps them understand the type of youth they will support.

- They have a choice, for longer-term relationships, about which youth they work with.
- They and their company benefit.
- They know who to call if they need help.

For youth providers:

- Providers don't recruit “jobs” or “mentors” – they recruit employers and identify multiple involvement options.
- Staff members and youth have the tools they need to make learning needs and goals explicit.
- Program staff establish routines for checking on and evaluating youth-employer activities.

These are general principles – and most are just as important for quick activities like job shadowing as they are for an internship or training program. In the next sections, you'll get a closer look at how to live by them day to day.

take action! what works

Convene a small group of youth, employer representatives, and youth service providers and ask them what information, tools, and support they need to make the most of work-based learning.



Putting the L – Learning – in Work-Based Learning

Work you know develops skills you know.

Workplaces can be frenetic. And generally, if an employer has opened his or her door to youth, there is real work that needs doing. Somewhere in the mix is learning – and it can't be left to chance, luck or osmosis.

Young people always learn something – usually many things – while at a workplace. However, you need to define what the main “something” should be and keep people focused on it.

Use yourself as an example. You head to work each day. Do you keep a list of tasks and projects you need to accomplish? How about a list of professional development goals – skills or knowledge you should acquire if you are to advance in your career?

Truth is, some of us do and some of us don't. For youth in workplace settings, these aren't optional. They are the very things that put the learning in work-based learning.

Three tools in particular help programs put the learning backbone in workplace opportunities:

A set of skills or competencies youth need to master

A work –based learning plan

A project outline or proposal

At the heart of a good work-based learning experience is a coordinated plan of hands-on activities or projects. And every good activity helps a young person practice or master a skill – not just hear about a job or career or watch a video. Young people need to DO things – ideally authentic tasks – even if they are done as simulations or on a small scale.

SKILL SETS

The first “vertebra” on your learning backbone is skills: you need to peg the skills your young person has and the skills they need to develop or practice given their career interests and goals. Sounds easy enough! But what skills are important and who says so? Good question and one that various groups work on nationally and at the state level. Here are four “skill sets” you should know about:

SCANS Competencies

A list of general employability skills created in the early 1990's by the Department of Labor (see list in this packet).

Texas Essential Knowledge & Skills

K-12 academic standards that incorporate general workplace readiness skills. TEKS

Career Cluster Knowledge & Skills

Career area and occupation- specific skills identified by employers or with their input or based on labor market trends and statistics.

You'll find variations on career-specific skill sets from these sources:

The States' Career Cluster Initiative
Skills Center - America's Career InfoNet
Texas Skills Standards Board

GED or ABE Basic Skills

Basic reading and math skills needed for high school equivalency or adult education.

You may care about all or some of these, depending on the age, interests, and needs of youth you serve. The main point is: know about these resources and use them to create the list your youth – and employers, case managers and others – focus on, individually or as a group.

Practically speaking, you may, like some programs, create a list specific to your youth. On the other hand, you may ask case managers to use a combination of

take action! putting the “l” in wbl

Put skill development up front. Review the tools you use for various work-based learning opportunities. Make sure they include tools employers, youth, and case managers can use to identify specific skill needs and goals – and evaluate whether young are learning them.

Include training on project-based learning in case manager and employer orientation or training.

Help youth create new projects where none exist!

these tools to create individualized skill development goals for each youth you serve.

One final thought on skills and skill lists: these lists are snapshots of the skills people use and think they will need in their lives and careers. But skills change as the workplace changes. Use skill sets to guide your work but don't treat them like stone tablets, written once, for eternity. Keep the skills conversation alive and fresh! Have youth talk with employers and others about the skills they use and wish they had. Use the "Letting Numbers Guide: Labor Market Information and Youth Services" packet in this training series for an in-depth look at skills, career clusters and labor market data.

WORK-BASED LEARNING PLANS

The second "vertebrae" you can use to structure and support learning is a Work-Based Learning Plan, a document or set of documents that outlines HOW a young person will work on important skills during a particular placement or workplace experience.

The work-based learning plan plays a major role in keeping everyone focused on

learning needs and goals. Many youth will happily dive into a new graphic design software program but avoid any tasks that require reading or writing. If they need to practice reading, the work-based learning plan says so and outlines how and where they'll be able to do it. Even if they aren't good at it. The work-based learning plan is a 'living document' – a young person, supervisor, and case manager meet together to outline the plan. Plans do vary across programs and are more detailed for longer-term experiences like internships.

Look for sample work-based learning plans in the Resources section of this packet. For youth in WIA-funded services, the learning plan should address the goals, strengths and needs highlighted in their Individualized Service Strategy (ISS).

Once it captures learning goals and related workplace activities, all three people use the learning plan to evaluate progress. Employers tend to be very good at this. You're asking them to do performance evaluation – a method they themselves use in their work. As with any employee, they naturally care about quality of work done, interpersonal and communication skills, and the youth's overall performance.

Work-Based Learning Plan Components

- ❑ A job or worksite position description
- ❑ Overarching goals of your program
- ❑ The set of skills and the levels of competence a youth should master – with evaluation criteria and an evaluation form or tool
- ❑ Project or task descriptions
- ❑ Training needs and methods, if needed
- ❑ Space for comments and progress notes
- ❑ Contact information: supervisor, student, and lead staff member or case manager for your program
- ❑ A Work-Based Learning Agreement: a formal document that outlines youth and adult (supervisor, case manager, parents) responsibilities and includes permission to participate.

However, employers aren't necessarily accustomed to tracking learning progress, for example, reading or math skill development – at least not to the degree that an instructor or case manager can. You will likely need someone, like a case manager, to assess particular learning objectives on a parallel track.

PROJECTS & PROJECT PLANS

A good employee can run with a job description and figure out the projects, assignments, and tasks he or she should work on.

Youth need more structure. You can and should outline general tasks and duties for them in their work-based learning plan. But go one step more. Use projects and project-based learning methodology to organize the work. Projects give you that last important piece of learning backbone.

Youth understand projects. They can get their heads around them. General job “responsibilities” are sometimes harder to translate into action and learning objectives. It’s the difference between saying:

“Your job is to watch the front desk”

and:

“For this project, you’ll staff the front desk, keep track of the questions we receive from customers, and create a FAQ for our employee training materials.”

Give a young person and his or her supervisor a charge to outline projects and a few simple guidelines, and you give them the tools that help them identify meaningful work. Projects also give them natural moments, at shorter intervals than

formal mid or end-of-program reviews, to evaluate performance.

You can integrate projects into work-based learning in any number of ways. Projects can become core responsibilities – work or products an employer actually needs.

Alternatively, you might ask youth to propose supplemental projects inspired by their workplace experiences but that are outside the actual scope of work.

For example: A young person working at a retail store might propose a project to develop an ad campaign. The employer provides feedback, examples or models, and evaluates results – maybe even asks the youth to present the ad campaign.

The project is basically a simulation. However, projects like this can be incredibly powerful, because they give young people a chance to run with ideas and material they encounter at the workplace – farther than actual day to day responsibilities might allow.

Use a simple project plan to help youth, employers, case managers, and others outline projects.

A Good Project Plan Includes

- A well-defined – concrete and relevant – outcome or product
- Clear skill development goals
- Identified steps for tackling the project
- A start date, end date, and timeline
- Materials or tools you’ll need
- A supervisor check-in and monitoring strategy

With the three tools covered in this section – a skill set/list, a work-based learning plan, and a simple project plan – in your toolkit, you’ll help youth make the most of work-based learning opportunities. And

Finding Workplace Opportunities

Behind any door. Around every corner.

even short experiences like job shadow days can benefit from simpler versions of the same tools.

