
The Work-Based Learning Handbook



Table of Contents

TABLE OF CONTENTS.....	1
ACKNOWLEDGMENTS	3
INTRODUCTION	4
<i>Work-based Learning Programs</i>	<i>4</i>
<i>Mandatory Requirements for CWEE Work-based Learning Programs</i>	<i>4</i>
<i>California Code Regulations, Title V</i>	<i>4</i>
MODULE I. PLANNING A WORK-BASED LEARNING PROGRAM5	
<i>Types of CWEE programs.....</i>	<i>5</i>
General Work Experience Education	5
Occupational Work Experience Education.....	5
<i>Types of CWEE plans:</i>	<i>5</i>
Parallel Plan	5
Alternate Plan	6
<i>Program Needs Assessment.....</i>	<i>6</i>
Advisory Committees	6
Surveys.....	7
<i>Operational Plan</i>	<i>7</i>
Title V Requirements of the CWEE District/College Plan.....	7
MODULE II. COMMITMENT AND RESOURCES	8
<i>Records</i>	<i>8</i>
<i>Budget.....</i>	<i>8</i>
Methods of Calculating FTES	9
Application of Independent Study or Work Experience Attendance	9
<i>Staffing Activities</i>	<i>9</i>
Program Manager	9
Instructor/Coordinator	10
Minimum Requirements for CWEE Instructor/Coordinator	10
Student/Instructor Ratio in the Work Experience Program	10
Clerical Support	10
<i>Supervision of Students.....</i>	<i>10</i>
Adjunct Faculty for Consultation in a Different Region, State, or County.....	11
Joint Apprenticeship Committee Supervisory	11
On-the-Job Supervisor (Employer).....	11
<i>Student Recruitment and Selection</i>	<i>12</i>
<i>Placement of Students into Work Learning Stations</i>	<i>12</i>
<i>Developing Workstations.....</i>	<i>13</i>
MODULE III. ACTIVITIES AND SERVICES.....	14
<i>Types of Work-based Learning Programs</i>	<i>14</i>
Apprenticeships	14
Cooperative Work Experience Education.....	14
Internships.....	15
Job Shadowing.....	15
Mentoring.....	15

<u>Clinical Experience</u>	15
<u>Work-Study Programs</u>	16
<u>Service Learning</u>	16
<u>Coordination of College and Community Programs and Services</u>	16
<u>Learning Centers</u>	17
<u>Special Programs</u>	17
<u>College Work-Study Programs</u>	17
<u>Community Linkages</u>	17
<u>Computerized Databases – Job Placement</u>	17
<u>Student Orientations</u>	17
<u>Student Qualifications for CWEE (Student Orientations)</u>	18
<u>Work Experience Credit (Student Orientations)</u>	18
<u>Veteran Student Requirements (Student Orientations)</u>	19
<u>CWEE Forms (Student Orientations)</u>	19
<u>Achievement of Measurable Learning Objectives (Student Orientations)</u>	19
<u>Coordinating Activities (Student Orientations)</u>	19
<u>Grading Standards (Student Orientations)</u>	20
<u>Equal Opportunity</u>	20
<u>Articulation to Upper Division College Programs</u>	20

MODULE IV. MARKETING WBL PROGRAMS 21

<u>Target Your Audience</u>	21
<u>Conduct Appropriate Activities</u>	21
<u>Use All Your Resources</u>	21
<u>Market to Divisions and Offices School-wide</u>	21
<u>Faculty Involvement in Promoting Programs</u>	22
<u>Sample Activities to Promote Work-based Learning</u>	22
<u>Promote Work-based Learning Benefits to Students, Employers, and Schools</u>	22
<u>Benefits To Students</u>	22
<u>Benefits To Employers</u>	23
<u>Benefits To Schools</u>	23
<u>Marketing to Secondary Schools</u>	23
<u>Examples of Marketing Tools</u>	23

APPENDIX..... 25

<u>California Code of Regulations</u>	25
<u>California Education Code</u>	25
<u>Interviews from Work-based Learning Professionals</u>	26
<u>Program Information</u>	26
<u>Work-based Learning Professional Associations</u>	26

Acknowledgments

This handbook was developed to revise and update information from the original “Resource Guide for Administrators and Coordinators of CWEE,” which was prepared in 1994 by the Career Development Services Office at Diablo Valley College as a revision from the 1983 Resource Guide.

The intent of this handbook is to provide an online version of a handbook for quick reference to areas and issues central to the effective implementation and operation of CWEE and work-based learning programs.

