



### WBL Training Plan - Data Sheet

This Work-Based Learning Training Plan and Evaluation combines skill development learning objectives, academic enhancements and personal development goals with an assessment of the student/young adult’s employability skills demonstrated through the experience. The evaluation gauges a youth’s progress towards readiness for a successful transition into the world of work. It reflects important skills, attitudes, and values that are essential for success in the workplace.

**Enter information about the participating student, the work-based learning coordinator, the worksite supervisor and details about the Work-Based Learning experience.**

#### Student

Name \_\_\_\_\_ Age \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

School/Organization \_\_\_\_\_ Grade Level \_\_\_\_\_ Pathway \_\_\_\_\_

School/Org Contact \_\_\_\_\_ Phone \_\_\_\_\_ Email \_\_\_\_\_

#### Work-Based Learning Coordinator/Teacher

Name \_\_\_\_\_ Title \_\_\_\_\_

Organization/School \_\_\_\_\_

Address \_\_\_\_\_ City, State ZIP \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

#### Worksite Supervisor

Name \_\_\_\_\_ Title \_\_\_\_\_

Organization/Company \_\_\_\_\_ Industry Sector \_\_\_\_\_

Address \_\_\_\_\_ City, State ZIP \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_ Preferred Form of Contact \_\_\_\_\_

#### Job/Internship

Type \_\_\_\_\_

Title \_\_\_\_\_ Schedule \_\_\_\_\_

Start Date \_\_\_\_\_ End Date \_\_\_\_\_

Duties :

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## WBL Training Plan - Learning Objectives

Student/Young Adult \_\_\_\_\_ Date(s) Established \_\_\_\_\_ Date(s) Evaluated \_\_\_\_\_

Develop learning objectives that are specific to the particular job or Internship. Work together to identify reasonable and measurable learning objectives based on academic enrichment or career development potential through the job or Internship, as well as personal development objectives tied to youth development principles.

Academic Enrichment and Career Development Learning Objectives (Academic Content/Technical Skills)
These objectives are related to workplace opportunities that enhance academic learning as well as the student/young adult’s career interests. The student/young adult, worksite supervisor, and coordinator determine what learning opportunities are available and appropriate and set learning objectives together.
Learning Objective
<b>Results: (Complete at completion of internship or work experience)</b>

Personal/Youth Development Learning Objectives (Employability/Interpersonal Skills)
These objectives are related to workplace or program opportunities to address personal and youth development learning objectives. The student/young adult, worksite supervisor, and coordinator determine what learning opportunities are available and appropriate and set learning objectives together.
Learning Objective
<b>Results: (Complete at completion of the internship or work experience)</b>

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

WBL Coordinator/Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

## Worksite Supervisor Agreement

As a Supervisor, working in conjunction with the Work Based Learning Resource Center of the DOE, I agree to the following:

1. To allow only those students who have been cleared by the WBLRC to begin interning at the host site.
2. To verify with the school's WBL Coordinator or authorized representative each intern's start date and end date.
3. To verify with the school's WBL Coordinator or authorized representative the total number of hours to be worked by each student, and not to exceed those hours.
4. To keep, maintain, and submit to the school's WBL Coordinator or authorized representative attendance records and/or signed timesheets for students on a timely basis according to the WBL week and pay schedule.

Worksite Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

## Evaluation Key

**Not Exposed:** Intern was not provided the opportunity to achieve this objective or demonstrate the skill.

**Training Level:** Preparing to become work ready, but has difficulty completing tasks without prompting and repeated help. Does not readily request help. Does not attempt task before asking for or receiving assistance.

**Improving Towards Entry Level:** More work ready. Has difficulty completing some tasks. May attempt task before asking for help. Needs prompting or assistance.

**Entry Level:** Meets and demonstrates the skills at a level equal to what is expected of any employee in a similar position. Completes tasks and work projects with and without help. Improves work using team or supervisor feedback. Meets quality standards.

**Exceeds Entry Level:** Demonstrates mastery of skills at a level above what is expected of any employee in a similar position. Uses information generated personally and by others to improve work quality. Identifies problems before they arise and makes adjustments accordingly. Exceeds work expectations for quality and attends to detail in the development of projects and assignments.

## Worksite Supervisor Evaluation

Mid-point Evaluation

Final Evaluation

Establish specific occupational skills linked to the student's course of study that may be developed and demonstrated during the experience and enter below.

Worksite supervisor completes the evaluation at the midpoint and completion of the experience.

Student Name \_\_\_\_\_ Supervisor \_\_\_\_\_

Core Employability Skills	Not Exposed	Training Level	Improving Towards Entry Level	At Entry Level	Exceeds Entry Level
<b>Personal Mindset</b>					
Needs minimal supervision to complete tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains focus on tasks despite internal (e.g., emotional) and/or external distractions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts approach in response to new conditions or others' actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Planning for Success</b>					
Manages time to complete tasks on schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Social Awareness</b>					
Recognizes the consequences of one's actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balances own needs with the needs of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Collaboration</b>					
Helps team members complete tasks, as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Problem Solving</b>					
Identifies alternative ideas/processes that are more effective than the ones previously used/suggested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>+ Plus Professional Attitude</b>					
Brings energy and enthusiasm to the work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes responsibility for his or her actions and does not blame others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Occupational Skills (Enter at least three from the training plan)</b>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Student's Talents and Abilities:

Time Frame: From \_\_\_\_\_ To \_\_\_\_\_ Total Hours \_\_\_\_\_

Next Step Recommendations:

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

WBL Coordinator/Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Worksite Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_