Review the basic categories of work-based learning activities you provide. Determine what tool or tools will help you make skill development objectives explicit to youth, employers, and program staff.

If you have been involved in youth workforce preparation you likely know that employer recruitment is a huge portion of the work. You need 50 internships, 30 job shadow sites, 45 new mentors – oh, and they should match the career interests and ambitions of youth you serve.

In their hearts, many youth program advocates wish their communities could rally to provide a mentor or quality job experience for every single young person who wants or needs one. Work-based learning at scale!

And so employer participation comes quickly to the forefront as a major challenge. In fact, many programs spend 80% of their energy and time on recruitment and event management (i.e., job shadow days and similar activities).

The topic of employer engagement is a big one, covered in depth in the Employer Engagement packet in this training series. However, here is a quick look at three important guiding principles.

USE THE TERMS “WORK-BASED LEARNING” AND “EMPLOYER” BROADLY BUT CLEARLY.

Public sector, private sector, community service or volunteer projects, cultural and community events, home-based business or entrepreneurial projects, jobs youth already have or can find on their own – any of these can be turned into solid work-based

learning opportunities IF you:

- Tease out a structured learning component.
- Connect youth with skilled professionals in the field.
- Explore where the work – or related skill set – can take youth in the future and how.

A babysitting job in and of itself is not necessarily a good work-based learning experience (driven to desperation some programs have counted them as such). However, asking the youth to do an in-depth project that involves visiting and interviewing day care providers to research how the business works can turn it into one.

Instead of company or employer, think worksite. Where in your community and in people’s lives does “work” take place? Where could work take place? Not surprisingly, places with few employers, like rural areas, are often quickest to think outside the box.

Look at the profile of businesses, cultural and community institutions, clubs, events, people – look for any work that needs doing. Create work if you need to! Programs have hired youth to improve the overall system of youth services and their community as a whole. They canvass neighborhoods to identify good youth programs and opportunities, improve parks and recreational facilities, turn parking lots into gardens, host community events, create brochures for area historical sites – and much more.

BUILD EMPLOYER RELATIONSHIPS WITH THEIR INTERESTS AND THE WORK-BASED LEARNING CONTINUUM AS YOUR GUIDE.

Employers, when interviewed about why they didn't get involved with a youth program, have said things like, "My place isn't good for internships" and that's what the program person was looking for. But what kind of resource could that employer have been?

Other employers have said, "I got involved because I wanted people to know we're here and that we have good jobs here." Yet, when asked what activities they've participated in, none include tours or visits to their workplace (they did job fairs and career days).

Ideally, when you approach an employer or worksite, you should have the relationship first and foremost in mind – very difficult when you have specific programmatic needs (ten internships by next week!). You want to help that employer identify the level and type of participation that makes sense given his or her interests.

That means you need to know these interests – and be fearless in asking about them. And you need to offer a range of involvement possibilities, some that are perhaps less involved, and others more so.

Many programs around the country have used the National Employer Leadership Council's "Employer Participation Model" (see handout in the Tools section of this packet) to help them identify a menu of employer activities that cover everything from job shadow days to advisory input on area industry needs and trends to governance roles.

To some extent, operating with this kind of system view is very idealistic. It means that you actually might refer a targeted partner to another program if you can't take advantage of the workplace opportunities or help they can offer (which assumes you KNOW about other programs). This runs

distinctly counter to the typical turf-y tendencies you see: these are "my" employers, that one is "their" employer.

However, employers – and youth – don't necessarily see the world in that programmatic way. Work toward better community level coordination of workplace opportunities, and employers and youth will thank you.

FIND NATURAL CHANNELS INTO EMPLOYER CIRCLES AND WORKSITE OPPORTUNITIES.

Youth programs with enough resources often have a work-based learning, internship, or job placement coordinator. People with this role usually jump quickly to email and the phone to contact employers directly.

This works fine if you need a small number of opportunities (it may not be fine to employers bombarded by requests). But there comes a point where the energy you put into direct calls could be better used if you targeted it toward people who can recruit for you – natural employer and worksite connectors and intermediaries.

There is a well-known cast of characters you can turn to: Chambers of Commerce, Rotary and other community business groups, business-education partnerships, industry associations. They can distribute recruitment information, broker relationships with specific employers, and much more.

However, there are plenty of other people and organizations who can serve as connectors: anyone who makes or prints community announcements – a local pastor, parent newsletters and organizations, etc.

take action! finding wbl opportunities

Identify natural "employer connectors" – people, places, events, organizations, and messaging opportunities – that you can use to accelerate your outreach to employers.

Look for the best match between employer interests and involvement options across the WBL continuum.



Supporting Youth and Employers at Work

Matches made to work.

MATCHING AND PREPARING YOUTH AND EMPLOYERS

Picture a sixth grade dance: boys hovering in one corner of the gym, girls in another. The period leading up to the day youth and employers encounter each other for the first time has some of that same awkwardness.

Even a guest speaker or job shadow day volunteer wants to know something about the youth they will meet. How old are they? What program are they from? What's the focus of the program? What do they want to know or learn? How do I work with them? What do they expect of me? Employers providing internships, summer jobs, and other longer-term experiences want to know as much as possible about who is at their site and what their abilities are.

Especially with experiences where youth will work one-on-one with an employer over an extended period, your matching process should include:

- Pre-match or introductory activities
- An exchange of information – i.e., bios and resumes in exchange for job descriptions
- A one-on-one interview or meeting
- Choice, or at a minimum, “controlled choice” about the final match

As much as possible, you want employers and youth to feel as if they've selected each other. For an internship or summer job program, the basic process might go like this:

- Employers and youth meet as a large group to hear about the program.
- Employers post position descriptions and youth apply.

- Youth program hosts an “interview event” where employers can interview three young people and/or youth participants can speak with three employers.
- Employers and youth list their top three match preferences.

For a job shadow day, you might see this variation:

- Youth see a list of job shadow opportunities. They research three opportunities they would be interested in, list their preferences, and write up a short blurb about why they are interested in each opportunity and what they hope to learn.
- Youth program matches students with job shadow volunteers and forwards the student's written blurb.

Be clear up front about how the process will work. Make any decisions about matching guidelines related to who may be matched with whom. Some programs have guidelines or preferences about:

- Age of mentors or supervisors
- Same gender matches
- Same race or ethnic group matches
- Same career match, i.e., mentors may or may not be in specific occupation youth is interested in

SUPPORTING EMPLOYER - YOUTH RELATIONSHIPS

An employer might be in his or her 50's and a seasoned supervisor of 25 people. A youth may stand 6'4" and be the life of every party. When the two get together, however, they are both anxious and unsure. They have everything and nothing to talk about; everything, and suddenly nothing, to do.

They desperately want to get their relationship off on the right foot but don't always know exactly how to do it. Don't match them and leave them! Provide suggested activities, first steps, and tips for working together. Employers and youth love formal, structured support during these early meetings. A few simple materials can provide a much appreciated dose of comfort.

What should you give them? Try these:

A FIRST DAY WORKSITE ORIENTATION

AGENDA: Take full advantage of the first day youth and employers spend together. A good agenda covers: an introduction to the workplace mentor or supervisor, an overview of the company, a tour of the worksite and introductions to other staff, a review of the youth's schedule, introduction to responsibilities and possible projects, and workplace safety training.