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Introduction

Work-based Learning Programs

Work-based learning (WBL) programs combine academic study and practical work experience to develop students' marketable skills and prepare them for a successful career. Work-based learning opportunities may include: apprenticeships, Cooperative Work Experience Education, internships, job shadowing mentoring, clinical experience, work study programs, service learning, informational interviewing, trade show attendance, business tours, field experience and community service learning.

Mandatory Requirements for CWEE Work-based Learning Programs

Apprenticeships, Cooperative Work Experience Education, and internships have mandatory CWEE compliance under California Code, Title V regulations, and Education Code requirements.

California Code Regulations, Title V

The California Code of Regulations (CCR) website contains the text of the regulations that have been formally adopted by state agencies, reviewed and approved by the Office of Administrative Law, and filed with the Secretary of State. Title V of the "California Code of Regulations" deals with Education Law. Sections 55250 – 55257 and 58009 cover CWEE programs.

Click on <http://ccr.oal.ca.gov/default.htm>

Click on California Code Regulations (left side).

Click on, "Title 5"

Click on Query Template - Go to a specific section.

Module I. Planning a Work-based Learning Program

Each college should choose the administrative structure that best fits the college's current and future work-based learning (WBL) goals. The following are examples of work-based learning structures:

Decentralized - individual departments or divisions handling administrative, management and other program functions

Centralized - one central office handles the administrative and management functions and works closely with each division or department in carrying out the instructional component of the program

District-wide - all functions of work-based learning are handled by a district-wide program manager

Types of CWEE programs

There are two types of CWEE:

General Work Experience Education

- Supervised employment of students with the intent to assist them in acquiring desirable work habits, attitudes and career awareness
- Student's jobs need not be directly related to their educational goals

Occupational Work Experience Education

- Supervised employment of students designed to extend their classroom-based experience
- Occupational learning at an on-the-job learning station in fields directly related to their educational or occupational goals

Types of CWEE plans:

There are two different plans for CWEE:

Parallel Plan

This is a general or occupational CWEE plan offering students the opportunity to attend college classes and earn college credit for concurrent learning on the job.

- During regular semesters or quarters, students must enroll in a minimum of seven units including Cooperative Work Experience Education. (Enrollment in an accredited secondary through four-year institution or equivalent course work may meet this requirement).
- During summer sessions, students must enroll in one class in addition to CWEE

Alternate Plan

This occupational CWEE plan is designed to allow students to attend college full-time one semester, and work full-time the following semester or quarter. Concurrent enrollment will be limited to one class.

Program Needs Assessment

Determine work-based learning service through interviews, surveys and /or focus groups, and validate information gathered through advisory committees comprised of faculty, employers, students, community members and One-Stop Center partners.

Advisory Committees

Advisory committee functions include:

- Making recommendations concerning the WBL program's policies and procedures.
- Publicizing the program to business, industry and government in the community.
- Interpreting data on employment opportunities and standards of performance.
- Assisting in locating WBL work stations

The advisory committee can help answer questions regarding the potential for a work-based learning program, for instance:

- Is there a need for student employees with specific training? If so, what areas?
- Are there an adequate number of workstations in the community?
- What are the current occupational trends in the area?

After it is determined that a work-based learning program is feasible, it is necessary to plan the program.

Validate information gathered through feedback from advisory committees by:

- Examining occupational education currently available in the college or district.
- Determining the need for work-based learning and designing a work-based learning program to complement current and future programs.
- Presenting the WBL program to college administration, counselors and faculty, and obtaining their support of the program.
- Meeting with other faculty and the counseling staff on a one-to-one basis, and Presenting the proposed program to division or departments (if a college-wide Program is being established).

Surveys

- Survey your students to determine their attitudes toward the program and their career and educational needs. Choose questions that will allow you to obtain the following information, for instance:

How many students are interested in obtaining work experience in their major or career?

- What are students' occupational goals?

- Do currently employed students feel they could profit from work-based learning programs?
- Which work-based learning programs are of interest to the students?
- Gain survey development assistance from the advisory committee
- Include survey input from the Employment Development Department staff, employer-employee representatives, college administrators, subject matter instructors and occupational program advisory committees
- Assess employer interest and the availability of work-stations through sources, Such as the occupational advisory committees

Operational Plan

Develop a plan that will be approved by the local Board of Trustees and by the California Community College Chancellor's Office. The district plan for CWEE programs must include Title V of the Education Code. The plan for CWEE must be sent for approval to the California Community College Chancellor's Office.

