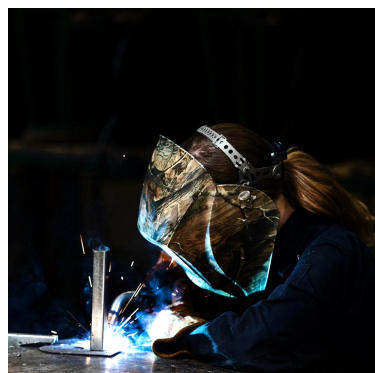




# PETALUMA CITY SCHOOLS

## Work-Based Learning (WBL) Handbook



## ***Welcome to the Petaluma City Schools Work-Based Learning Handbook!***

This handbook is designed to guide high school students and staff, and through the process of engaging in Work-Based Learning (WBL) experiences. Whether you're interested in internships, job shadowing, apprenticeships, or any other form of WBL, this handbook provides valuable information, resources, and tips to help make the most of each WBL experience!

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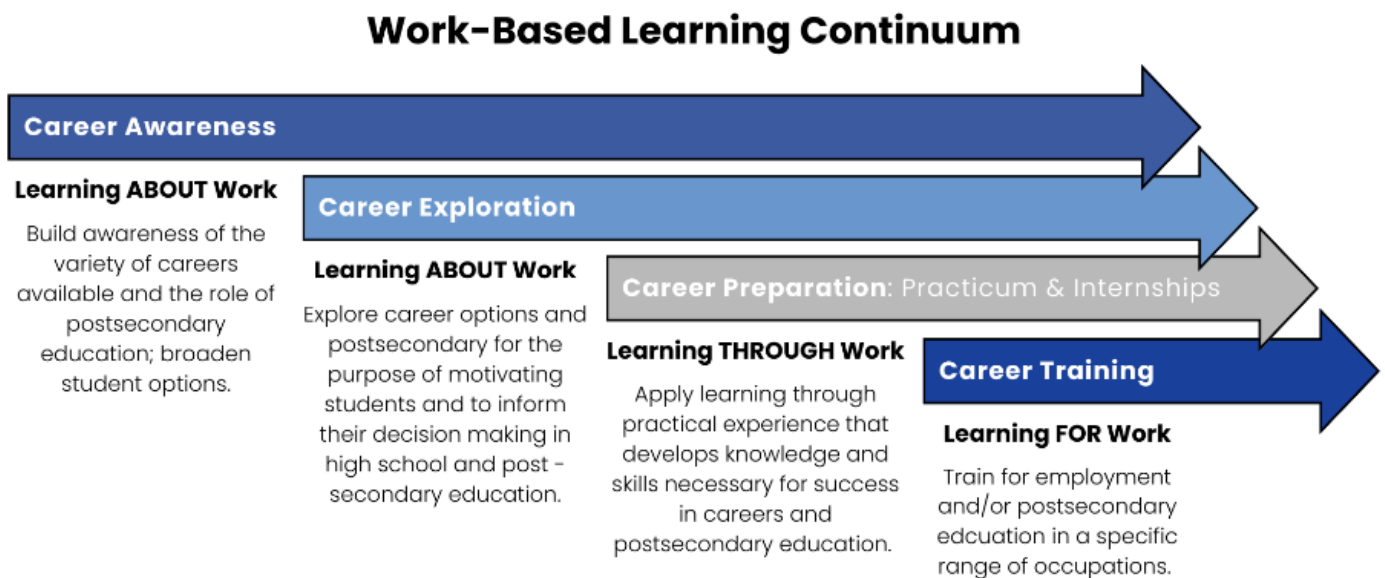


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## Overview of Work-Based Learning

Work-Based Learning (WBL) is an essential element for a well-rounded education and is often an experience that defines the future for many of our students. WBL bridges the gap between school and in-demand, high-skill careers. WBL activities can begin as early as elementary school and continue through post-secondary education. Through structured employer engagement, WBL helps students build on their classroom-based instruction by developing and strengthening technical skills and employability skills in preparation for future careers.