A CALENDAR OF FORMAL REFLECTION OR EVALUATION CHECKPOINTS:

One week, two weeks, monthly, at the half way, and final review meeting. Most of the meetings should include a review of the work-based learning plan. However, some early meetings can purely be about relationship-building; for example, having lunch together or with other people in the business.

A LIST OF EXPECTATIONS OR ROLES AND RESPONSIBILITIES AGREEMENT:

This should include requirements and expectations of the worksite (dress code, hours, what to do if you are sick, company values). It should also provide guidelines for how supervisor/mentor and youth should work together (weekly meetings, young person's responsibilities, etc.). As mentioned earlier, this is often part and parcel of a work-based learning plan.

SUGGESTED ACTIVITIES AND

DISCUSSION TOPICS: Mentors, job shadow volunteers, and internship hosts especially appreciate a simple handout with suggestions and ideas on what to do with youth. It's also a great way for you to communicate the themes and goals of your program – and translate them into concrete actions. Don't leave off obvious activities; for example, tour the company, introduce your youth to other colleagues, talk about your first job, etc. It's easy for mentors and youth to isolate their activities from other operations.

TIPS FOR EMPLOYERS/TIPS FOR YOUTH:

Give employers a tip sheet on how to work with youth. It is one thing to know a young person or have a teenager in the house, quite another to supervise them in a professional setting. Include troubleshooting tips as well. Youth, for their part, need the classic reminders about workplace culture and professional etiquette.

More importantly, youth often need guidance on how to establish communication patterns that ultimately make a work-based learning experience work. Tips might include: good questions youth can ask or questions to avoid, how to share information about their background and goals, what to do if they can't relate to a supervisor or mentor, etc. In fact, workplace communication makes a great topic for supervisor and youth orientation sessions.

THE LEARNING PLAN AND

INSTRUCTIONS: We couldn't let you go the rest of this packet without mentioning the learning plan again! Just as important as the plan itself is a quick orientation or tip sheet on how and when supervisors should use it with youth.

**take action!
supporting youth
& employers**

Prepare youth and employers to meet and work together.. Identify specific "pre-match" and "early match" activities that support relationship-building – and give them a simple tool kit of materials they can use to guide their work together.

Many programs ask youth to attend special pre-employment, internship, or pre-mentoring program workshops.

A CHECK-IN SCHEDULE: There is a curve of excitement and discovery to any new relationship. Then comes the dip. Things settle into a routine, for bad or good. Mentoring partners hit scheduling issues and miss a meeting or two. Supervisors figure they have a pretty good handle on what youth can and can't do, and project assignments reflect it.

Program coordinators are likely focused on troubleshooting, squeaky wheels, or a final event. So much work goes into recruiting employers and matching youth with opportunities that it's easy to sit back a little (or more fairly, be caught up in other things) once everything is set up.

For longer-term work-based experiences, schedule formal check-in calls. Better yet, build in time to regroup in person. Bring all mentors and youth, or interns and their supervisors, together for a fun, team-building activity. You can slide business and housekeeping into the end of the meeting, but the focus is: 1) relationships, and 2) giving the group time to share tips about what's working. For mentoring programs of 12 or more months, you may want to meet monthly; perhaps only once or twice for summer internships.

Working with Youth of All Kinds

Labeled or disabled...but workplace enabled.

Youth who participate in WIA come from all backgrounds. All, however, face at least one or more “barriers to employment.” They may be:

- Low-income or from a low-income family
- A school dropout
- Deficient in basic reading and math skills
- Performing poorly academically – one or more grades below normal
- Pregnant or parenting
- Disabled, physically or with learning disabilities
- Homeless or a runaway
- A juvenile offender or court-involved youth

Labels like these suggest a hundred challenges, past and present. Nothing about them truly reveals what youth are capable of achieving. Youth facing these barriers need the same support as other youth in order to succeed.

Still, it’s fair to say that employers may have concerns working with youth with special needs or challenges. Encourage them to be open about their concerns. Employers are genuinely excited about the opportunity they want to provide. They just want assurances that a youth is ready to work and participate responsibly in a learning experience at their worksite.

Employers also want to know how to:

- Talk with young people about their background – and what is and isn’t appropriate to ask
- Discuss work and what a youth can or can’t do, should or shouldn’t do, or what accommodations or adjustments might be needed
- Identify work and learning standards given a youth’s skills and gaps
- Troubleshoot issues that come up

GUIDING PRINCIPLES FOR WORKING WITH YOUTH WHO FACE BARRIERS

DON’T BE AFRAID TO PROVIDE STRUCTURE AND RULES. Rules are rules and teens aren’t always fond of them. Explain what your rules are and hold youth accountable to them. Ask youth – perhaps in a program orientation – to outline important rules and consequences for breaking them.

If a youth fails to show for a scheduled meeting or misses a project deadline, don’t ignore the oversight. The supervisor, case manager, and others supporting the young person should show disappointment. Work through the situation and ask the young person to help devise a solution.

LET YOUNG PEOPLE TELL YOU WHAT WOULD HELP THEM, especially in the case of youth with disabilities. They have lived with the disability for a lifetime and may know what they need in order to adjust to this new situation.

ADJUST STANDARDS AS NEEDED, BUT THEY SHOULD STILL REFLECT A GOOD “STRETCH.” Many participants already struggle with basic skills and educational standards for many different reasons (learning disabilities, disengagement, etc.). Your goal is still to challenge them and make sure that they and others (and you!) don’t underestimate what they can do.

ORIENT OTHER EMPLOYEES WHO WILL INTERACT WITH THE YOUTH. Provide a brief overview of program, goals, and youth working on site. Give other employees a chance to ask questions. In special cases, you may want to provide training, i.e., on how to coach youth with disabilities. Introduce the youth to everyone and circle back to see if there are additional questions.

take action! youth of all kinds

As part of employer and staff orientation, include materials or a training segment on how to work with youth who have special needs. Find people with firsthand experience to help you – a special education teacher who understands learning disabilities, an employer who hires people with disabilities, or an officer who has worked with juvenile offenders.

Talk openly with youth and employers about how best to address specific challenges.

Legal Aspects of Youth at Worksites

100% protected and permitted.

Many of the employability, safety and liability issues you would encounter with any employee or school or program field trip apply to work-based learning activities. Child labor laws established by the Fair Labor Standards Act and Texas Child Labor Law do apply for both paid and unpaid experiences, so make sure you review and understand them.

Pay particular attention to:

AGE CERTIFICATES: Youth under age 18 must provide proof of age and can apply for an Age Certificate from the Texas Workforce Commission (see link in Resources). Employment Certificates required in some states are not used in Texas.

INSURANCE COVERAGE: Employers should have general liability insurance, the youth program or school should have liability coverage with a work-based learning endorsement, and youth should have health/accident coverage. In case of injury at the workplace, youth in paid work-based learning experiences should be covered by the employer's workers' compensation insurance. Unpaid youth are not; however, they may be covered by the youth program's insurance, so you should check.

OCCUPATIONS, WAGES AND HOURS: Youth under 17 are prohibited from certain jobs and have some restrictions on the number of hours and days they work. Youth ages 14-15 have greater restrictions on the number of hours, particularly on school days. You need to follow Texas youth minimum wage guidelines.

SAFETY: Texas laws prohibit youth under 18 from operating certain types of machinery and youth under 17 from on-the-job driving on public roads, unless they meet certain requirements (including

completion of a state approved driver's education course). Occupational Safety and Health Act (OSHA) regulations apply to youth at the worksite. Employers must provide training, protective equipment and other health or safety support given to regular employees.