Title V Requirements of the CWEE District/College Plan

The district plan shall contain the following provisions for CWEE programs under Title V regulations:

- A statement that the district has officially adopted the plan, subject to approval by the State Chancellor.
- A specific description of the respective responsibilities of college, student, employer, and other cooperating agencies in the operation of the program
- A specific description for each type of work experience education program.
- A description of how the district will:
 - Provide guidance services for students during enrollment in work experience education
 - Assign a sufficient number of qualified, academic personnel to direct the program, and to assure district services required in section 55255
 - Assure that students' on-the-job learning experiences are documented with written measurable learning objectives
 - Evaluate students' on-the-job learning experiences, with the assistance of employers
 - Describe basis for awarding grade and credit
 - Describe provision for adequate clerical and instructional services

Module II. Commitment and Resources

The district/college demonstrates support by providing sufficient resources including: budget, records, staff and resources for workstations (employers) to establish and operate a work experience program.

Records

The district shall maintain appropriately signed (as indicated below) and dated records, which shall include at least the following:

- The type and units of Cooperative Work Experience Education in which each student is enrolled, where employed, type of job held, and the basis for determining whether the student is qualified for Occupational or General Work Experience Education (signed by academic personnel)
- A record of work permit issued, if applicable (signed by designated issuing agent)
- The employer's or designated representative's statement of student hours worked, and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets, or by a summary statement at the end of the enrollment period
- New or expanded on-the-job measurable learning objectives, which serve as part of the basis for determining the student's grade (signed by academic personnel, employer or designated representative, and student)
- Records must be maintained which as signed and dated by certificated Personnel documenting:
 - (1) Consultation(s) in person with the employer or designated representative.
 - (2) Personal consultation(s) with the student
 - (3) Evaluation of the student's achievement of the on-the-job learning objectives.
 - (4) The final grade
- Records should be kept for five years for auditing purposes

Budget

Allocation of a budget to provide sufficient staffing, facilities and equipment and support of a marketing plan is critical for CWEE and other work-based learning programs.

The following factors should be considered, while developing a budget:

- What source or sources does your money come from within college, district, state, local and federal and other monies?
- Who determines how much money is allocated to the program?
- When should budget planning begin?
- What are the categories of expenditure?

Methods of Calculating FTES

- A process known as apportionment per unit of FTES (Full-time Equivalency Status) is used to determine the total income of a college district. Methods for computing FTES are described in Title V, section 58051

- A FTES in community colleges normally means 525 hours of attendance. For Work experience, a FTE equals 15 hours of CWEE credit per week for 35 weeks or 30 units of CWEE credit per week for a 17.5 - week term.

Application of Independent Study or Work Experience Attendance

One weekly student contact hour shall be counted for each unit of credit in which the student is enrolled as of the census dated prescribed in Section 58003.1 (b) or (c).

For credit courses full-time equivalent students in independent study or work-experience education courses in primary terms is computed by multiplying the weekly student contact hours authorized pursuant to subsection (a) of this section, generated as of the census date prescribed in section 58003 (b) by the term length multiplier as provided for in section 58003.1 (f)(2).

Full-time equivalent student in independent study or work-experience education courses conducted during a summer or other intersession is computed by multiplying the weekly student contact hours, authorized pursuant to subsection (a) of this section, generated in each course, by a course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such courses conducted in the primary terms, and dividing by 525.

Staffing Activities

Work-based learning programs might be in many different departments and divisions throughout the college. Staffing should be sufficient to support the program(s). However, CWEE programs have mandated requirements for staff.

Program Manager

The individual responsible for primary leadership and supervision of CWEE activities is usually identified as the program manager or program director. In multi-campus community college districts, there may be district managers, as well as individual college program managers. The duties will vary from program to program.

- The program manager has responsibility for instructor/coordinator assignments, job development activities, student placement activities, and other operational functions.
- The program manager may be on administrative full-time assignment, partial assignment, or on regular faculty assignment, with WBL program management as a part of his/her responsibilities
- According to Title V regulation, section 53240, the minimum qualifications for educational administrators shall be all of the following:
 - Possession of a master's degree
 - One year of formal training, internship, or leadership experience Reasonably related to the administrative assignment.

Instructor/Coordinator

Instructor/Coordinators are qualified staff that is responsible for interaction with students on the job and in college. They serve as the liaison between the community and the educational institution.

Minimum Requirements for CWEE Instructor/Coordinator

Title V, section 53416, states the minimum qualifications for work experience education instructors or coordinators:

The minimum qualifications for an instructor or coordinator of general or occupational work experience education, as defined in Title V, section 55252, shall be the minimum qualifications in any discipline in which work experience may be provided at the college, where the instructor or coordinator is employed.