### Types of Work-Based Learning

- **Career Awareness** examples include guest speakers, job site tours, and field trips, etc.
- **Career Exploration** examples include attending job shadows, college and career advising, career fairs, aptitude tests, career planning and/or research
- **Career Preparation** examples include resume workshops, interview preparation, internships and workplace readiness modules
- **Career Training** examples include pre-apprenticeships, apprenticeships, and certification programs



## Benefits of Work-Based Learning

### For Students

- Increases confidence and readiness for the workforce through career awareness, exploration, preparation, and training
- Connects knowledge learned in the classroom to the real-world
- Opportunities to develop valuable professional skills, such as communication, teamwork, and problem-solving that apply to current labor demands
- Opportunities to build resume and establish a network with professionals
- Opportunities to earn \$\$ (internships, student-led enterprise)

### For Schools

- Improvement in student motivation, attendance, and graduation rates
- Improvement in school/community relations
- Support workforce needs in the community and region

### For Employers

- Help reduce their recruitment and training costs
- Help hire employees who are better prepared and understand workplace expectations
- Partner with schools to meet workforce demands

## Preparing for Work-Based Learning (Students)

In order for students to be successful and get the most out of Work-Based Learning, students must receive specific preparation. In the Appendix section of this handbook, there are planning and implementation tools provided for most types of WBL. The following actions are also recommended as preparation for successful WBL:

- Complete career interest surveys in [CaliforniaCollege.edu](http://CaliforniaCollege.edu)
- Enroll in a CTE pathway
- Obtain a Work Permit for each school year ([California Work Permits](#))
- Complete all permission slips for off campus WBL
- [PCS Internship/Job Shadow Permission Slip](#)
- Prepare a professional resume and cover letter tailored to each opportunity
- Practice interview skills and be prepared to discuss your interests, skills, and goals
- Follow application instructions carefully and submit all required materials by deadline
- Follow up with employers after applying to express continued interest and enthusiasm

## Finding Work-Based Learning Opportunities (Teachers)

- [WBL Interest & Needs Form](#)
- Collaborate with WBL Coordinator and College & Career Centers to schedule and implement WBL
- When possible, research local businesses, organizations, and industries that align with your career pathway. Attend career fairs, networking events, and industry conferences to connect with professionals

# **For Students: Making the Most of Your Work-Based Learning Experience**

## **General Guidelines**

- Set clear goals and objectives for what you hope to achieve during your experience
- Take initiative, ask questions, and seek feedback from supervisors and mentors
- Be proactive in seeking out learning opportunities and taking on new challenges
- Stay organized and manage your time effectively to meet deadlines and responsibilities

## **Professionalism and Work Etiquette**

- Dress appropriately for the workplace, maintain a neat and professional appearance
- Arrive on time and be prepared to work diligently throughout your scheduled hours
- Communicate respectfully with colleagues, supervisors, and clients at all times
- Demonstrate integrity, reliability, and a positive attitude in everything you do
- Cell Phone usage is only permitted in authorized areas, and it should be turned on “Do Not Disturb” mode or silenced until on a break or otherwise specified by supervisor

## **Confidentiality**

PCS, Student(s), and Business Partner agree to maintain the confidentiality of all proprietary or confidential information disclosed or exchanged between them during the course of this agreement. This includes, but is not limited to, student records, business plans, strategies, processes, and any other information marked as confidential or that would be understood to be confidential by a reasonable person ("Confidential Information"). Both parties agree not to disclose Confidential Information to any third party without the prior written consent of the disclosing party, except as required by law.

## **Safety in the Workplace**

- Follow all safety protocols and procedures established by your employer
- Report any hazards or concerns to your supervisor immediately
- Take responsibility for your own safety and the safety of others in the workplace
- Ask questions if you are unsure about how to safely perform a task or operate equipment
- Be aware of updated OSHA standards and procedures
- [Child Labor Laws](#)
- [Child Labor Law No. 101](#)

## **Building Relationships and Networking**

- Take the time to get to know your colleagues and build professional relationships
- Be friendly, approachable, and willing to collaborate with others
- Stay in touch with mentors and contacts you meet during work-based learning

## Reflection and Goal Setting

- Take time weekly to reflect on your experiences and what you have learned
- Identify areas for growth and set goals for further development
- Keep a journal or portfolio to document your achievements, challenges, and reflections
- Use feedback from supervisors and mentors to guide your goal-setting process

## Conclusion and Next Steps

Students: whether you are preparing for college, entering the workforce, or pursuing further training, the skills and experiences you have gained will serve you well in your future endeavors.

Keep exploring, learning, and pursuing your passions with confidence and determination.

*This handbook is just the beginning of your work-based learning journey...*

*Continue to seek out new opportunities, challenge yourself, and never stop learning!*

## **Teacher & Student Resources**

**Guest Speakers Toolkit:** A career awareness activity, Guest Speakers typically feature a volunteer from the business or community who is invited to speak with a group of students during the school day. Students listen to the presentation and ask questions. Students learn how to interact with a professional, learn facts about a career or industry, and be able to connect how their schoolwork links to that career. Students will apply what they have learned to their own career goals and aspirations.