PARENTAL PERMISSION: Parental permission slips are the norm for most schools and youth programs that work with youth 18 and under – permission to participate in a mentoring program, job shadow, etc. In Texas, “solicitation” jobs – door-to-door sales work -- require special parental permission (see link to the Texas Workforce Commission Form in the Resources section of this packet).

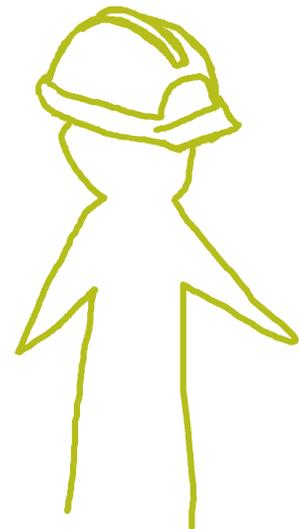
WORK-BASED LEARNING AGREEMENT: Many programs also ask the employer, participant, youth program, and parent or family member to sign a formal Work-Based Learning Agreement that outlines the responsibilities of each person (including adherence to workplace rules, fair labor practices, etc.), as well as wages, hours, and other official information. A work-based learning agreement can incorporate work-based learning plan elements (just don't confuse the two functions).

Look for the web resources, including downloadable employer guides and forms, in the Resources section of this packet.

take action! legal aspects

Create a checklist of the paperwork you need – from youth and their families, from employers, from your program – to make sure you are legally prepared for various work-based learning opportunities.

Review Texas' Child Labor Laws – look for the summary in this packet and other helpful websites in the More Resources section.



Activity One: WBL Success Makers & Breakers

Goal

- Understand the different ideas people have about work-based learning, what it is and what makes it work – and create a definition that can be used consistently as part of your group’s overall message.
- Explore the challenges of doing work-based learning activities and the characteristics that make them successful.

Materials

- Flip chart, markers, and masking tape

Time

- 30 minutes

Instructions

PART I: What is it?

1. Individually, jot down examples of “work-based learning” – as many as you can think up in one minute.
2. Now, with other members of your group or table, compare lists. What are the common elements in your examples? Do any examples push the boundaries? Have one person record common elements and your group’s “official definition” of work-based learning on flip chart paper. (10 minutes)

PART II: What makes it work?

1. Pick a table member or neighbor to be your partner. Partner 1 is an employer or community member with work that needs doing! Partner 2 is a young person.

Partners, you just found out you’ll be working together! In fact, in several weeks, you’ll encounter one another as part of one of the activities your table outlined in Part 1 (pick one!). Take 3-4 minutes to talk to each other (role play) about the work-based learning opportunity ahead.

What will make it successful for you?
 What challenges do you think you’ll face?

2. Finish your scenario at your facilitator’s command. Take a moment to individually record 3-5 “WBL Success Makers” (characteristics of a successful experience) and 3-5 “WBL Breakers” (challenges or things to watch for).
3. As a large group, discuss your role play scenarios, lists, and definitions of work-based. What workplace experiences did you focus on? What did youth say? What did employers say? What were the similarities and differences between the needs and challenges? Similarities across definitions?
4. As a group, reach consensus on a definition of work-based learning and a master list of WBL Success Makers and Breakers, characteristics that will make it work. Your goal is to identify a definition and characteristics you can use to create consistent messaging through your community.

Activity Two: How's Your WBL Continuum?

Goal

- View work-based learning as a continuum of experiences.
- Evaluate your current work-based learning approach, strengths, and gaps.

Materials

- Continuum Quick Check worksheet
- Crayons or colored pencils

Time

- 30 minutes

Instructions

Use the Continuum Quick Check worksheet to map the work-based learning experiences youth in your care can access currently. If you have a large group, ask participants to work in groups of 3-5. For a lively conversation, give each group a wall-sized version of the worksheet on flip chart or newsprint.

Use different colors, a key, or a coding method to color each WBL Experience square in a way that qualifies the level of activity or opportunities youth have to participate. For example:

- | | |
|---|--|
| <p>Light Blue</p> <p>Blue</p> <p>Orange</p> <p>Red</p> <p>Green</p> | <p>Youth have one opportunity to participate.</p> <p>Youth have multiple opportunities to participate. Opportunities cover all major career cluster areas.</p> <p>We have information we could share with youth.</p> <p>We need to do more with this! Our youth have no access or information.</p> <p>We have a partner(s) who could help us build this area up.</p> |
|---|--|

If you don't have crayons or colored pencils, use patterns like this:



Discussion Questions:

- Do youth have access to a range of experiences?
- Where are your strengths? Gaps?
- Who else in your community could help you address gaps?
- How could partners help?

Continuum Quick Check

	WBL Experiences	K -8	High School					Postsecondary or Advanced Training					
	Ages	5-13	14	15	16	17	18	19	20	21	22	23	24
AWARENESS	Career Talks/Guest Activity Facilitators												
	Career Fairs or Days												
EXPLORATION	Workplace & Industry Tours												
	Job Shadow and Job Rotation												
	Mentoring												
	Entrepreneurship, Service Learning, WBL Projects												
PREPARATION	School Year Internships, Co-ops, or Jobs												
	Summer Internships or Jobs												
	Academies, Integrated Career Ed or Occupational Training Programs												
	On-the-Job Training Programs												
	Apprenticeships												

Light Blue Youth have one opportunity to participate.
Blue Youth have multiple opportunities to participate.
 We cover all major career cluster areas.
Orange We have information we could share with youth.

Red We need to do more with this! Our youth have no access or information.
Green We have a partner(s) who could help.

Activity Three: Phone Book Inspiration Game

Goal

- Explore the employers and locations in your community that would make for great work and project-based learning experiences.

Materials

- 3-5 copies of your local phone book (white, yellow and blue pages) – one per table or group
- Phone Book Inspiration Game Card
- A small prize (bag of candy, stickers) for the winning team

Time

- 45 minutes

Instructions

1. This is a highly, highly competitive team sport, with points awarded. In teams of 3-4, peruse the pages of your local phone book. You have 20 minutes to:

Find at least one example of a good workplace – and brainstorm at least one corresponding idea for a project a youth might be able to do at that site – for each of the 16 major career cluster areas¹ listed on your Phone Book Inspiration Game Card.

POINTS

- 3 points for every team that identifies at least one example for each of the 16 career clusters.
 - 3 extra points to the team that identifies the most interesting (surprising, funny, unusual but legitimate, etc.) site and project – as judged by group applause at the end of the exercise.
2. Have one team member record your ideas on the Phone Book Inspiration Game Card, neatly enough so that it can be copied and shared with the full group later.
 3. When time is called, tally up the number of examples your team identified. Award yourselves one point for each WBL site/project/cluster match.
 4. Have a member of your team report three of your best ideas to the full group (2-3 minutes).

Short on time? Try these variations:

- Use the Game Card like a Bingo card. First pair or team to identify four in a row – four real workplaces, with corresponding project ideas – wins. For a longer game, make the game more like Bingo by adjusting the Game Cards so that each team has a different arrangement of career clusters. The facilitator can call out cluster areas.
- Prepare, in advance, slips of paper with examples of companies, organizations, locations, and employers taken from your local phone book: one organization per slip. For fun, pick unusual sites – for example, places or types of work people might not even know exist in your community. Look for examples for all 16 Career Cluster areas. Give each team a slip of paper. The team has 5 minutes to brainstorm as many work-based learning project ideas related to the location or business as they can.