Duties of an Instructor/Coordinator include assisting students with:

- Developing measurable learning objectives
- Conducting on-the-job interviews with the employer and/or student as required by the state and district
- Maintaining all required records
- Development and placement at learning stations
- Development of public relations with administration, faculty, community groups, industry, business and other agencies
- Planning and registration for the program
- Curriculum development and implementation of the program
- Participating in the in-service training programs

Maintaining close liaison with CWEE/WBL occupational advisory committees and district instructional staff

Student/Instructor Ratio in the Work Experience Program

The student/instructor ratio in the Work Experience Program shall not exceed 125 students per full-time equivalent academic coordinator.

Clerical Support

- Title V requires that the district plan shall contain provisions for adequate clerical and instructional services to maintain required program records and handle program enrollment, grade submission and other duties
- Full-time clerical staff may be augmented with student assistants

Supervision of Students

The supervision of students shall be outlined in a learning agreement and coordinated by the college district under a state-approved plan. The employer and the qualified community college instructor/coordinator shall share responsibility for on-the-job supervision, which shall include but not be limited to:

- Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job
- Written evaluation of student's progress in meeting planned on-the-job learning objectives
- Consultation with students (in person) to discuss students' educational growth on the job
 - The district shall provide the above services at least once each per quarter or Semester for each student enrolled in CWEE

Adjunct Faculty for Consultation in a Different Region, State, or County

Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the in-person consultation for a student that is out of a college's geographical region, state, or in another country.

Joint Apprenticeship Committee Supervisory

For legally indentured apprentices, the requirements of the section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and Title 5 CWEE requirements remains with the college.

On-the-Job Supervisor (Employer)

The On-the-Job Supervisor is the person at the work station who supervises the student employee in his/her assignment.

On-the-Job Supervisors shall meet the following criteria:

- Maintain a copy of each student's approved on-the-job learning objectives.
- Provide adequate supervision, facilities, equipment and materials at the learning stations to achieve on-the-job learning objectives.
- Comply with all appropriate federal and state employment regulations.

Other indicators of high-quality work experience education work learning stations are as follows:

- Provides a learning experience that contributes to the student's occupational or educational goals.
- Allows the student to "pursue a planned program of work experience education, which in the opinion of the instructor/coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment" (Title V, section 55254).

The employer should:

- Provide adequate supervision to ensure a planned program of the student's job activities, so the student may receive maximum educational benefit
- Provide adequate workers' compensation insurance coverage for paid work. The college is responsible for providing workers' compensation insurance coverage for a non-paid position
- Maintain accurate records of the student's attendance
- Assist in determining the level of educational experience or learning potential in a work experience education
- Expect to teach certain skills which can be more effectively learned on the job
- Serve as an extension of the instructional staff of the college
- Identify skills, knowledge and attitudes students should bring to the job
- Identify skills that can be more thoroughly learned on the job
- Direct the student's daily progress in reaching his/her stated objective
- Assist in the selection of appropriate learning objectives as well as providing the students with the time and materials necessary to achieve them

When students already have full-time or part-time work, they may continue in such employment, if the instructor/coordinator, the employer and the student agree that the job situation has educational value.

Student Recruitment and Selection

- Select students that need, want and can profit from the program
- Instructors and counselors may refer students to the program, or students may make inquiry themselves
- Development of program marketing material are important for recruiting
- Prospective work-based learning students should be interviewed by the instructor/coordinator before enrolling in the program to assess the level of interest in work experience education.
- Procurement of a work station is necessary for enrollment into the work Experience education program

Placement of Students into Work Learning Stations

Placement of students in suitable work learning stations is one of the most important roles of the instructor/coordinator. The student's place of employment is referred to as a work experience education job learning station or workstation. Title V, section 55257, specifies the basic requirements for a job learning station.

Job learning stations shall meet the following criteria:

- Offer a reasonable probability of continuous work experience for students, during the current work experience enrollment term.
- Will not endanger the health, safety, welfare or morals of students

Developing Workstations

Title V, section 55255, states that the district is required to "provide sufficient services for initiating and maintaining on-the-job learning stations."