- [PCS GUEST SPEAKER PLANNING TOOL](#) (for Industry Partners)
- [PREPARING STUDENTS FOR GUEST SPEAKERS](#) (for Educators)
- [GUEST SPEAKER STUDENT NOTE TAKER TOOL](#)
- [GUEST SPEAKER THANK YOU NOTE](#)
- Option 1: [GUEST SPEAKER STUDENT REFLECTION](#)
- Option 2: [GUEST SPEAKER STUDENT REFLECTION GOOGLE FORM](#)

**Work Site Tours Toolkit:** A career awareness activity, a Worksite Tour allows students to learn about the structure, product, daily activities, and workflow of an organization directly from employees on-site. During this organized tour, students are encouraged to ask detailed questions in order to gain industry-specific knowledge and become more comfortable interacting professionally. Students will expand their awareness of careers and work environments, make connections, and observe how employees apply job-specific skills.

- [WORKSITE TOUR - PREPARING STUDENTS](#) (for Educators)
- [WORKSITE TOUR PREPARATION \(for Employers\)](#)
- [WORKSITE TOUR RESEARCH ACTIVITY](#)
- [WORKSITE TOUR THANK YOU NOTE](#)
- Option 1: [WORKPLACE TOUR STUDENT REFLECTION](#)
- Option 2: [WORKPLACE STUDENT TOUR REFLECTION GOOGLE FORM](#)

**Job Shadow Toolkit:** A career exploration activity, Job Shadows consist of an organized visit in which students observe the workday of a professional at his/her worksite. Throughout the day, students get a "day in the life" perspective through interacting with clients or customers, as well as attending meetings and other appointments with the worksite host. Students will expand their awareness of careers and work environments, make connections and observe how employees apply job-specific skills.

- [JOB SHADOW PREPARING STUDENTS](#) (for Educators)
- [JOB SHADOW COMPANY RESEARCH ACTIVITY](#)
- [JOB SHADOW OBSERVATION & NOTE TAKING TOOL](#)
- [JOB SHADOW THANK YOU NOTE](#)
- Option 1: [JOB SHADOW STUDENT REFLECTION & EVALUATION](#)
- Option 2: [JOB SHADOW REFLECTION & EVALUATION FORM](#)

**Student-Led Enterprise Toolkit:** A career preparation activity, Student-Led Enterprise involves the development and operation of a revenue-generating business (regardless of profit or loss), operating outside the classroom. It is associated with a course at the school in which the student is enrolled and evaluated by the certificated course instructor.

- [TEACHERS GUIDE TO CREATING STUDENT-LED ENTERPRISE](#)
- [STUDENT-LED ENTERPRISE REFLECTION/EVALUATION FORM](#)

**Virtual/Simulated Learning Toolkit:** A career preparation activity, where students can gain business experience through a virtual environment that is aligned to the classroom curriculum. Students must develop business plans and websites.

- [TEACHERS GUIDE FOR VIRTUAL/SIMULATED WBL](#)
- [VIRTUAL/SIMULATED WORK-BASED LEARNING REFLECTION/EVALUATION FORM](#)

**Resume/Interview Workshop Toolkit: TBD**

- [PCS Student Resume Guide/Template\(Classroom activity\)](#)
- [Mock Interview Question Sheet](#)

**Internship Toolkit:** Structured work experiences that typically last for a set period, allowing students to gain hands-on experience in a specific field, often connected to Career Technical Education (CTE) courses and/or pathways.

- [PCS Cooperative WBL Agreement](#)
- [PCS Internship/Job Shadow Permission Slip \(English\)](#)
- [PCS Internship/Job Shadow Permission Slip\(Spanish\)](#)
- [PCS STUDENT EMERGENCY CONTACT FORM](#) (for Industry partners)
- [PCS INTERNSHIP STUDENT REFLECTION](#)
- [INTERNSHIP STUDENT EVALUATION/REFLECTION FORM](#)

**Apprenticeship Toolkit:** Formal programs that combine on-the-job training with classroom instruction, often leading to industry-recognized certifications.

- [Division of Apprenticeship Standards](#)
- [California Apprenticeship Initiative](#)
- [ARCH Resource Packet](#)



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## Employer Documents

- [Employer Evaluation of PCS Student Interns](#)
- [Employer's Guide to Creating a High School Internship](#)

## Additional Resources

- [CTE Model Curriculum Standards](#)
- [Guide to WBL Reporting](#) (CALPADS)
- [Standards for Career Ready Practice](#)
- [Carlsbad WBL Toolkit](#)
- [Child Labor Laws](#)
- [California Work Permits](#)
  - [Unpaid Internship Authorization \(CDE Form B1-6\)](#)
  - [Paid Internship - Work Permit \(CDE Form B1-1\)](#)
- [The Path WBL Website](#) (SCOE)
- [EMERGENCY CONTACT FORM](#)
- [PCS Student Driver Permission Slip](#)