¹ Based on the 16 career clusters of the States' Career Cluster Initiative www.careerclusters.org.

Phone Book Inspiration Game Card

<p>Agriculture, Food, and Natural Resources</p> <p>Workplace:</p> <p>Basic Project Idea:</p>	<p>Education and Training</p> <p>Workplace:</p> <p>Basic Project Idea:</p>	<p>Hospitality and Tourism</p> <p>Workplace:</p> <p>Basic Project Idea:</p>	<p>Manufacturing</p> <p>Workplace:</p> <p>Basic Project Idea:</p>
<p>Architecture and Construction</p> <p>Workplace:</p> <p>Basic Project Idea:</p>	<p>Finance</p> <p>Workplace:</p> <p>Basic Project Idea:</p>	<p>Human Services</p> <p>Workplace:</p> <p>Basic Project Idea:</p>	<p>Marketing, Sales and Service</p> <p>Workplace:</p> <p>Basic Project Idea:</p>
<p>Arts, Audiovisual Technology and Communications</p> <p>Workplace:</p> <p>Basic Project Idea:</p>	<p>Government and Public Administration</p> <p>Workplace:</p> <p>Basic Project Idea:</p>	<p>Information Technology</p> <p>Workplace:</p> <p>Basic Project Idea:</p>	<p>Science, Technology, Engineering, and Mathematics</p> <p>Workplace:</p> <p>Basic Project Idea:</p>
<p>Business, Management, and Administration</p> <p>Workplace:</p> <p>Basic Project Idea:</p>	<p>Health Science</p> <p>Workplace:</p> <p>Basic Project Idea:</p>	<p>Law, Public Safety, and Security</p> <p>Workplace:</p> <p>Basic Project Idea:</p>	<p>Transportation, Distribution, and Logistics</p> <p>Workplace:</p> <p>Basic Project Idea:</p>

Activity Four: Powerful Work-Based Projects

Goal

- Understand how to focus work and community-based projects on a set of clearly identified workplace skills.
- Identify how you can best support the use of project-based learning methods in work-based experiences.

Materials

- Work-Based Learning Project Planner
- Examples of important academic, employability, and career/occupational skill sets:
 SCANS Skills List (in Resources Section of this packet)
 Texas Essential Knowledge and Skills (TEKS) <http://www.tea.state.tx.us/teks/index.html>
 Career Cluster Knowledge and Skills <http://www.careerclusters.org/>
 Skills Center - America's Career InfoNet <http://www.careeronestop.org/SKILLS/SkillCenterHome.asp>
 Texas Skills Standards Board <http://www.tssb.org>
 You can provide examples of each type or focus your group on a particular set or cluster of skills.

Time

- 90 minutes

Instructions

Form groups of 3-5 people. This is your project planning team. For this activity, you'll create a detailed plan for a work-based project that young people could do. Your mission is to focus on the SKILLS the project would help youth develop.

1. With your team, identify one skill youth need to learn. You can pick:
 - A basic skill: reading, writing, communication, or math operations
 - An academic skill: something a youth needs to learn in a high school, college, or other formal academic class
 - An employability skill, for example, from the SCANS list
 - An occupational or career cluster skill
2. Brainstorm a list of career, workplace or 'real world' applications that come to mind when you think of the skill you picked. Who uses this skill? Where? Jot down as many applications as you can, as quickly as you can. (5-8 minutes)
3. Now, as a team, pick one of the examples you identified to use as the basis for your project. You can pick a favorite application, a particularly relevant one for youth you serve, a funny, interesting, or challenging one.
4. Use the Work-Based Learning Project Planner to flesh out your project idea. You may feel pressured for time – that's intentional! It gets the creative juices flowing and keeps project ideas from snowballing out of control. Aim for an engaging, focused skill development project. (30-45 minutes)

Note: Your facilitator may ask you to stop when you reach the "Evidence of Skill Development" Section of your project plan. As a large group, you'll do Activity 5, "Project Planning Pause! Assessment Check," and then continue project planning.

5. Ask one team member to give a summary of your finished project idea to the group.

Work-Based Learning Project Planner

Brainstorming Project Ideas
<p>Skill I Want to Focus on</p>
<p>Who Says this Skill is Important SCANS, Industry Skill Standards, TEKS, etc.?</p>
<p>Where is this Skill Used? Which careers or real world situations need it?</p>
<p>Idea I Like Best! Which workplace/career connection do you want to focus on for your project?</p>
<p>Career & Workplace Exposure What aspects of this workplace setting and career field do you most want youth to experience and understand?</p>

Work-Based Learning Project Planner, Continued

Project Overview & Learning Goals

Project Overview

Briefly describe your project idea. What will youth do? What is the main activity, product or challenge at the heart of your project? What is the worksite or employer connection?

Main Steps or Activities

What 3-5 main steps will youth carry out for this project?

Evidence of Skill Development

What are the most important skills you want youth to practice? What evidence will show you they improved or mastered the skills? How will you collect or observe that evidence?

SKILL	EVIDENCE	ASSESSMENT METHOD

Activity Five: Project Planning Pause! Assessment Check

Goal

- Explore performance-based methods for assessing skill development in youth.
- Review and enhance the assessment methods in your project.

Materials

- Quick Guide to Performance-Based Assessment

Time

- 15 minutes

Instructions

Use this short activity to inject ideas and energy into the assessment methods conversation you have during project planning (Activity Three).

1. As you approach the “Evidence of Skill Development” section of the Project Plan in Activity Three, STOP.
2. Have teams stand. Each team should select one person to be their “Instructor” – everyone else in the group is a Student. The Instructor will teach the group a new skill. Any skill works: the perfect golf swing, the latest hip-hop dance step, how to ice a cake, speak Swahili, etc. Instructors have 3-4 minutes to teach their Students the skill.
3. At the 3-4 minute mark, Instructors should stop the lesson. Ask one member from each group to demonstrate the skill they “learned.”
4. As a group, discuss the experience.
 - Ask 1-2 Instructors to describe their strategy for teaching the skill.
 - Ask 1-2 Learners to describe their approach to learning the skill.
 - Ask Instructors if they feel their “Students” learned the new skill successfully. How did they know Learners were making progress? How did they assess this progress?
 - Ask Learners if they feel they mastered this skill. If not, what else would they need to do? If yes, could they teach it to others?
5. Review the Quick Guide to Performance-Based Assessment.
6. Return to project planning and adjust activities and assessment methods if needed. Are there authentic, built-in opportunities for:
 - Youth students to demonstrate skill acquisition?
 - Adults to evaluate skill acquisition on an ongoing basis, as well as at the completion of the project?

Quick Guide to Performance-Based Assessment

1. UNDERSTAND PERFORMANCE-BASED APPROACH VS. TRADITIONAL ASSESSMENT APPROACHES²

TRADITIONAL

Scheduled/annual
 One right answer
 Interaction is "cheating"
 Quality is knowing the right answer
 Scores
 Discrete facts and skills
 "Point in time," snapshot of understanding
 Based on a single setting
 Static, mechanical – stop lesson, begin test
 Norm-referenced
 Multiple choice

PERFORMANCE BASED

Ongoing and cumulative
 Often no one "right answer"
 Requires interaction between learners and adults
 Quality is reflecting on own work and work of others
 Active engagement assessing levels of performance
 Complex understanding; depth of understanding
 Evolving understanding
 Variety of settings
 Assessment is also "moment of learning"
 Criterion-referenced
 Open-ended format

2. KNOW WHAT YOU WANT TO ASSESS

There are many things you might want to assess when it comes to youth and career readiness. It helps to break down the knowledge and skill sets. For example:

CAREER AWARENESS: Awareness of interests, abilities

CAREER PLANNING SKILLS: Ability to find and use information and people to learn about careers and career and training opportunities

BASIC SKILLS: Ability to handle basic reading, writing, communication, and math demands of life, workplace, learning and community settings

CAREER OR OCCUPATIONAL SKILLS: Entry level and advanced skills related to a particular career area or occupation

3. IDENTIFY PERFORMANCE LEVELS AND PROGRESS MARKERS

What might a youth demonstrate as he or she learns – along the way and at the end?
 Identify both FORMATIVE (how are we doing?) and SUMMATIVE (how did we do?) measures.