Work learning stations can be developed through the following methods:

- Instructor/coordinator's personal contacts with employers
- Membership and participation in service club, trade organizations and associations, and other community and civic groups, which offer additional opportunities for work experience education job development and placement
- Development of a computerized job database or Internet database of job/ work-based learning opportunities
- Close coordination and communication with job placement staff

Site development may be planned through the following sources:

- Current labor projections from Employment Development Department,
- U.S. census information, estimates of business and industry, future employment trends (U.S. Department of labor)
- Various employment journals
- Chambers of Commerce
- Library references on occupational opportunities, industrial business directories, And employment offices

Module III. Activities and Services

Develop a variety of work-based learning opportunities, which might include: apprenticeships, Cooperative Work Experience Education, internships, job shadowing, work study programs, mentoring, clinical experience, work study, and service learning programs.

Types of Work-based Learning Programs

Apprenticeships

An apprenticeship is an education and training process. A student spends part of the time in the classroom, and the remainder of the time in the working atmosphere.

The following criteria must be met:

- An industry, employer, employer group, labor union, or other formal community or work-based organization joins to provide formal instruction in which a structured work-based experience is an integral part of the instruction
- An apprentice agrees to work for the employer for a specified period of time
- The employer agrees to provide structured and formal training in a specified field or trade over a defined period of time
- The employer provides continued technical level employment after the training is successfully completed
- CWEE requirements are mandated

Apprenticeship programs may be found in area technical centers, community colleges, and high schools. At the high school level, involvement in formal, paid apprenticeship programs is often limited to the 11th and 12th grades.

For more information on apprenticeships, go to the Division of Apprenticeship Standards (DAS) website at www.dir.ca.gov/DAS/das.html

Cooperative Work Experience Education

- A method of instruction of career education for individuals who, through written cooperative arrangements between the school and employers, receive work-based learning
- Work periods and school attendance may be on alternate half days, full days, weeks, or the other periods of time in fulfilling the cooperative program
- A well-structured plan that integrates classroom knowledge with productive work experience in a business/industry work setting
- Depends on a strong link between school and business and industry partners
- Employers must be committed to adding value to the student, rather than using the student solely for their own benefit
- Teachers must be active in facilitating the placement and supervision of students
- CWEE regulations are mandated

Internships

- Perform in the role for which they are training even though they are under supervision
- Connect the world of theory with the “real-world” of practice
- Short-term and are most often non-paid
- Offer students an opportunity to function in professional work situations, rather than simulations
- Provide “on-the-job” training experiences
- Require three basic components: the academic institution, the sponsoring agency, and the intern
- CWEE regulations are mandated

Job Shadowing

- Allows students to follow an employee during a typical day or period of time, and observe and ask questions about a particular career
- Allows students to learn about a particular occupation or industry without actually being involved in hands-on activities
- Assists students with exploring a range of career objectives, and selection of a career major

Mentoring

- Promotes the development of the learner or student
- Mentor is assumed to be a role of nurturing and assisting the student in his or her quest for understanding
- Mentors may be established through employer/community partnerships
- Results include increased student motivation, diligence, and better social orientation

Clinical Experience

- Used in the health fields, mainly
- Provides the student with hands-on work experiences in real job settings
- Similar to internship and work experience programs except that it requires close supervision and must be linked closely with classroom study
- Students working on real clients and patients
- Contracts and agreements with clinical sites are much more complex due to the liability issues and requirements of health care agencies
- Legal or risk management professionals should review contracts

Work-Study Programs

- Used as a means of financial aid to support students
- Work assignments could be developed with greater alignment and relationships to study programs, as a way to provide work-based experience to students
- Can provide a wide variety of general employability skills that enhance all careers
- Employability skills such as teamwork, punctuality, problem solving, communications skills, safety, interpersonal relationship, appropriate attitudes, and work ethics may be learned

Service Learning

- Process of learning through the experience of rendering service in the school or in the community, and actively reflecting upon the experience
- Service activity becomes an integral part of the curriculum and often includes learning activities in preparation for the service, and reflection after the service activity is completed
- There are many variations for weaving service into the school curriculum, but the most common approaches include:
 - A separate course devoted to service learning (required or elective)
 - Service as a major assignment within existing courses
 - Service as an extra-curricular activity but required for graduation

Coordination of College and Community Programs and Services

Utilize counseling, employment, and career guidance/job placement services on campus for student support in pre and post employments, as well as connecting activities programs and services that teach the following subjects:

- Career/education planning skills
- Career assessments and interpretation
- Career/job information and resources
- Career/education clarification
- Job hunting techniques
- Assistance with resume writing and interviewing techniques
- Assistance with finding major-related work-based learning sites

College programs, services and resources may support instructors in integrating work-based learning curriculum and/or programs with the following:

- Current job market trends
- Connections to business and industry
- Information on work-based learning activities that may be integrated into curriculum
- Information on career resources that may be integrated into curriculum

Learning Centers

Learning Centers may offer individualized instruction for career development using text materials and audio-visual presentations

Special Programs

Connect work-based learning services and programs with special services for physically and mentally handicapped and educationally disadvantaged students. WBL programs may assist the students in ultimately finding work.

