

CFM AND CTE: WORK-BASED LEARNING

Evaluating a Work-Based Learning Opportunity

Detailed practice, calculation, decision-making, and assessment

GRADES 9-12	TIME 2 x 42 min	GROUPING I / pairs / whole	PRODUCT Decide
YOUR CHALLENGE Evaluate whether a fictional internship, job shadow, service-learning project, or supervised workplace experience is safe, structured, accessible, and connected to career goals.			

New York CFM Connections: Safe Work-Based Learning, Transferable Skills, and Career Evidence

Work-based learning should offer more than time at a workplace. A strong opportunity has clear learning goals, appropriate supervision, safe tasks, reliable transportation, understandable expectations, and a way to document growth. Students should use school-approved processes and trusted adults when reviewing opportunities.

Term	Student-friendly meaning
Work-based learning	A planned experience that connects classroom learning with workplace or community practice.
Learning objective	A clear statement of what a student should know or be able to do.
Supervisor	The approved adult responsible for guidance and feedback at the site.
Confidentiality	Protecting information that should not be shared.
Accommodation	A change or support that provides appropriate access.
Red flag	A signal that requires stopping, checking, or seeking help.
CLASSROOM USE All people, employers, figures, brackets, and documents in this packet are fictional. Never place a real Social Security number, employer ID, bank number, or tax document in classroom work.	

Part 1 - Compare Work-Based Learning Types

Compare job shadow, internship, service learning, school-based enterprise, and paid employment.

Experience	Main purpose	Typical evidence	Question to verify
Job shadow			
Internship			
Service learning			
School enterprise			
Paid job			

Labels alone do not prove that an experience meets school requirements.

Part 2 - Analyze a Fictional Placement Description

A marketing internship offers 8 weeks, six hours weekly, one supervisor, customer-data tasks, social-media work, and a final presentation. Pay and transportation are not stated.

Detail	What is known	What is missing	Why it matters
Duration/schedule			
Supervisor			
Data task			
Social media			
Presentation			
Pay			
Transportation			

Students must not use real customer data in the activity.

Part 3 - Complete a Safety and Support Check

Review emergency procedures, equipment, harassment reporting, data privacy, transportation, accessibility, and age-appropriate tasks.

Area	Question	Safe evidence/source	Stop or report signal
Emergency			
Equipment			
Harassment			
Privacy			
Transportation			
Accessibility			
Task limits			

Use the school coordinator or another approved adult when uncertain.

Part 4 - Score Career and Learning Fit

Jordan is exploring marketing, design, and business operations. Create weights totaling 100%.

Criterion	Weight	Placement evidence	Score	Question
Career interest				
Skill development				
Supervision				
Schedule				
Access/cost				
Portfolio evidence				

Missing evidence should lower confidence, not automatically become a zero.

Part 5 - Write a Conditional Placement Recommendation

Recommend accept, decline, or investigate further.

Decision element	Evidence/response
Learning value	
Safety	
Supervision	
Schedule/access	
Privacy	
Missing terms	
Next step	

Write 175-225 words and name one fact that could change the decision.