4. KNOW WHAT TOOLS AND METHODS WILL HELP YOU ASSESS

What authentic products and other tools allow youth to demonstrate skills? What can youth make or do to demonstrate skills? Ideas and examples:

Mock interview or job application	Learning showcase/project fair	Report/briefing
Job evaluation	Paper or web-based portfolio	Self-reflection exercise
Performance review	Presentation	Survey or questionnaire
Exit interview	Product	Teach peers/others
Fact sheet	Article	Test
Journal	Practical exam	Worksite observation

² Adapted from the "Field Kit for Communities Committed To Improving Academic Enrichment in Summer Youth Employment Programs," Center for Human Resources, Brandeis University, 1994 Summer Challenge Edition.

Activity Six: Speaking “Employer”

Goal

- Understand the “language” of employers and how to involve employers in your work-based learning effort.

Time

- 10 minutes

Instructions

This is a variation of the sales person’s “elevator pitch” or “5-minute sell³”: you have only a few minutes to explain yourself, your mission, your product, your company, etc. to a person you just met on the elevator or called by phone. In this version, your goal is to explain your work-based learning initiative to an employer.

1. Form groups of three people. Each person in the group should pick one of these three roles: Employer, Youth Service Provider, or Observer.
2. Next, the two people playing Employer and Provider should imagine a specific type of person. For example:

The Employer might decide to play the owner of a local shipping company or director of a department at the hospital. Provider might decide to be a staff member for a local mentoring program or a program that serves court-involved or other WIA-eligible youth.
3. Providers: you have 5 minutes to chat with this employer. Your goal is to pitch your effort. You want to involve the employer in your effort. Employers: take your cues from the Provider. In general, your goal is to get what you think you need in order to get involved. Observers: your goal is to watch and listen for words, methods, or moments that seem to work well (or not!).
4. Introduce yourselves and go!
5. Discuss the experience:
 - Which groups were able to negotiate a deal?
 - Observers, what did you notice? What seemed to work? What didn’t? What words seemed to “hook” the employer or raise questions?
 - Where did Providers feel comfortable? What worked? What would they have done differently?
 - What was particularly persuasive for Employers? What did they need in order to participate?
 - How clear are the terms or next steps of the deal negotiated?

For in-depth look at recruiting and engaging employers, see the “Employer Engagement” packet in this training series.

³ The National Employer Leadership Council (NELC) created an extended version of this activity called the “Five (5)-Minute Sell: Tips for Educators Working with Employers.”

EXAMPLES FROM THE FIELD

TRI-COUNTY YOUTH WORKS, GOLDEN, COLORADO, maintains weekly job listings – solid job leads – for youth on its website – a main draw for young people who now see the site as an important resource. Using the site is less threatening to them than walking into a One-Stop center. Staff members follow up with each young person who registers online for referrals. And of course, some of the jobs are at the Workforce Center (where youth helped make a youth-friendly job readiness tool kit).

Mentors, internships, projects and individual “passions” and responsibility are at the heart of the **BIG PICTURE COMPANY’S** alternative high school methodology. Students create and update a personal learning plan which they “workshop” with their advisor, parents, students and school staff for feedback. Once they find their site (many find their own sites using the phone book, family and staff contacts), they propose workplace projects and keep a portfolio of project-related materials, journal entries, and photos. At the end of each quarter, they turn their best work into a visual exhibition and present to mentors, staff, and families.

The **HIGHWOOD BUSINESS DEVELOPMENT CORPORATION**, a community development organization in Alberta, Canada, provides special small business loans and services to youth ages 16-29 who want to try their hand at business – either as a full-time venture or as a summer project.

YOUTH OPPORTUNITY BOSTON developed a four-tiered model to prepare youth for work. In the first tier, Community Service Learning/Work Readiness, youth with little or no work history spend a month on community service projects and job readiness activities. During tier two, the Sponsored Job Level, youth do a subsidized eight-week job provided by a community-based organization and structured around a work-based learning plan. Youth also complete an Employment Portfolio that includes their resume, references, and other materials. When ready, youth move to the third tier, the Employment Level, where they apply for an unsubsidized, private sector position. The final tier, Career Level, helps them secure a solid entry-level position in their career field and enroll in additional training or professional development.

The Marriott Foundation started the **BRIDGES** program in response to the high unemployment rate of disabled youth making the transition out of high school and special education programs. As part of the program, youth do an internship during their last year of high school so that they have work experience and a link to a potential position. In fact, 89% of youth who complete the program receive offers of ongoing employment. Staff work with employers to identify good paid (companies pay youth directly) internship positions.

YOUTH CONNECTIONS, the youth services initiative of the Southeastern Minnesota Workforce Board, includes a strong service learning component. Youth meet with community governing boards to learn about needs and plan projects that will help their respective communities. Academic and leadership activities run parallel with projects once underway.

THREE RIVERS WORKFORCE INVESTMENT BOARD’S REGIONAL INTERNSHIP CENTER is an online clearinghouse for internships in the Southwestern Pennsylvania region. Staff coordinate with industry cluster heads, chambers of commerce, and professional associations and use mailing campaigns to recruit opportunities. Youth interns help with account management, student recruitment and employer prospecting.

KANKAKEE VALLEY WORKS’ E-CAMP started as a retention strategy for youth, ages 13-18, involved in WIA year-round services. The six-day summer camp focuses on entrepreneurship. State and local leaders introduce youth to economic development efforts in northwest Indiana and to the role of new ventures. Youth work on leadership, public speaking and business skills, then form teams to market and sell a product to other teams. Some teams continue to meet as an after-school club during the school year – one, for example, is developing a business plan for a new board game.

RESOURCES

Child Labor Information – Hiring Teens

- Texas Child Labor Law Summary <http://www.twc.state.tx.us/ui/lablaw/cllsum.html>
- Texas Child Labor Law Poster (pdf) [http://www.twc.state.tx.us/ui/lablaw/LLCL-70\(1299\).pdf](http://www.twc.state.tx.us/ui/lablaw/LLCL-70(1299).pdf)
- Certificate of Age Application Form-Texas (pdf) <http://www.twc.state.tx.us/ui/lablaw/LLCL-72.pdf>
- Parental Consent to Employ a Child to Solicit-Texas <http://www.twc.state.tx.us/ui/lablaw/LLCL-160.pdf>
- Fact Sheet: Child Labor Provisions of the Fair Labor Standards Act <http://www.dol.gov/esa/regs/compliance/whd/whdfs43.htm>
- Youth2Work and Youth Rules! – Department of Labor <http://www.youth2work.gov/> and <http://www.youthrules.dol.gov/>

Job Shadowing

- Job Shadowing – Groundhog Job Shadow Day – How-to Guide <http://www.jobshadow.org/home/employer.html>
- Job Shadowing, Internships, and More Ways to Experience Careers <http://www.icpac.indiana.edu/publications/infoseries/is-74.xml>