College Work-Study Programs

College Work-Study Programs may assist with enrolling and assisting state or federal work-study students, whose jobs qualify under Title V guidelines

Community Linkages

Develop active partnerships between college departments and divisions and the following community and business/industry organizations for work learning stations:

- Employers involved in occupational advisory committees
- Chamber of Commerce
- Regional One-Stop Career Centers
- Business and professional organizations and other related organizations

Computerized Databases – Job Placement

Many WBL programs publicize opportunities through computerized databases, such as MonsterTRAK (www.monstertrak.com). Some schools have developed their own database for students to access jobs and internships within the Job Placement Office. Some Cooperative Work Experience Education and Work-based Learning programs have developed their own databases to assist with publicizing jobs and internships.

If possible, it is best to have one central place where employers can place job and work-based learning opportunity information, since a central place allows easy access to information for the employer, student and Instructor.

Student Orientations

Student orientations to WBL programs are important to develop, so that students understand the policies and procedures of each program. These orientations can be delivered through workshops, videos, and individualized or computerized information. Students may learn about the qualifications of the program. They must understand the forms required for the program, and any coordinating activities that must be met. The following subject areas in this Module should be presented to the student during the orientations.

Student Qualifications for CWEE (Student Orientations)

In order to participate in CWEE, students shall:

- Pursue a planned program of CWEE, which includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment
- Have on-the-job learning experiences that contribute to their occupational or education goals
- Have the approval of the academic personnel
- Meet the following condition, if self-employed: Identify a person who is approved by academic personnel to serve as the designated employer representative
- Assist the student in identifying new or expanded on-the-job learning objectives
- Assist in the evaluation of the student's identified on-the-job learning objectives
- Validate hours worked

In addition, students shall satisfy one of the following three criteria:

1. Be an apprentice as defined by Labor Code, section 3077, who is enrolled in related or supplementary courses required of the apprenticeship programs, or
2. Be enrolled in the parallel plan
This General or Occupational CWEE plan offer students the opportunity to attend college classes and earn college credit for concurrent learning on the job
 - During regular semesters or quarters, students must enroll in a minimum of seven units including Cooperative Work Experience Education. Enrollment in an accredited secondary through four-year institution, or equivalent course work may meet this requirement
 - During summer sessions, students must enroll in one other class in addition to CWEE; or
3. Be enrolled in the Alternate Plan.
This plan is designed to allow students to attend college full-time one semester, and work full-time the following semester or quarter. Concurrent enrollment will be limited to one class.

Work Experience Credit (Student Orientations)

- One student contact hour is counted for each unit of work experience credit for which a student is enrolled during any census period
- In no case shall duplicate student hours be counted for any classroom instruction and Cooperative Work Experience Education
- The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit
 - The quality of the learning experience, and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded
 - The following formula will be used to determine the number of units to be awarded:
 - ◆ Each 75 hours of paid work equals one semester credit, or 50 hours equals one, quarter credit.

- ◆ Each 60 hours of non-paid work equals one semester credit, or 40 hours equals one, quarter credit.

Veteran Student Requirements (Student Orientations)

Veterans using CWEE for G.I. educational benefits may be subject to special attendance requirements (e.g., attendance at weekly class). Contact the person on campus responsible for interpreting and monitoring VA regulations.

CWEE Forms (Student Orientations)

CWEE requires student forms to be completed for record keeping. Some of the following forms might be included:

- 1) Student Application
- 2) Learning Objective Contract
- 3) Time Sheet
- 4) Employer's Evaluation
- 5) Student's Evaluation

Achievement of Measurable Learning Objectives (Student Orientations)

All approved district plans have established procedures for assuring that the student's on-the-job learning experiences are documented with written, measurable learning objectives. Instructors/coordinators should assist students in setting the objectives, which would be accomplished at the student's workstations.