Mentoring

- Mentor Texas! www.mentortexas.org
- Run A Mentoring Program - National Mentoring Partnership http://www.mentoring.org/run_a_program/run_a_program.adp?Entry=home
- National Mentoring Center <http://www.nwrel.org/mentoring/index.html>
- National Mentoring Partnership <http://www.mentoring.org/>
- Yes, You Can: A Guide for Establishing Mentoring Programs to Prepare Youth for College <http://www.ed.gov/pubs/YesYouCan/>

Projects & Project-Based Learning

- Using Real-World Projects to Help Students Meet High Standards in Education and the Workplace – Southern Regional Education Board <http://www.sreb.org/programs/hstw/publications/site-guides/usingrealworldprojects.asp>
- Overview of Project-Based Learning – Buck Institute for Education <http://www.bie.org/pbl/pbloverview/toc.php>
- Challenge 2000 – Project-Based Learning with Multimedia <http://pblmm.k12.ca.us/index.html>
- REAL Enterprises <http://www.realenterprises.org/>

Community & Service learning

- National Service Learning Clearinghouse <http://www.nicsl.coled.umn.edu/>
- Learning In Deed: Making a Difference Through Service Learning <http://learningindeed.org/index.html>
- YouthBuild USA <http://www.youthbuild.org/>
- Youth as Resources <http://www.yar.org/>
- Make a Difference Day – Project Ideas & Planning Guides <http://usaweekend.com/diffday/index.html>

Internships

- Cornell Youth and Work Program – Workplace Mentoring Training Tools <http://www.human.cornell.edu/youthwork/mentoring/training.html>
- Internship Programs.com <http://internships.wetfeet.com/>
- Internship Toolkit – National Academy Foundation <http://www.naf.org/resources/NAFResourceCenter/InternshipToolkit>
- Career Academy Resource Network - Resources <http://casn.berkeley.edu/clearinghouse.html>
- INROADS - <http://www.inroads.org>

Entrepreneurship

- Junior Achievement <http://www.ja.org/>
- BizWorld <http://www.bizworld.org/>
- Youth Venture <http://www.youthventure.org/home.asp>
- Entrepreneurship for Children & Youth – Kauffman Foundation <http://www.emkf.org/pages/129.cfm>
- National Foundation for Teaching Entrepreneurship – BizTech <http://www.nfte.com/>
- Ye\$ - Youth Entrepreneurship Guide (pdf) <http://www.utextension.utk.edu/pbfiles/pb1554.pdf>
- Do You Have What It Takes to Be an Entrepreneur? <http://content.monster.com/tools/quizzes/entrepreneur/>
- Open for Business – REALM Online Facilitator’s Guide (Canada) <http://www.realm.net/guide/article.cfm?section=5>

Apprenticeships

- Office of Apprenticeship Training, Employer and Labor Services http://www.doleta.gov/atels_bat/raprog.asp
- Registered School-to-Apprenticeship Program – Department of Labor http://www.doleta.gov/atels_bat/raprog.asp
- Registered Apprenticeship Sponsors in Texas http://bat.doleta.gov/search_result.asp?State=TX&CountyCode=All&strStateName=TEXAS

Jobs & Summer Jobs

- StudentJobs.gov <http://www.studentjobs.gov/>
- Jobs for America’s Grads (JAG) <http://www.jag.org>
- BackdoorJobs <http://www.backdoorjobs.com/>
- Snag-a-Job – Jobs for Teens http://snagajob.com/jobs_for_teens.asp
- SummerJobs.com <http://www.summerjobs.com/>

Other Career Development

- CareerVoyages.gov <http://www.careervoyages.gov/>
- My CoolCareer – Career Exploration for Teens & 20’s - <http://www.mycoolcareer.com/>
- Anatomy of a Job Fair, Tested Fair Techniques. Goldsmith, Larry. National Association of Workforce Development Professionals. http://www.nawdp.org/nawdp_bookstore.htm
- Texas CATE - Texas Career & Technology Educators <http://www.texascate.net/>
- Career Development Resources – Texas Workforce Commission <http://www.cdr.state.tx.us/Researchers/Emerging/index.html>

Risk Management, Safety, & Confidentiality

- Minimizing Risk in Mentoring Programs (pdf) – Points of Light Foundation http://www.pointsoflight.org/pdfs/minimizing_risk.pdf
- More Than a Matter of Trust: Managing the Risks of Mentoring-Nonprofit Risk Management, <http://www94311.temp.wl.com/pubs/mentor.htm>
- Who Should Know What? Confidentiality and Information Sharing in Service Integration -National Center for Service Integration <http://www.ehsnrc.org/InformationResources/ResourceArticles/ftconf.htm>
- YoungWorkers.org <http://ist-socrates.berkeley.edu/~safejobs/index.html>
- Teen Workers-Occupational Safety and Health Administration (OSHA) <http://www.osha.gov/SLTC/teenworkers/index.html>

Skill Sets & Skill Development

- SCANS Competencies <http://wdr.doleta.gov/SCANS/whatwork/>
- Texas Essential Knowledge and Skills (TEKS) <http://www.tea.state.tx.us/teks/index.html>
- Skills Center - America's Career InfoNet <http://www.careeronestop.org/SKILLS/SkillCenterHome.asp>
- Career Clusters – Knowledge & Skills <http://www.careerclusters.org/16clusters.htm>
- Texas Skill Standards Board <http://www.tssb.org/>
- Sample Extension Activities – Reading and Math in the Workplace – Real Achievement Software <http://www.ea-software.com/links.shtml>

Youth with Disabilities

- Employer Toolkit -National Transition Alliance for Youth with Disabilities/AED <http://ici.umn.edu/ncset/publications/nta/tools/emptool.htm>
- National Collaborative on Workforce and Disability <http://www.ncwd-youth.info/>
- Tutorial for Accommodating Students with Learning Disabilities – Job Corps <http://www.jobcorpshealth.com/disability/html/main.htm>
- Technical Assistance Guide on Learning Disabilities – Job Corps (pdf) http://www.jobcorpshealth.com/documents/TAG_G.pdf

Working with Juvenile Offenders

- Getting Back to Work: Employment Programs for Ex-Offenders <http://www.ppv.org/content/reports/gettingback.html>
- Inside Edition: Job Hunting for Ex-Offenders (pdf) - Colorado Career Web of the Community Colleges of Colorado. June 2001 <http://www.coloradocareer.net/products/pdf/Inside.pdf>

Working with Employers

- Employer Pocket Guides - Youth Employment - Youth Rules (downloadable brochures, also available in Spanish) <http://youthrules.dol.gov/brochures.htm>
- America Connects – Tips for Connecting With Employers http://www.americconnects.net/resources/JobPlacement.asp#_Connecting_With_Employers
- Getting Employers Involved: Improving Work-Based Learning Through Employer Links (pdf) -Learning and Skills Development Agency, United Kingdom. Geared to YMCA training managers. <http://www.lsda.org.uk/files/pdf/R1084.pdf>
- Employer's Guide to Working With Youth - Connections Consortium/Tech Prep, Thurston County, Washington <http://www.connectquest.org/employer/guid.asp>
- Building Relationships: A Guide for New Mentors (pdf) <http://www.nwrel.org/mentoring/pdf/packfour.pdf>
- Employer Participation Model - NELC <http://www.nelc.org/whatsnew/epm/epm.cfm>