The learning objectives must be:

- Understandable – written in clear, simple language, which communicates the meaning to all interested parties
- Challenging – Difficult enough to stimulate interest and be worth college credit
- Achievable – Capable of being accomplished within the prescribed period of time
- Measurable – Specific enough to provide for the observation and verification of accomplishment

Coordinating Activities (Student Orientations)

Coordinating activities are not required for CWEE. However, coordinating class learning activities are designed to provide career information for students to develop attitudes and abilities necessary to facilitate job success. Activities may be provided in a regular class setting, in scheduled seminars, and individual conferences in contract or programmed learning activities, or in other appropriate forums.

Grading Standards (Student Orientations)

CWEE may be graded on a credit/no credit basis or by letter grades. Other work-based learning programs may be voluntary, or they might receive grades for credit programs.

Evaluation of student progress may include: hours worked, performance on the learning objectives, attendance at scheduled instructor/coordinator conferences, and submission of a project or paper (if required).

Each college should refer to its own district policy, when setting grading standards.

Equal Opportunity

Community college districts offering CWEE programs must ensure that:

- The program does not discriminate against its students on the basis of race, color, national origin, sex, or handicap (in making available opportunities in CWEE and other work-based learning programs)
- Students participating in CWEE programs are not discriminated against by employers, or prospective employers on the basis of race, color, national origin, sex, or handicap (in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and in pay).

If a district enters into a written agreement for the referral or assignment of students to an employer, the agreement must contain an assurance from the employer that students will be accepted and assigned to jobs, and otherwise treated without regard to race, color, national origin, sex, or handicap. (Federal Register, Vol. 44, No 56 – March 21, 1979 as it pertains to Part 80, Appendix B, VIIA of Title VI of the Civil Rights Act of 1964).

Articulation to Upper Division College Programs

The college/district may articulate CWEE programs with the California State University and College System (CSUC). Currently, the CSUC system may accept 12 semester units or 16 - quarter units of Occupational Cooperative Work Experience Education credit, and 6 semester units or 9 - quarter units of general CWEE credit.

Module IV. Marketing Work-Based Learning Programs

It is essential to market your work-based learning program(s) to recruit students and employers, and inform college/district departments and programs.

Target Your Audience

Determine who your target audience is and focus on getting their attention. Consider the following:

- What does your audience want to know first?
- What would make the audience read past the first sentence?
- What benefits do you want emphasized? Write (and promote) accordingly.
- Write the information in short sentences.
- Design the publication with interesting graphics.
- Contact numbers should be easily found.

Conduct Appropriate Activities

- Timely activities are those conducted with your audience's time frame in mind.
 - Employers - if you are trying to recruit, keep in mind that you will be in heavy competition for publicity time, during the months of November, and December. Also, be aware of the tax deadline in April.
 - High school seniors - start promoting to them in their sophomore or junior year when they are starting to think about college.
- Plan your activities around your audience.
- Consistency will maximize your activities – develop a timeline of marketing activities to use throughout the year.
- Use consistent terminology that the audience understands. Employers often don't understand the term "work-based learning", but "internship" is a familiar term.

Use All Your Resources

Market to Divisions and Offices School-wide

- *Admissions* - Suggest the idea of using work-based learning as a recruitment tool. Convince your admissions officer to highlight work-based learning programs in their recruitment letters.
- *Counseling* - Make presentations at meetings and answer questions about work-based learning programs. Encourage counselors to recommend CWEE and other work-based learning programs as an elective.
- *Orientation* - Make sure that marketing materials are placed in orientation packets.
- *Alumni* - Ask them to write support quotes to use in your publications. Invite them to become work-based learning employers/participants.

Faculty Involvement in Promoting Programs

Acceptance and stability - When faculty is involved, there is a higher probability that work-based learning will be accepted, since work-based learning can assist with student retention within their classes.

Credibility - Faculty involvement brings respect to the program and provides credibility.

Size - Programs will be larger if faculty is involved. Size is linked with how much respect the program has on the campus.

Outreach - Faculty can use contacts in the business world for job development through the provision of increased job sites. Faculty is in contact with alumni, which can be an excellent source of job sites. Faculty may have more outreach possibilities to students.

Sample Activities to Promote Work-based Learning

- Advertise to announce: job postings, events, special training, and open houses.
- Advertise in: newspapers, magazines, radio, television, transit billboards, theater programs, business and trade publications, and yellow pages of phone directories
- Get involved with civic and community groups
- Send success stories to alumni newsletters and business newsletters
- Inform trade and business publications about the WBL programs
- Make presentations to professional organizations
- Serve as a guest speaker to groups
- Conduct tours of your campus
- Participate in career fairs with employers

Promote Work-based Learning Benefits to Students, Employers, and Schools

Benefits To Students

- Earn income, while learning
- Gain actual work experience, while going to school
- Gain access to good jobs
- Develop potential contacts to broaden employment options
- Return to school in a non-traditional setting
- Build self-confidence, and experience success at school and work
- Gain personal attention for educational and personal needs and goals

Benefits To Employers

- Obtain an expanded pool of qualified applicants
- Gain a direct chance to recruit and screen potential employees
- Evaluate potential employees in work settings, prior to hiring

- Develop a quick, reliable source of skilled labor
- Meet contractual and legal obligations for Affirmative Action and Equal Employment Opportunity
- Improve the quality of life and skills in the community
- Reduce turnover of entry-level employees
- Influence curriculum development to meet industry requirements

Benefits To Schools

- Reduce dropout rate
- Improve attendance
- Increase enrollment
- Increase student motivation to learn
- Integrate hands-on, work-related learning in academic instruction
- Maintain higher outcome standards
- Provide service to community
- Serve local employers
- Expand existing programs
- Enhance reputation and public image
- Improve placement/employment rate of graduates
- Expand resource base

Marketing to Secondary Schools

High school with experience education programs are an important source of future community college CWEE students. It is wise to develop a close working relationship with high school programs to promote your CWEE program.

Examples of Marketing Tools

Use a variety of materials. Different people respond differently to the same marketing piece. To reach the most diverse public possible, vary your approach.

Here are just a few ideas for advertising:

- Internet Website
- Bumper stickers
- Buttons
- T-shirts
- Scratch pads
- Posters
- Coffee mugs
- Decals/stickers
- Frisbees
- Paperweights
- Lapel/logo pins
- Key chains
- Pens/pencils
- Catalogs
- Business cards

- Bookmarks
- Flyers
- Videos

A few of the best marketing ideas that other California Community Colleges have implemented are included in the Appendix within the sections Professional Interviews and Program Information

Appendix

California Code of Regulations

<http://.ccr.oal.ca.gov/default.htm>

Title 5. Education

Chapter 6, Curriculum and Instructions

Subchapter 3. Cooperative Work Experience in Education

Sections

- 55250.2 Laws or Rules Applicable to Students in Work Experience
- 55250.3 Work Experience Education
- 55250.4 Funds for Work Experience Programs for Mentally Retarded Pupils
- 55250.5 Work Experience Education Involving Apprenticeable Occupations
- 55250.6 Work Experience in Contiguous Areas
- 55250.7 Employment of Pupils in Part-Time Jobs Located Outside the District
- 55251 Requirements of the Plan
- 55252 Types of Cooperative Work Experience Education
- 55253 College Credit
- 55254 Student Qualifications
- 55255 District Services
- 55256 Records
- 55256.5 Work Experience Credit
- 55257 Job Learning Stations
- 58051 Methods of Computing Full-Time Equivalent Student FTES
- 58009.5 Computation for Work Experience Education Programs

California Education Code

In addition to Title V, the California Education Code lists all state laws pertaining to education. Sections 78240-78250 and 84530 pertain to work experience education.

Click on <http://www.leginfo.ca.gov/calaw.html>

Click on "Education Code"

Click on "Search"

Click on "78249"

Interviews from Work-based Learning Professionals

<http://WBLconnections.com>

Stan Wright, College of the Canyons
Maggi Dunsmore, Victor Valley College
David Franey, Employer

Program Information

Chaffey College – Online orientation
www.Chaffey.edu/cooped/index.shtml

College of the Canyons – Assignments for CWEE
www.coc.cc.ca.us/offices/cwee/projects.asp

Ohlone College – Work Experience Education Faculty/Student Handbook
www.Ohlone.edu/org/tcs/workexperience

Saddleback College – How to Write Learning Objectives
www.saddleback.edu/ap/atas/cwe

Orange Coast College – District Plan

Santa Rosa Junior College – forms for work experience, community involvement, internships, and Britain Study Abroad Programs
<http://www.santarosa.edu/instruction/jtwd/wei/forms/>

Victor Valley College
Application Form
www.vvc.edu/offices/coopedu/forms.htm

Work-based Learning Professional Associations

California Cooperative Education and Internship Association
<http://www.ca-co-op.org/>

Cooperative Education and Internship Association
www.ceiainc.org

California Association of Work Experience Educators
<http://www.cawee.org/>

Association for Experimental Education
www.aee.org

World Association of Cooperative Education
www.waceinc.org

California Community College Chancellor's Office Statewide Committee for Work-based Learning and Employment Services –
www.calworkplace.org

California Placement Association
www.calplacement.org