Learning from Others

- Massachusetts Work-Based Learning Plan Toolkit http://www.doe.mass.edu/stc/wbl_resource/toolkit/
- YouthWorks Summer Learning Plan - Philadelphia Youth Network
http://www.doleta.gov/youth_services/pdf/summer_2001_final_learning_plan.pdf
- Work-Based Learning Agreement – Brunswick High School, Maine
<http://www.brunswick.k12.me.us/bhs/guidance/trainingagreement.pdf>
- Work-Based Learning Plan (Agreement) Northeast School District, San Antonio
http://www.neisd.net/webmaster/work_based_learning_plan.pdf
- Youth @ Work NOVA Youth Employment Office
<http://www.youthatwork.org/index.html>
- NOVA PIC Career Ladders Initiative <http://www.careerladders.org/>
- Mentoring Program - US Geological Survey <http://ntcntweb.cr.usgs.gov/oed/mentoring/mentorindex.html>
- Summer of Work & Learning – Brockton, MA <http://www.brocktonpublicschools.com/schools/high/programs/summerofwork/summerofwork01.html>

SCANS SKILLS

From the Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, June 1991

A Three-Part Foundation

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks

- A. Reading - Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. Writing - Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. Arithmetic/Mathematics - Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. Listening - Receives, attends to, interprets, and responds to verbal messages and other cues
- E. Speaking - Organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons

- A. Creative Thinking - Generates new ideas
- B. Decision Making - Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. Problem Solving - Recognizes problems and devises and implements plan of action
- D. Seeing Things in the Mind's Eye - Organizes, and processes symbols, pictures, graphs, objects and other information
- E. Knowing How to Learn - Uses efficient learning techniques to acquire and apply new knowledge and skills
- F. Reasoning - Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A. Responsibility - Exerts a high level of effort and perseveres towards goal attainment
- B. Self-Esteem - Believes in own self-worth and maintains a positive view of self
- C. Sociability - Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- D. Self-Management - Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E. Integrity/Honesty - Chooses ethical courses of action

Five Competencies

Resources: Identifies, organizes, plans, and allocates resources

- A. Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. Money - Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. Material and Facilities - Acquires, stores, allocates, and uses materials or space efficiently
- D. Human Resources - Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

- A. Participates as Member of a Team - Contributes to group effort
- B. Teaches Others New Skills
- C. Serves Clients/Customers - Works to satisfy customers' expectations
- D. Exercises Leadership - Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. Negotiates - Works toward agreements involving exchange of resources, resolves divergent interests
- F. Works with Diversity - Works well with men and women from diverse backgrounds

Information: Acquires and uses information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information
- D. Uses Computers to Process Information

Systems: Understands complex inter-relationships

- A. Understands Systems - Knows how social, organizational, and technological systems work and operates effectively with them
- B. Monitors and Corrects Performance - Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. Improves or Designs Systems - Suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

- A. Selects Technology - Chooses procedures, tools or equipment including computers and related technologies
- B. Applies Technology - Understands overall intent and proper procedures for setup and operation of equipment
- C. Maintains and Troubleshoots Equipment - Prevents, identifies, or solves problems with equipment, including computers and other technologies

NELC Employer Participation Model – Examples – Adapted for WIA

	Ages	Length of Activity	Employee to Youth Ratio
WORKING DIRECTLY WITH YOUTH & YOUTH SERVICES STAFF			
Career Awareness			
<input type="checkbox"/> Career Talks: Visit young people in their program or school and explain your work, company or industry.	5-21	1-2 hours	1:25
<input type="checkbox"/> Workplace and Industry Tours: Let youth tour your work site, talk with employees and observe workplace activities.	5-21	1-2 hours	1:10 or 25
<input type="checkbox"/> Lessons/Learning Activities: Help a class, after-school program, or small group of young people work on a short-term activity or project related to your job or skills.	5-21	1-5 one-hour visits	1:10 or 25
<input type="checkbox"/> Career Days/Career Fairs: Present or staff a table at a special career event. Allow youth to meet you to learn about your company and industry.	11-21	2 hours to half day	Varies
<input type="checkbox"/> Tutoring: Meet with a young person to help him or her master basic or advanced skills.	5-21	2 hours a week	Varies
Career Exploration			
<input type="checkbox"/> Job Shadowing: Allow a young person to follow you around during your normal job activity.	11-21	Varies, 1 day to 2 weeks	1:1 to 5
<input type="checkbox"/> Job Rotations: Let a young people transfer among a number of positions and tasks at your worksite so they can learn about how each part of your organization contributes to products and services you provide.	14-21	Varies by program	1:1 to 5
<input type="checkbox"/> Entrepreneurship and Service Learning: Coach young people as they plan, develop, and operate or simulate a small business or volunteer project.	12-21	Min. 4-6 weeks	1:1 to 25
<input type="checkbox"/> Mentoring: Meet regularly to review and work on career-related skill needs and expose a young person to your career, life, and workplace environment.	12-21	Min. 10 months, 3-4 hours a month	1:1 to 2
Career Preparation			
<input type="checkbox"/> Projects: Support, coach, and teach a young person or small group as they work on a longer-term career-related learning project.	14-21	Min. 8 weeks, 1-2 hours a week	1:1 to 8
<input type="checkbox"/> Internships and Work Study: Provide a paid or unpaid, volunteer, school year or summer internship. Supervise specific projects or tasks, as well as mastery of targeted learning goals.	16-21	Min. 1 semester, 5-10 hours a week or full time for 4-6 weeks	1:1 to 8
<input type="checkbox"/> Occupational Training Program: Partner with an educational organization to deliver specialized training, usually leading to certification, which includes workplace experience.	18-21	Varies	1:1 to 25
<input type="checkbox"/> Youth Apprenticeship: Provide a multi-year training program that combines school and work-based learning in a specific occupational area and leads directly into a related post-secondary program, job, or registered apprenticeship program. Paid or unpaid.	16-21	Min. 1 semester, 5-10 hours a week	1:1 to 8
<input type="checkbox"/> Apprenticeship (Registered): Provide a structured training program registered with the Bureau of Apprenticeship and Training (BAT), US Dept. of Labor, or one of 27 State Apprenticeship Agencies or Councils approved by BAT.	18-21	1-6 years, defined by the program	Defined by program
BUILDING A WORKFORCE SYSTEM			
<input type="checkbox"/> Local Governance: Serve as a member of local youth service, workforce, business, and industry leadership organizations and actively guide youth investment strategies.		1+ years, 5-10 hours a month	
<input type="checkbox"/> Industry Clusters: Work within an existing industry group or association to identify work-based and other learning opportunities for youth. Advise local workforce efforts.		1+ years, 1-2 hours a month	
<input type="checkbox"/> Industry Skill Standards: Participate in formal efforts to develop and share information about the skills your industry requires or will require.		1+ years	
STRENGTHENING INTERNAL COMPANY PRACTICES			
<input type="checkbox"/> Internal Inventory: Review your company's current involvement with youth efforts. Ensure that resources support programs that match your company's interests.		3-5 hours	
<input type="checkbox"/> Supervisor Preparation: Provide training to employees who will supervise or mentor youth.		2-5 hours	
<input type="checkbox"/> Skill Standards: Incorporate industry skill standards into company training programs and performance review practices.		10+ hours	
<input type="checkbox"/> Employee Involvement: Encourage employees to get involved with youth service efforts. Publicize opportunities in company communications. Recognize or reward employees who participate.		1-2 hours a month	

Employer Participation Model. Washington, DC: National Employer Leadership Council, 1996. Adapted for WIA.

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